



ACTION GUIDE

FOR SCHOOL NUTRITION AND PHYSICAL ACTIVITY POLICIES



Connecticut State Department of Education

Bureau of Health and Nutrition Services
and Child/Family/School Partnerships



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A Message from Governor M. Jodi Rell



In June 2005, I directed the Commissioner of Education to develop and publish guidelines to assist local school boards of education in adopting school nutrition policies, including:

- Methods for promoting physical exercise both during and after the school day through physical education programs as well as with organized recreation programs;
- Methods of providing healthy meals and food options, including fresh fruit and vegetables, at outlets within a school and which address not just the nutritional value of food sold in vending machines and stores, but also meals such as breakfast and lunch served to children in school cafeterias;
- Processes for augmenting health, science or physical education curricula to highlight to students the need for a healthy lifestyle and the roles that diet and exercise play in a healthy lifestyle;
- Strategies for conducting meetings and forums with parents, teachers, members of the board of education and parent-teacher organizations to identify the support parents need in order to encourage healthy lifestyles in their children;
- Techniques to involve students in the discussion of school nutrition as a component of promoting healthy lifestyles to ensure that school nutrition policies are effective and recognize the realities facing students in the school environment; and
- Research and data, including health trends and nutritional information that local school districts can use and provide to parents to make balanced, rational decisions when implementing comprehensive local school nutrition policies.

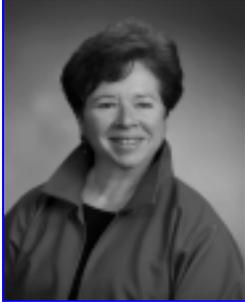
In response to my directive, this *Action Guide for School Nutrition and Physical Activity Policies* has been developed by the Connecticut State Department of Education. It provides comprehensive guidance for school districts on developing and implementing policies that promote healthy eating and physical activity.

It is my hope that local boards of education will use the *Action Guide* to customize policies that meet the local needs of the children and families they serve. With guidance and support from the Connecticut State Department of Education, and with the involvement of students, parents, school staff members and community partners, local school districts can develop and implement comprehensive school nutrition and physical activity policies that positively impact students' health and well-being.

A handwritten signature in black ink that reads "M. Jodi Rell". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

M. Jodi Rell
Governor
February 2006

A Message from Commissioner of Education Betty J. Sternberg



Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, behavior and academic achievement in school. By developing and implementing districtwide policies on nutrition and physical activity, schools can create an environment to help reduce barriers to learning.

The Connecticut State Department of Education is pleased to provide districts with a resource to assist in these efforts. The *Action Guide for School Nutrition and Physical Activity Policies* provides comprehensive guidance for school districts on developing and implementing policies to promote healthy eating and physical activity. It was reviewed by an outside committee representing 21 health and education organizations in Connecticut.

The *Action Guide* translates research-based policy development concepts and models into real-life strategies that work at the local level, based on the experience of 10 Connecticut pilot school districts. The *Action Guide* further supports the State Board of Education's *Position Statement on Nutrition and Physical Activity* (adopted December 7, 2005), which acknowledges that children's health is essential to their success in school, and emphasizes the Board's commitment to promoting policies that support a learning environment conducive to healthy lifestyles.

The *Action Guide* will help districts meet recommended state and national guidelines and the U.S. Department of Agriculture School Wellness Policy requirements (Public Law 108-265). The *Action Guide for School Nutrition and Physical Activity Policies* is intended to guide local school districts in establishing and implementing policies and practices that:

- promote students' improved nutrition and increased physical activity;
- encourage families to support and participate in programs and initiatives that are intended to improve their children's health; and
- encourage schools to collaborate with community organizations to provide consistent health messages and to support school-based activities that promote healthy eating and physical activity.

I strongly encourage all Connecticut school districts to use the *Action Guide for School Nutrition and Physical Activity Policies* to assist in developing and promoting local school policies and practices that consistently support student health and learning. The Connecticut State Department of Education is committed to providing ongoing professional development and technical assistance opportunities to support districts' efforts to develop and implement local school nutrition and physical activity policies. I look forward to working together to optimize opportunities for improved student health and achievement in Connecticut.

A handwritten signature in black ink that reads "Betty J. Sternberg". The signature is written in a cursive, flowing style.

Dr. Betty J. Sternberg
Commissioner of Education
February 2006

Position Statement on Nutrition and Physical Activity in Schools

Adopted December 7, 2005

The Connecticut State Board of Education believes that children's health is essential to their success in school. Research studies over the past decade have consistently concluded that student health status and school achievement are directly connected and, in fact, that student health is one of the most significant influences on learning and achievement. Healthy eating and regular physical activity are essential components of a healthy lifestyle. Well-planned and effectively implemented nutrition and physical activity programs have been shown to enhance students' overall health, behavior and academic achievement.

The Connecticut State Board of Education is committed to promoting policies that support a learning environment conducive to healthy lifestyles. School districts must engage students, parents, school staff members and community members to develop, implement and monitor policies and practices to promote and support healthy eating and sufficient physical activity.

The Role of Schools

School policies and practices play a significant role in promoting a healthy environment. Schools must create an environment that gives students consistent, accurate health information and ample opportunity to use it. The classroom, cafeteria and school activities should provide clear and consistent messages that explain and reinforce healthy eating and physical activity. Students must be taught skills for making healthy lifestyle choices not only in the school building, but also in their daily activities outside of school. Local school boards must establish and enforce policies and procedures that:

- help schools promote good nutrition and regular physical activity;
- incorporate nutrition and physical activity goals into school improvement plans;
- require schools to allow time in the curriculum for nutrition education, physical education and physical activity, and to incorporate these concepts throughout all subjects;
- seek revenue sources that do not require raising funds by competing with nutritious school meals;
- make decisions regarding the sale and use of foods and beverages at school-sponsored activities (such as fundraisers, parties and sports events) based on healthy eating goals;
- promote positive local media coverage of schools' efforts to improve the overall health of students and their families; and
- support families' efforts to provide a healthy diet and daily physical activity for their children by providing education, resources and activities that help with positive role modeling.

The Role of Families

Good nutrition and physical activity practices begin at home. Family involvement is crucial. Families can help children develop healthy habits by providing healthy choices, talking about good nutrition, encouraging an interest in cooking, encouraging safe and positive physical activity, serving as positive role models, and participating in school health and nutrition programs. Schools must provide education and support so that families can:

- understand the importance of preparing nutritious meals and engaging in regular physical activity with their children;
- reinforce messages about the importance of proper nutrition and physical activity, and serve as role models for healthy living;
- advocate for a healthy and active school environment for their children, including providing healthy foods for school events;
- understand the goals of the school curriculum and encourage appropriate nutrition education and physical education; and
- understand the value of and encourage children's participation in quality school meal programs.

The Role of Students

Students have a responsibility for protecting their own health. Students must take advantage of opportunities to learn about nutrition and physical activity, and apply this knowledge by making healthy choices for themselves. Schools must support students by teaching and providing opportunities for students to:

- set personal goals for healthy eating and physical activity, and make healthy choices;
- actively engage in physical education and enjoy physical activity;
- advocate for nutrition education and physical activity options at school;
- take an active role in advocating for healthy food choices at school, not only in the cafeteria, but in vending machines, school stores and fundraising activities; and
- serve as role models for younger children.

The Role of Communities

Communities play an important role in promoting healthy lifestyles by investing in the health, fitness, safety and well-being of children and their families. Community agencies can collaborate to provide integrated support services that build upon existing community resources and linkages with public schools. Schools must partner with communities to:

- work with families to support strategies that contribute to improved nutrition, increased physical activity and overall healthy lifestyles;
- provide and/or seek funds needed to support the school district's healthy lifestyles initiatives;
- develop and coordinate networks for communicating information and services that support nutrition and physical activity programs; and
- make facilities and programs available, accessible and affordable for the pursuit of individual as well as group physical activities and sports.

Acknowledgments

This guide was developed through Connecticut's 2003-2005 Team Nutrition Training Grant, funded by the U.S. Department of Agriculture (USDA), Food and Nutrition Service. This project has been partially funded with Federal funds from USDA. The content of this publication does not necessarily reflect the views or policies of USDA, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Appreciation is given to the following organizations for allowing the Connecticut State Department of Education to reprint and/or adapt selected material for use in this guide:

- Centers for Disease Control and Prevention
- Idaho Action for Healthy Kids
- National Alliance for Nutrition and Activity
- National Association for Sport and Physical Education
- National Association of State Boards of Education
- Rhode Island Healthy Schools Coalition
- U.S. Department of Agriculture, Food and Nutrition Services
- Wyoming Action for Healthy Kids

Appreciation is given to the following organizations for reviewing this guide:

- Action for Healthy Kids
- American Association of Family and Consumer Sciences, Connecticut Affiliate
- American Cancer Society
- American Diabetes Association
- American Heart Association
- Association of School Nurses of Connecticut
- Connecticut Association of Boards of Education
- Connecticut Association of Health, Physical Education, Recreation and Dance
- Connecticut Association of Schools
- Connecticut Association of Public School Superintendents
- Connecticut Commission on Children
- Connecticut State Board of Education
- Connecticut State Department of Public Health
- Connecticut Association of Directors of Health
- Connecticut Dietetic Association
- End Hunger Connecticut!
- Environment and Human Health, Inc.
- Hezekiah Beardsley Connecticut Chapter of the American Academy of Pediatrics
- Parent Teacher Association of Connecticut
- School Nutrition Association of Connecticut
- State Student Advisory Council on Education

Acknowledgments, Continued

Appreciation is given to the members of the Connecticut pilot districts' School Health Teams for their hard work and commitment to promote a healthy school environment through the development and implementation of school nutrition and physical activity policies:

- Farmington Public Schools
- Franklin Elementary School
- Killingly Public Schools
- Milford Public Schools
- Norwalk Public Schools
- Putnam Public Schools
- Regional School District #10
- Ridgefield Public Schools
- Salem Public School
- Windham Public Schools

The *Action Guide for School Nutrition and Physical Activity Policies* was developed through a 2003-2005 Team Nutrition grant from the U.S. Department of Agriculture to the Connecticut State Department of Education. This project has been partially funded with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service. The content of this publication does not necessarily reflect the views or policies of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



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Introduction

The *Action Guide for School Nutrition and Physical Activity Policies* is intended to help schools encourage healthy lifestyles in students by promoting the development and implementation of comprehensive nutrition and physical activity policies by local boards of education. The goals of these policies are to promote school practices that consistently support student health and learning, and to ensure that:

- the classroom, cafeteria and other school activities provide clear and consistent messages that explain and reinforce healthy eating and physical activity habits;
- students learn to make healthy lifestyle choices not only in the classroom and the cafeteria, but also at class parties, sports events – wherever they are throughout the school day; and
- students have many opportunities to practice healthy habits – they can choose from an array of healthy food options, eat in relaxed and comfortable surroundings and enjoy daily physical activity.



The *Action Guide for School Nutrition and Physical Activity Policies* includes detailed information on the steps, strategies and resources involved in developing, adopting and implementing school policies to promote healthy eating and physical activity. This document is based on current science, public health research, national guidelines, legislation for the U.S. Department of Agriculture (USDA) School Wellness Policy* (Public Law 108-265) and existing practices from exemplary states and school districts. Following these guidelines will help school districts comply with USDA's School Wellness Policy regulations and meet recommended national and state standards for nutrition and physical activity practices. *Specific information on how to use this guide is found on page 7.*

* The term "School Wellness Policy" is used by USDA to denote those policies related to nutrition and physical activity that are required by Public Law 108-265 (Child Nutrition and WIC Reauthorization Act of 2004). However, the concept of "wellness" is much broader, and goes beyond nutrition and physical activity to address the physical, mental, social and emotional needs of students. Some aspects of the broader concept of "wellness" are not addressed in the recommended policies contained in this document. These model policies also do not address certain important related areas, such as counseling services for those with eating disorders and policies to reduce weight-related bullying. The Connecticut State Department of Education encourages school districts to establish and maintain coordinated school health initiatives that address all components of school health, including mental health services and school health services, which are not addressed in this document.

Note: Throughout this document the words "parent(s)" and "family(ies)" will be used in the broadest sense to mean those adults with primary responsibility for children. The Connecticut State Department of Education (SDE) prefers the use of "family" to "parent" because not all responsible agents are parents, but most are family, either by relationship or function.

Background

The development of the *Action Guide for School Nutrition and Physical Activity Policies* is in response to three initiatives related to the promotion of nutrition and physical activity in schools:

1. the Governor's June 2005 directive to the Connecticut State Department of Education to develop guidelines to assist local boards of education in adopting school nutrition policies;
2. USDA's June 2004 legislation for School Wellness Policy; and
3. Connecticut's 2003-2005 School Nutrition Policies Pilot.

Governor's Directive

In June 2005, the Governor directed the Connecticut State Department of Education to develop guidelines to promote the development and implementation of comprehensive school nutrition policies by local boards of education.¹ The purpose of these guidelines is to encourage healthy lifestyles in students by addressing:

- Methods for promoting physical exercise both during and after the school day through physical education programs as well as with organized recreation programs;
- Methods of providing healthy meals and food options, including fresh fruit and vegetables, at outlets within a school and which address not just the nutritional value of food sold in vending machines and stores, but also meals such as breakfast and lunch served to children in school cafeterias;
- Processes for augmenting health, science or physical education curricula to highlight to students the need for a healthy lifestyle and the roles that diet and exercise play in a healthy lifestyle;
- Strategies for conducting meetings and forums with parents, teachers, members of the board of education and parent-teacher organizations to identify the support parents need in order to encourage healthy lifestyles in their children;
- Techniques to involve students in the discussion of school nutrition as a component of promoting healthy lifestyles to ensure that school nutrition policies are effective and recognize the realities facing students in the school environment; and
- Research and data, including health trends and nutritional information that local school districts can use and provide to parents to make balanced, rational decisions when implementing comprehensive local school nutrition policies.

Gov. M. Jodi Rell

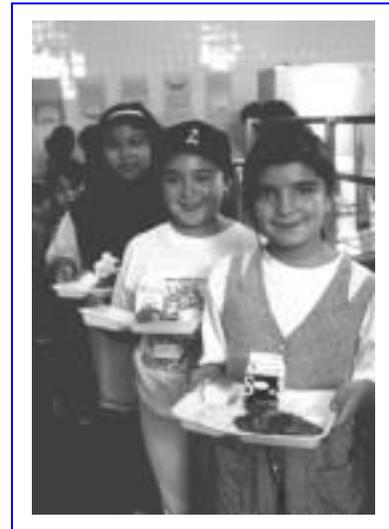
June 14, 2005

School Wellness Policy

In June 2004, the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) was passed. This federal legislation requires that public and private schools and Residential Child Care Institutions (RCCIs) participating in USDA's Child Nutrition Programs (i.e., National School Lunch Program, School Breakfast Program, After-School Snack Program and Special Milk Program) must establish a local wellness policy by the first day of the 2006-2007 school year.² The majority of Connecticut schools are affected by this legislation, because 88 percent participate in USDA child nutrition programs.

At a minimum, the district School Wellness Policy must:

1. include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness in a manner that the local educational agency determines appropriate;
2. include nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity;
3. provide an assurance that guidelines for school meals are not less restrictive than those set by the U.S. Department of Agriculture;
4. establish a plan for measuring implementation of the local wellness policy, including the designation of one or more persons within the local education agency or at each school, as appropriate, charged with ensuring that the school meets the local wellness policy; and
5. involve parents, students, representatives of the school food authority, the school board, school administrators, and the public in development of the local wellness policy.



These are the minimum requirements established by the federal legislation. School districts may choose to include additional features or integrate student wellness with other ongoing programs, for example, coordinated school health initiatives and community-based programs.

Connecticut's School Nutrition Policies Pilot

In September 2003, the Connecticut State Department of Education began a School Nutrition Policies pilot project as part of a USDA Team Nutrition grant. From January 2004 through June 2005, 10 pilot districts worked to develop, adopt and implement school policies to promote healthy eating and physical activity, and foster a healthy school environment. The goal of the project was to develop best practice models to assist school districts in developing local policies and action plans for implementing healthy eating and physical activity practices. Additional information on the pilot program is found in *Section 9 – School Nutrition Policies Pilots*.

Rationale for Policy Development

Meeting the basic developmental needs of students – ensuring that they are safe, drug-free, healthy and resilient – is vital to improving academic performance. Research studies over the past decade have consistently concluded that student health status and achievement are directly connected. In fact, research shows that the health and well-being of students is one of the most significant influences on learning and academic achievement. *Making the Connection: Health and Student Achievement*³ offers a comprehensive list of research-based studies supporting this link. Several studies conclude that students who participate in a comprehensive health education program have significantly higher reading and math scores than those who do not; physically fit children perform better academically; and children who eat well learn better.

Student Nutrition and Physical Activity Impact Learning

Research clearly shows that nutrition and physical activity are directly linked to academic achievement. Children who eat well and are physically active learn better, while poorly nourished and sedentary children tend to have weaker academic performance and score lower on standardized achievement tests. Poor nutrition and hunger interfere with cognitive function and are associated with lower academic achievement in underweight, normal weight and overweight children.^{4,5} Emerging research suggests that lower academic achievement is associated with being overweight.^{6,7,8,9} Participation in breakfast programs is associated with increased academic test scores, improved daily attendance, better class participation and reduced tardiness.^{10,11} Numerous studies have found that regular physical activity supports better learning. Student fitness levels have been correlated with academic achievement, including improved math, reading and writing scores.^{12,13,14} Research also suggests that decreasing physical education may undermine the goal of better performance, while adding time for physical activity may support improved academic performance.¹⁵

Children's Current Nutrition and Physical Activity Status

Currently, more than 15 percent of school-age children and adolescents are overweight – three times the number of overweight children in 1980.¹⁶ Over the last two decades, this number has increased by more than 50 percent and the number of “extremely” overweight children has nearly doubled.¹⁷ Eating habits that contribute to health problems tend to be established early in life, and unhealthy habits tend to be maintained as children age. Between 70 and 80 percent of overweight children and adolescents continue to be overweight or become obese as adults.¹⁸

Poor eating habits are not limited to children who are overweight. Overall, children’s eating habits are poor. Only 2 percent of school-age children consume the recommended daily number of servings from all five major food groups. Less than 15 percent of schoolchildren eat the recommended servings of fruit, less than 20 percent eat the recommended servings of vegetables, less than 25 percent eat the recommended servings of grains, and only 30 percent consume the recommended milk group servings on any given day.^{19, 20}

National guidelines for children’s physical activity include at least 60 minutes of age-appropriate physical activity all or most days of the week.²¹ Yet almost half of young people age 12 to 21 and more than a third of high school students do not participate in physical activity on a regular basis.²² In the 2001-2002 school year, 66 percent of Connecticut’s students in Grades 4, 6, 8 and 10 could not pass all four components of a health-related physical fitness assessment.²³ The poorest performances were seen in the mile run, which indicates cardiovascular endurance; only 48 percent of students were able to meet the health standard.

Schools Make a Difference

While the primary responsibility of schools is to foster academic achievement, schools also have a responsibility to help students learn, establish and maintain lifelong healthy eating and activity patterns. The National Academies' Institute of Medicine recently reported that schools, governments, communities, corporations and parents all must bear responsibility for changing social norms to promote healthier lifestyles and decrease our national obesity problem.²⁴ While schools cannot solve the problem alone, they have many opportunities to significantly impact children's health and learning for the majority of their day. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. School policies and practices can play a significant role in promoting an environment that supports healthy student behaviors and encourages learning.

The support of school leaders is critical to successful implementation of a healthy school environment. Their decisions and policies can affect many issues, such as:

- meal schedules;
- dining space and atmosphere;
- foods sold for school fundraisers and in school stores;
- operation of vending machines;
- foods allowed for parties, special events and other social activities;
- financial support of school nutrition programs;
- nutrition education;
- physical education; and
- physical activity programs and opportunities.

The policy development process provides a unique opportunity for school staff members to collaborate within the district and local community to provide a school environment that optimizes student health and school achievement.

Importance of Local Policies

Without written districtwide policies, decisions regarding nutrition and physical activity practices are left to individuals. The result is nutrition and physical activity practices that are inconsistent from school to school, and even classroom to classroom. Written districtwide policies help to eliminate inappropriate practices by providing clear standards that are implemented consistently throughout the school district. Policies can address practices that are counterproductive to students' health and ultimately undermine schools' goal of improving student performance, such as:

- selling low-nutrient, high-calorie foods (e.g., candy, soda, cookies, chips) in vending machines, school stores and fundraisers;
- punishing students by taking away recess;
- reducing time available for physical education and physical activity, e.g., recess;
- providing insufficient nutrition education; and
- rewarding children's behavior and performance with candy and other low-nutrient foods.

By developing and implementing districtwide policies, schools can help reduce barriers to learning by providing an environment that promotes healthy eating and physical activity for all children.

Addressing District Concerns with Policy Development

School district concerns with policy development commonly focus on responsibility for student health, financial implications and time constraints.

Responsibility for Student Health

Schools, families and communities all play a vital role in providing opportunities for students to develop healthy eating and physical activity habits. With increased attention focused on improved academic achievement, schools are constantly challenged to meet the needs of the whole child. Research clearly demonstrates that healthy students do better in school. Unhealthy students, regardless of the cause, are less likely to do well academically. As the American Cancer Society points out, *“Children who face violence, hunger, substance abuse, unintended pregnancy, and despair cannot possibly focus on academic excellence. There is no curriculum brilliant enough to compensate for a hungry stomach or a distracted mind.”* Schools are not only responsible for academic preparation, but also for preparing students for life. This includes teaching students the necessary skills and behaviors for lifelong health. By developing and implementing districtwide policies, schools can help reduce barriers to learning by providing an environment that promotes healthy eating and physical activity for all children.

Financial Implications

Districts are often concerned about the financial impact of policy development and implementation, for example, making healthy changes in foods and beverages at school or devoting additional staff time for programs and activities. Some policy changes can be implemented with existing school staff members and resources, while others may impact schools financially. It is important for districts to evaluate the potential local impact of policy changes and, if necessary, determine alternate methods to maintain revenues. Across the nation, many school districts have been successful in making healthy changes in policies, programs and activities related to nutrition and physical activity. Additional information and examples can be found in *Success Stories* under *Resources* in *Section 2 – Steps for Creating Local Policy*. In Connecticut, the 10 districts participating in the School Nutrition Policies Pilot found that finances were not a significant barrier to the policy development process. For additional information, see *Section 9 – School Nutrition Policies Pilots*.

Time Constraints

The policy development process can require a significant time commitment. Districts can take advantage of strategies to maximize the effectiveness of the policy development process. Successful strategies employed by the Connecticut School Nutrition Policies Pilot districts included:

- identifying a dedicated team leader who can commit the necessary time to the policy development process;
- ensuring appropriate school district and community representation to enable the local policy development team to make the most effective use of time during policy discussions and decision making; and
- committing upfront to specific meeting dates and setting deadlines for accomplishing specific tasks.

For additional success strategies, see *Section 9 – School Nutrition Policies Pilots*.

How to Use This Guide

The *Action Guide for School Nutrition and Physical Activity Policies* was developed in nine sections, including:

- Section 1 – Overview;
- Section 2 – Steps for Creating Local Policy;
- Section 3 – Policy Component: Nutrition Education and Promotion;
- Section 4 – Policy Component: Physical Education and Physical Activity;
- Section 5 – Policy Component: Nutrition Standards for School Foods and Beverages;
- Section 6 – Policy Component: Other School-Based Activities to Promote Student Wellness;
- Section 7 – Policy Component: Communication and Promotion;
- Section 8 – Policy Component: Measurement and Evaluation; and
- Section 9 – School Nutrition Policies Pilots.

Starting with the first two sections – *Overview* and *Steps for Creating Local Policy* – will assist districts in understanding the background and rationale for policy development, as well as the steps in the process. The policy component sections (Sections 3 through 8) do not need to be read all at once or in sequential order. After identifying and prioritizing local needs, the policy development team can start with any of the six policy component sections that reflect the district's priorities. Districts can choose those sections which are most needed, based on local needs and existing policies and practices. Districts can also use the last section – *School Nutrition Policies Pilots* – to learn about the actual "how-to" of the policy development process, as experienced by each of the 10 pilot districts.

Policy Requirements and Recommendations

Districts participating in the USDA Child Nutrition Programs are **required** to develop a School Wellness Policy that meets the criteria specified under *School Wellness Policy* (page 3). The *Action Guide* identifies the policy components that must be addressed in order to meet this requirement. When applicable, USDA School Wellness Policy requirements are indicated throughout the guide. The *Action Guide* also includes **recommended** (not required) language for each of the policy components. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities.

Steps for Policy Development

Before policy writing can begin, it is important for school district staff members to have an understanding of the steps involved in the policy development process. These include:

1. Identify Policy Development Team
2. Identify Local Policy Development Process
3. Conduct Local Assessment Process
4. Prioritize Needs and Develop an Action Plan
5. Draft Policy Language
6. Build Awareness and Support
7. Adopt and Implement the Policy
8. Maintain, Measure and Evaluate

1 Overview

Section 2 – Steps for Creating Local Policy provides a step-by-step guide to the policy development process. For each step, key resources are identified to assist schools with planning and implementation.

Policy Components

The nutrition and physical activity policies are organized into six key components, including:

1. Nutrition Education and Promotion;
2. Physical Activity and Physical Education;
3. Nutrition Standards for School Foods and Beverages (School Meals and Other Foods and Beverages);
4. Other School-Based Activities to Promote Student Wellness;
5. Communication and Promotion; and
6. Measurement and Evaluation.

Each of the six components is individually addressed in Sections 3 to 8 of the *Action Guide*. Each section includes information and resources to assist with the development and implementation of the policy component, including the goal, rationale, policy language recommendations, implementation guidance and resources.

Each policy component section provides recommendations (not requirements) for policy language. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Timeframe for Development and Implementation

Schools participating in USDA's Child Nutrition Programs must establish a local School Wellness Policy by the first day of the 2006-2007 school year. Districts may find it more practical to phase in the implementation of policies than to implement a comprehensive set of nutrition and physical activity policies all at once. District decision makers need to consider challenges to policy implementation such as limited class time, curriculum requirements and funding and space constraints.

While the School Wellness Policy must be *established* by the first day of the 2006-2007 school year, it is important to note that policies are an *ongoing* project. They should be continuously implemented, evaluated and updated.

Schools not participating in USDA's Child Nutrition Programs are strongly encouraged, but not required, to establish and implement nutrition and physical activity policies within a reasonable time.

Policy Definitions

A La Carte Items: Any food or beverage that students purchase in addition to or in place of the USDA reimbursable school breakfast or lunch. A la carte items include foods and beverages sold in vending machines, a la carte lines or kiosks, school stores or snack bars located anywhere on school grounds, including the cafeteria and athletic events.

Body Mass Index (BMI): A measure of body weight adjusted for height that is used as a tool for indicating weight status in adults over 20 years old. BMI is a general indicator used to identify whether an adult is underweight, normal, overweight or obese.

<http://www.cdc.gov/nccdphp/dnpa/bmi/index.htm>

BMI-for-age: A gender- and age-specific BMI measurement to assess underweight, overweight and risk for overweight in children and teens. <http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>

Child Nutrition Programs: USDA's federally assisted meal programs operating in public and nonprofit private schools and Residential Child Care Institutions (RCCIs), including the National School Lunch Program, School Breakfast Program, After-School Snack Program and Special Milk Program.

Competitive Foods: Foods sold in competition with the National School Lunch Program and the School Breakfast Program during the school's designated lunch or breakfast periods, including Foods of Minimal Nutritional Value (FMNV).

Comprehensive School Health Education: Addresses the physical, mental, emotional and social dimensions of health and provides students with the knowledge, skills and motivation they need to enhance their health, prevent disease and reduce health-related risk behaviors.

Coordinated School Health: A model from the Centers for Disease Control and Prevention in which schools provide a critical facility where many agencies work together to maintain the well-being of young people and promote student achievement. The model includes eight components: (1) comprehensive school health education; (2) physical education; (3) health services; (4) nutrition services; (5) health promotion for staff members; (6) counseling and psychological services; (7) healthy school environment; and (8) parent/community involvement.

<http://www.cdc.gov/healthyyouth/CSHP/>

Dietary Guidelines for Americans: A federal document that provides science-based advice for Americans two years and older to promote health and to reduce risk for chronic diseases through diet and physical activity. The Dietary Guidelines are published jointly every five years by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture, and form the basis of federal food, nutrition education and information programs.

<http://www.healthierus.gov/dietaryguidelines/>

Dietary Reference Intakes (DRIs): Reference values that are estimates of nutrient intakes to be used for planning and assessing diets for healthy people. DRIs represent a shift in emphasis from preventing nutrient deficiencies to decreasing the risk of chronic disease (e.g., cardiovascular disease, osteoporosis, certain cancers and other diseases that are diet related). They include four categories: Estimated Average Requirement (EAR), Recommended Dietary Allowance (RDA), Adequate Intake (AI) and Tolerable Upper Intake Level (UL).

<http://www.nal.usda.gov/fnic/etext/000105.html>

Extracurricular Activities: School-sponsored voluntary programs that supplement regular education and contribute to the educational objectives of the school.

Foods and Beverages of Low Nutrient Density: Those foods and beverages that supply calories from fat and/or sugar but relatively few, if any, vitamins and minerals.

Foods of Minimal Nutritional Value (FMNV): For *artificially sweetened foods*, USDA defines a food of minimal nutritional value as one that provides less than five percent of the Dietary Reference Intakes (DRIs) for each of eight specified nutrients (protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium and iron) per serving. For *all other foods*, FMNV are those that provide less than five percent of the DRI for each of the eight nutrients per serving and per 100 calories. USDA regulations define **four** specific categories of FMNV, including (1) soda water; (2) water ices; (3) chewing gum; and (4) certain candies (hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy-coated popcorn). The regulations do not restrict the sale of any other low-nutrient foods, e.g., chips and noncarbonated sweetened drinks. <http://www.fns.usda.gov/cnd/menu/fmnv.htm>

Hazard Analysis Critical Control Points (HACCP): A preventative food safety program to control food safety hazards during all aspects of food service operations. HACCP reduces the risk of food-borne hazards by focusing on each step of the food preparation process from receiving to service.

Intramurals: Physical activity programs that provide opportunities for all students to participate in sport, fitness and recreational activities within their own school.

MyPyramid: USDA's food guidance system to translate the Dietary Guidelines into a healthy eating plan. Focuses on recommendations for daily servings of the food groups, as well as daily physical activity. <http://www.mypyramid.gov/>

National School Lunch Program (NSLP): USDA's federally assisted meal program operating in public and nonprofit private schools and RCCIs. The NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. <http://www.fns.usda.gov/cnd/lunch/>

Nutrient-Dense Foods: Those foods that provide substantial amounts of vitamins and minerals and relatively few calories.

Nutrition Standards: Federal, state or local guidelines for the nutritional content of foods and beverages.

Obesity: Condition of having a high amount of body fat with ranges of weight that are greater than what is generally considered healthy for a given height and have been shown to increase the likelihood of certain diseases and other health problems. For adults, obesity is defined as a Body Mass Index (BMI) of 30.0 and above. For children, obesity is defined as BMI-for-age equal to or greater than the 95th percentile. <http://www.cdc.gov/nccdphp/dnpa/obesity/defining.htm>

Overweight: Condition of being too heavy for one's height. For adults, overweight is defined as a Body Mass Index (BMI) between 25 and 29.9. For children, overweight is defined as BMI-for-age between the 85th percentile and the 94th percentile. Body weight comes from fat, muscle, bone and water. Overweight does not always mean over-fat. <http://www.cdc.gov/nccdphp/dnpa/obesity/defining.htm>

Physical Activity: Bodily movement of any type, including recreational, fitness and sport activities such as jumping rope, playing soccer and lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves.

Physical Education: The phase of the general education program that contributes to the total growth and development of each child, primarily through movement experiences. Systematic and properly taught physical education includes the major content standards, including movement competence, maintaining physical fitness, learning personal health and wellness skills, applying movement concepts and skill mechanics, developing lifetime activity skills, and demonstrating positive social skills.

Physical Education Program (PEP): Funded by the U.S. Department of Education, Carol M. White PEP competitive grants are for local educational agencies and community-based organizations to initiate, expand or improve physical education programs, including after-school programs, in one or more grades (K-12) in order to help students make progress toward meeting state standards for physical education. <http://www.ed.gov/programs/whitephysed/index.html>

Planned, Ongoing and Systematic Program of Instruction: At a minimum, for a program to be planned, it should have written goals and written learning objectives for the grades in which the program is taught. To be ongoing, the learning objectives should evolve from grade level to grade level. For a program to be systematic, it should be implemented equitably across each specific grade or course, e.g., all third grade students should receive instruction in the same agreed-upon learning objectives across each third grade classroom. This does not mean that each third grade teacher must use the same materials or activities.

School Breakfast Program: USDA's federally assisted breakfast program operating in public and nonprofit private schools and RCCIs. The SBP provides nutritionally balanced, low-cost or free breakfasts to children each school day. <http://www.fns.usda.gov/cnd/breakfast/>

School Day: The period that begins with the arrival of the first child at school and ends after the last instructional period.

School Health Index (SHI): A self-assessment and planning tool from the Centers for Disease Control and Prevention (CDC) that schools can use to improve their health and safety policies and programs. The SHI is based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in improving youth health risk behaviors. It is structured around CDC's eight-component model of coordinated school health. <http://apps.nccd.cdc.gov/shi/>

School Health Council (SHC): An advisory group of individuals who represent segments of the community. The group acts collectively to provide advice to the school system on aspects of the school health program. Generally, the members of an SHC are specifically appointed by the school system. Most often, SHCs advise an entire school district, but an SHC may also be useful for an individual school wanting its own advisory council. School districts often use advisory councils to provide advice to them on a variety of topics, such as exceptional children or dropout prevention.

School Health Team: A group of individuals representing the school and community in the development, implementation and evaluation of the school district's health policies, including nutrition and physical activity policies. Also may be known as the School Health Council or School Health Advisory Council.

1 *Overview*

School Health Improvement Plan: A tool included in the Centers for Disease Control and Prevention's *School Health Index* that assists schools with identifying steps and planning for implementation of recommended actions to improve local school health policies and programs.

School Improvement Plan (SIP): An action plan required of Title I funded schools not meeting adequate yearly progress (AYP) under the No Child Left Behind Act, which includes annual measurable objectives; specific actions, strategies and interventions to meet each objective; timelines; sources needed; designation of responsibility and evaluation strategies.
<http://www.csde.state.ct.us/public/cedar/nclb/sip/index.htm>

School Meals: Meals served under the USDA Child Nutrition Programs, including breakfast, lunch and after-school snacks.

School Wellness Policy: Federal requirement (Public Law 108-265) that school districts participating in USDA Child Nutrition Programs must set goals for nutrition education, physical activity, nutrition standards for school foods and beverages, and other school-based activities designed to promote student wellness.
http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf

Team Nutrition: A U.S. Department of Agriculture initiative to support Child Nutrition Programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. The goal of Team Nutrition is to improve children's lifelong eating and physical activity habits through nutrition education based on the principles of the Dietary Guidelines for Americans and MyPyramid, USDA's food guidance system. <http://www.fns.usda.gov/tn/Default.htm>



Acronyms

BMI	Body Mass Index
CABE	Connecticut Association of Boards of Education
CDC	Centers for Disease Control and Prevention
COPEC	Council on Physical Education for Children
CNP	Child Nutrition Programs
CSH	Coordinated School Health
DRIs	Dietary Reference Intakes
FMNV	Foods of Minimal Nutritional Value
FNS	Food and Nutrition Service (U.S. Department of Agriculture)
HACCP	Hazard Analysis Critical Control Points
HEAP	Health Education Assessment Project
HECAT	Health Education Curriculum Analysis Tool
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
NASBE	National Association of State Boards of Education
NASPE	National Association for Sport and Physical Education
NSLP	National School Lunch Program
PEP	Carol M. White Physical Education Program
PPT	Planning and Placement Team
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
SBP	School Breakfast Program
SDE	State Department of Education
SHAC	School Health Advisory Council
SHC	School Health Council
SHI	School Health Index
SIP	School Improvement Plan
SMP	Special Milk Program
SNA	School Nutrition Association
QFO	Qualified Food Operator
RCCI	Residential Child Care Institution
USDA	United States Department of Agriculture
WIC	Supplemental Nutrition Program for Women, Infants and Children

References

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Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Health and Achievement

Breakfast for Learning: Recent scientific research on the link between children's nutrition and academic performance, Food Research & Action Center: <http://www.frac.org/pdf/breakfastforlearning.PDF>

Breakfast – Key to Academic Excellence, Connecticut State Department of Education and New England Dairy and Food Council, 2002: <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm> (Scroll down to bottom.)

Healthy Students Perform Better in School. William Potts-Datema. National School Boards Association, 2002: http://www.nsba.org/site/doc_sbn.asp?TrackID=&SID=1&DID=8228&CID=312&VID=58

How Are Student Health Risks & Resilience related to the Academic Progress of Schools? WestEd, 2004: http://www.wested.org/chks/pdf/p1_stuartreport_ch_final.pdf

Hunger: Its Impact on Children's Health and Mental Health. Weinreb, L., et al. Pediatrics Vol. 110 No. 4 October 2002, pp. e41: <http://www.pediatrics.org/cgi/reprint/110/4/e41.pdf>

Making the Connection: Health and Student Achievement (PowerPoint Presentation), Association of State and Territorial Health Officials (ASTHO) and the Society of State Directors of Health, Physical Education and Recreation (SSDHPER), 2002: <http://www.thesociety.org/>

Nutrition, Learning, and Behavior in Children: A Resource List for Professionals, Food and Nutrition Information Center, 2004: <http://www.nal.usda.gov/fnic/service/learnpub.html>

Nutrition, Physical Activity and Learning Fact Sheet, Action for Healthy Kids, 2002: http://www.actionforhealthykids.org/docs/fs_npaa.pdf

Our Journey to Good Health. Pat Cooper. School Administrator, January 2003: http://www.aasa.org/publications/sa/2003_01/Cooper.htm

Policy Statement on School Health, The Council of Chief State School Officers, July 17, 2004: <http://www.ccsso.org/content/pdfs/SchoolHealthPolicyStatement.pdf>

School Breakfast Programs: Energizing the Classroom, Minnesota Department of Children, Families and Learning, March 1998: <http://cfl.state.mn.us/energize.pdf>

School Breakfast Score Card 2004, Food Research and Action Center, 2004: http://www.frac.org/School_Breakfast_Report/2004/index.html

Symposium on Breakfast and Learning, Selected Presentations, U.S. Department of Agriculture, April 22, 1999: http://www.usda.gov/cnpp/Seminars/symposium_on_breakfast_and_learn.htm

The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools, Action for Healthy Kids, 2004: http://www.actionforhealthykids.org/devel/pdf/LC_Color_120204_final.pdf

Tufts University Statement on the Link between Nutrition and Cognitive Development in Children, Center on Hunger, Poverty and Nutrition Policy, 1994: <http://hunger.tufts.edu/pub/statement.shtml>

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School Wellness Policy

Local Wellness Policy, U.S. Department of Agriculture:

<http://teamnutrition.usda.gov/Healthy/wellnesspolicy.html>

School Wellness Policies Fact Sheet, Action for Healthy Kids, 2005:

http://www.actionforhealthykids.org/filelib/facts_and_findings/Wellness%20Fact%20Sheet%209-21-05.pdf

The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265, Section 204):

http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Steps for Creating Local Policy

The **process** of policy development is just as important as the final product — the policy document. Individuals could work independently to write a policy, but it will be ineffective if it is not supported and implemented districtwide. This requires a team with appropriate representation from the school and community to come to consensus regarding best practices based on local needs. Bringing individuals together to work as a team may present a challenge; however, this process is essential to ensuring the success of policy development and implementation. The end result will be a final policy document that meets local district needs and can be implemented to promote the goal of better health and learning for students.

While the actual policy development process will be different for each school district, following the steps outlined below can help all districts be successful in developing effective nutrition and physical activity policies.

Step 1: Identify Policy Development Team

A districtwide School Health Team (or School Health Council, School Health Advisory Group, etc.) is critical to successful policy development. The team consists of a group of individuals representing the school and community. The School Health Team works to develop, implement, monitor, review and revise school nutrition and physical activity policies. The process may involve the development of a new team or enhancement of an existing School Health Team, such as a school health council or coordinated school health team. The School Health Team serves many purposes, including:

- developing policy language;
- developing guidance to clarify, support and promote policy implementation;
- monitoring policy implementation;
- evaluating the progress of policy implementation;
- serving as a resource to school sites for policy implementation (e.g., providing lists of healthy ideas for incentives, snacks and celebrations, and ideas for classroom physical activity);
- increasing awareness and providing education on health concerns (e.g., students' nutrition needs); and
- revising policy as necessary.

School Health Team Members

At a minimum, USDA's School Wellness Policy legislation requires that parents, students, school food service, the school board, school administrators and the public, be involved in developing the local wellness policy. The State Department of Education has identified additional team members who are critical to the successful development of nutrition and physical activity policies. These include school nurses, physical education coordinator/teachers and health education coordinator/teachers. To optimize success, it is strongly recommended that the team also include other members as appropriate to local needs, as well as those who will be affected by the policy (see *School Health Team Members* on the next page). Districts should also consider the professional diversity of the team and include ethnic, cultural and demographic representation that mirrors the school community.

It is also important to choose individuals who can champion the team's efforts. Frequently, members of *effective* policy teams demonstrate a combination of the following qualities:

- strong interest in improving school nutrition and physical activity in schools;
- effective communication skills and the attitude of team players;
- understanding of the district's procedural requirements for policy; and
- policy-related experience in the district.

School Health Team Members

Minimum Core Members for School Health Team

- Parents*
- Students*
- School Food Service (e.g., district food service director/manager)*
- School Nurse
- Physical Education Coordinator/Teacher
- Health Education Coordinator/Teacher
- School Board*
- School Administrators (e.g., superintendent, assistant superintendent, principal, assistant principal, school business official, curriculum director)*
- The Public*

**Required by USDA School Wellness Policy legislation*

Recommended Team Members (as appropriate to local needs)

- **Other school staff members**, e.g., school medical advisors, curriculum supervisors, school counselors, family and consumer sciences teachers, school social workers and school business officials
- **Health care providers**, e.g., pediatricians, dietitians, nutrition/health consultants, dentists and representatives of nonprofit health organizations, e.g., American Cancer Society, American Diabetes Association and American Heart Association
- **Community groups**, e.g., YMCA, YWCA, Boy Scouts, Girl Scouts, Boys and Girls Clubs, faith-based groups, school readiness councils and local elected officials
- **Physical activity groups**, e.g., town park and recreation programs, youth sports leagues and commercial fitness centers
- **University departments and other government agencies** involved in nutrition and physical activity, e.g., local cooperative extension service
- **Hospitals and public health representatives**, e.g., local health department/district

Team Leader

A team leader or coordinator should be identified. This person plays a critical leadership role in coordinating the activities of the School Health Team, so it is important to have someone who is qualified, dedicated and can commit the necessary time.

Collaboration

The School Health Team should ensure collaboration with any existing efforts underway in the school or community. The school district may already be working on student wellness issues and have an existing infrastructure, such as a school health council, coordinated school health initiatives, a local Team Nutrition team, or staff members involved in the Carol M. White Physical Education Program (PEP). These teams and team members are well-positioned to assist in the development of the policy. District policies should also be part of the overall school initiatives and connect directly to the strategies in the School Improvement Plan (SIP) to promote student achievement (for those Title I funded schools not making adequate yearly progress under the No Child Left Behind Act).

Responsibilities of School Health Team

Responsibilities of the School Health Team may include, but are not limited to, oversight of the following:

- implementation of district nutrition and physical activity standards;
- integration of nutrition and physical activity in the overall curriculum;
- assurance that staff professional development includes nutrition and physical activity issues;
- assurance that students receive nutrition education and engage in vigorous physical activity;
- pursuit of contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of little nutritional value;
- consistent healthful choices among all school venues that involve the sale of food;
- increasing community awareness of student health needs;
- partnering with community to support policies and programs; and
- preparation of annual reports that include specific information regarding the implementation and evaluation of local policies. This information can include:
 1. monthly district menus and meal counts;
 2. financial data for vending and other food sales;
 3. listing of all a la carte, vending and competitive foods sold by school food service;
 4. listing of all other sales of foods throughout the district, including vending machines, school stores, culinary and special education programs, in-school and in-class fundraisers, etc.;
 5. listing of physical activity programs and opportunities for students throughout the school year;
 6. assessment of student, staff and parent satisfaction and/or support of instituted policies and practices; and
 7. other evaluation data specific to the local district policies.

2 Steps for Creating Local Policy

The following resources provide more detailed information on the structure, function and role of school health teams.

- *Improving School Health: A Guide to School Health Councils*, American Cancer Society, Inc., 1999: http://actionforhealthykids.org/filelib/resources/Ntl_Guide_to_SHAC.pdf
- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils*, Iowa Department of Public Health, 2000: http://www.idph.state.ia.us/hpcdp/promoting_healthy_youth.asp

For additional resources to assist schools with establishing a new team or building on existing teams and partnerships, see *School Health Teams* under *Resources* at the end of this section.



Step 2: Identify Local Policy Development Process

There are no standard procedures for developing nutrition and physical activity policies. The process will vary from one district to another. Before the School Health Team can start to develop policies, team members must understand their local school district process for policy development and adoption. The team should find out:

- who in the district needs to be involved or kept informed;
- what format should be used for the document;
- who needs to review and approve drafts; and
- the typical timeline for policy review and approval.

If the School Health Team is not familiar with the district's procedures, the school district superintendent's office can provide specific information on the process. Understanding these requirements upfront will save time and prevent frustration. The process by which the district's policy is developed can have a significant impact on the school and community and on the effectiveness of implementation. It is important for the School Health Team to take time and plan carefully.

School Health Team members must also understand what is needed for compliance with all local, state and federal requirements. The team should identify and review existing state laws and policies, other school districts' policies, and the school district's own local policies that address wellness topics. Districts may have existing local health policies that can be expanded to include nutrition and/or physical activity.

In many cases, state laws and state or local policies are more stringent than the federal law. At a minimum, the school district's nutrition and physical activity policies must be in compliance with the federal statute requirements, plus all relevant state and district requirements. Information on Connecticut's relevant laws is found in *Federal and State Laws and Regulations Pertaining to Nutrition and Physical Activity* on the next page.

Federal and State Laws and Regulations Pertaining to Nutrition and Physical Activity

Health Education

Connecticut General Statutes Section 10-16b. Prescribed courses of study. (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, safety, which may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education. For purposes of this subsection, language arts may include American sign language or signed English, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

<http://www.cga.ct.gov/2005/pub/Chap164.htm#Sec10-16b.htm>

Physical Education

Connecticut General Statutes Section 10-221a. High school graduation requirements. (b) Commencing with classes graduating in 2004, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

<http://www.cga.ct.gov/2005/pub/Chap170.htm#Sec10-221a.htm>

Physical Activity

Connecticut General Statutes 10-221o. Lunch Periods and Recess. Each local and regional board of education shall require each school under its jurisdiction to (1) offer all full day students a daily lunch period of not less than twenty minutes, and (2) include in the regular school day for each student enrolled in grades kindergarten to five, inclusive, a period of physical exercise, except that a planning and placement team may develop a different schedule for a child requiring special education and related services in accordance with chapter 164 and the Individuals With Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time. In the event of a conflict with this section and any provision of chapter 164, such other provision of chapter 164 shall be deemed controlling.

<http://www.cga.ct.gov/2005/pub/Chap170.htm#Sec10-221o.htm>

Foods and Beverages

Connecticut General Statutes Section 10-215. Lunches, breakfasts and other feeding programs for public school children and employees. Any local or regional board of education may establish and operate a school lunch program for public school children, may operate lunch services for its employees, may establish and operate a school breakfast program, as provided under federal laws governing said programs, or may establish and operate such other child feeding programs as it deems necessary. Charges for such lunches, breakfasts or other such feeding may be fixed by such boards and shall not exceed the cost of food, wages and other expenses directly incurred in providing such services. When such services are offered, a board shall provide free lunches, breakfasts or other such feeding to children whose economic needs require such action under the standards promulgated by said federal laws. Such board is authorized to purchase equipment and supplies that are necessary, to employ the necessary personnel, to utilize the services of volunteers and to receive and expend any funds and receive and use any equipment and supplies which may become available to carry out the provisions of this section. Any town board of education may vote to designate any volunteer organization within the town to provide a school lunch program, school breakfast program or other child feeding program in accordance with the provisions of this section.

<http://www.cga.ct.gov/2005/pub/Chap169.htm#Sec10-215.htm>

Regulations of Connecticut State Agencies Section 10-215b-1. Competitive Foods.

(a) No school food authority shall permit the sale or dispensing to students of extra food items anywhere on the school premises from thirty minutes prior to the start of any state or federally subsidized milk or food service program until thirty minutes after such program.

(b) "Extra food items" means tea, coffee, soft drinks and candy.

(c) "School food authority" means the governing body which has the legal authority to operate one or more school feeding programs and receive state or federal subsidies for the operation of any such program.

(d) The provisions of this section shall not apply to the Department of Corrections.

Regulations of Connecticut State Agencies Section 10-215b-23. Income from the sale of food items. The income from the sale to students of food items, anywhere on the school premises from thirty minutes prior to the start of any state or federally subsidized milk or food service program until thirty minutes after any such program, shall accrue to the school food authority for the benefit of state or federally subsidized milk or food service programs.

Note: Regulations 10-215b-1 and 10-215b-23 only apply to schools participating in USDA's National School Lunch Program, School Breakfast Program, After-School Snack Program and Special Milk Program.

Connecticut General Statutes Section 10-221p. Boards to make available for purchase nutritious, low-fat foods and drinks. Each local and regional board of education shall make available in the schools under its jurisdiction for purchase by students enrolled in such schools nutritious, low-fat foods and drinks, which shall include, but shall not be limited to, low-fat milk, one hundred per cent natural fruit juices and water at all times when drink is available for purchase by students in such schools and low-fat dairy products and fresh or dried fruit at all times when food is available for purchase by students in such schools during the regular school day. <http://www.cga.ct.gov/2005/pub/Chap170.htm#Sec10-221p.htm>

Note: This statute applies to all public schools, regardless of whether they are participating in USDA's federally funded Child Nutrition Programs.

Foods and Beverages, Continued

Connecticut General Statutes Section 10-266w. School breakfast grant program. (a) For each fiscal year, each local and regional board of education having at least one school building designated as a severe need school, as defined by federal law governing school nutrition programs, in the fiscal year two years prior to the grant year, shall be eligible to receive a grant to assist in providing school breakfasts to all students in each eligible severe need school, provided any local or regional board having at least one school building so designated shall participate in the federal school breakfast program on behalf of all severe need schools in the district with grades eight or under in which at least eighty per cent of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations. <http://www.cga.ct.gov/2005/pub/Chap172.htm#Sec10-266w.htm>

USDA Regulations 7 CFR 220.8 School Breakfast Program: Specifies the requirements for the School Breakfast Program, including nutrition standards for breakfasts and menu planning requirements. <http://www.fns.usda.gov/cnd/Governance/regulations.htm>

USDA Regulations 7 CFR 210.10 National School Lunch Program: Specifies the requirements for the National School Lunch Program, including nutrition standards for lunches and menu planning requirements. <http://www.fns.usda.gov/cnd/Governance/regulations.htm>

USDA Regulations 210.11 (a) (2) Competitive Food Services: Federal regulations prohibit the sale of foods of minimal nutritional value (FMNV) in food service areas during mealtimes. The federal regulations define four specific categories of FMNV, including (1) soda water, (2) water ices, (3) chewing gum and (4) certain candies (hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy-coated popcorn). http://www.fns.usda.gov/cnd/Governance/regulations/05-7_CFR_Part_210.pdf

Note: This regulation only applies to schools participating in USDA's National School Lunch Program, School Breakfast Program, After-School Snack Program and Special Milk Program. Schools that do not participate in the federally funded Child Nutrition Programs are not subject to any federal nutrition standards.

Food Safety

Section 19-13-B42 of the Regulations for Connecticut State Agencies: Specifies the requirements of the Connecticut Public Health Code for the Sanitation of Places Dispensing Foods and Beverages. <http://www.dph.state.ct.us/BRS/food/fpregs.htm>

Section 111 Of Public Law 108-265 School Food Safety Program: Each school food authority shall implement a school food safety program, in the preparation and service of each meal served to children, that complies with any hazard analysis and critical control point system established by the Secretary. http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf

Step 3: Conduct Local Assessment Process

Nutrition and Physical Activity Practices

Before making plans to develop policies, the School Health Team should assess the district's current nutrition and physical activity programs, policies and student needs, then identify areas that need improvement. It often helps to begin by conducting a baseline assessment of schools' existing nutrition and physical activity environments. The results of school-by-school assessments can be compiled at the district level to prioritize needs. Some strategies for assessing local needs are listed below.

- Interview nutrition and health professionals to learn more about local eating and physical activity habits and to identify materials and services available for students and school staff members. Schools might interview representatives from: the school food service program; the state Team Nutrition Program; the State Department of Education Child Nutrition Programs; the nutrition unit within the State Department of Health; the district or state school health coordinator; the local WIC program and Cooperative Extension nutrition education program; the state or local chapters of the American Cancer Society, American Diabetes Association, American Dietetic Association and the American Heart Association; nutrition councils or coalitions; university research programs; organizations with special insights into the particular nutrition education needs of cultural and ethnic minorities; and businesses that offer nutrition-related services or food products.
- Interview food service staff members about students' eating practices in the school cafeteria, e.g., percent participation in school meals, types of a la carte items purchased, plate waste and content of lunches sent from home.
- Observe the school cafeteria, the teachers' lunchroom and other areas in the school where food is available.
- Review health, nutrition and physical education curriculums used by teachers.
- Review school district policies regarding recess and physical activity.
- Survey teachers to determine how nutrition and physical education are taught, and where they fit into the comprehensive school health curriculum.
- Survey the level of teachers' interest in nutrition, physical activity or wellness programs for themselves.
- Survey schools regarding current practices on fundraising, celebrations and use of food by school staff members for reward or punishment.
- Survey schools regarding foods and beverages sold in vending machines, school stores and a la carte in the cafeteria.
- Survey students to determine their dietary preferences and the types of healthy changes they want in foods at school.
- Survey parents regarding family nutrition practices and issues of concern regarding nutrition and physical activity.

Strategies adapted with permission from *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. Centers for Disease Control and Prevention, MMWR, June 14, 1996/45(RR-9);1-33.

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>

2 Steps for Creating Local Policy

The Centers for Disease Control and Prevention's *School Health Index* (SHI) provides a comprehensive tool for assessing current nutrition and physical activity practices at the local school level.

- *School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005: <http://apps.nccd.cdc.gov/shi/>

The SHI enables schools to:

- identify strengths and weaknesses of health and safety policies and programs;
- develop an action plan for improving student health; and
- engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

The items in the SHI are based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors. The SHI is structured around CDC's eight-component model of coordinated school health. For more information on coordinated school health, see *Coordinated School Health* under *Resources* at the end of this section.

Additional resources to assist schools with the self-assessment and planning process are found in *Program Assessment* under *Resources* at the end of this section.

Student Health Data

Identifying data on the education and health status of students in the local district provides a powerful rationale for local-level change and assists in prioritizing areas of work. Districts can review local health data, such as student fitness tests, BMI data and other indicators of student health. Local health departments and community organizations can also provide relevant local data. State agencies (e.g., Departments of Public Health and Education) and organizations (e.g., American Cancer Society, American Heart Association and American Diabetes Association) can also provide community and state data. Some local data sources include:

- *Child Well-Being Data Reports*, Connecticut Voices for Children: http://www.ctkidslink.org/pub_issue_15.html and http://www.ctkidslink.org/pub_detail_247.html
- *Community Data Profiles on Young Children*, Child Health and Development Institute of Connecticut: http://www.chdi.org/resources_profile.asp
- *Connecticut Department of Public Health's Annual Registration Reports* (Statistics from the Connecticut vital records databases, including analyses of births and deaths): <http://www.dph.state.ct.us/OPPE/ANNUALREGREPORTS.HTM>
- *Connecticut School Health Survey (CSHS)*: <http://www.dph.state.ct.us/PB/HISR/CSHS.htm>
- *Connecticut State Department of Education's Strategic School Profiles* (percent of students passing all four physical fitness tests): <http://www.csde.state.ct.us/public/cedar/profiles/index.htm>
- *Connecticut State Profile*, Action for Healthy Kids: http://actionforhealthykids.org/state_profile.php?state=CT

National data is available from many sources, such as the Centers for Disease Control and Prevention, the U.S. Department of Agriculture and Action for Healthy Kids. Some of these resources provide state profiles in addition to national summaries. Some sources for national data on the health status of young people are listed below. For additional resources on children's nutrition and physical activity status, see *Data and Trends* under *Resources* at the end of this section.

- Action for Healthy Kids:
<http://actionforhealthykids.org/index.php>
- Childhood Obesity Fact Sheets (CDC):
<http://www.cdc.gov/healthyouth/obesity/facts.htm>
- National Center for Health Statistics (CDC) Health and Nutrition Examination Survey:
<http://www.cdc.gov/nchs/nhanes.htm>
- Obesity Trends Among Children and Adolescents (CDC):
<http://www.cdc.gov/nccdphp/dnpa/obesity/trend/>
- School Health Policies and Programs Study – SHPPS (CDC):
<http://www.cdc.gov/HealthyYouth/shpps/index.htm>
- Trend Fact Sheets from YRBSS (CDC):
<http://www.cdc.gov/HealthyYouth/yrbs/factsheets.htm>
- Youth Risk Behavior Surveillance System – YRBSS (CDC):
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>
- U.S. Department of Agriculture Economic Research Service:
<http://www.fns.usda.gov/fns/research.htm>
- U.S. Department of Agriculture Office of Analysis, Nutrition and Evaluation:
<http://www.fns.usda.gov/oane/>

When gathering assessment data, it is also important to keep the end in mind. Districts should consider what data will be useful to determine the impact of the local policies and to measure outcomes over time. Baseline data is critical to the evaluation process in determining whether the desired changes have occurred. For additional information on evaluation, see *Section 8 – Measurement and Evaluation*.



Step 4: Prioritize Needs and Develop an Action Plan

To facilitate policy development, the School Health Team should prioritize the areas for change and address them in order of local importance. After completing a needs assessment (see *Step 3 – Conduct Local Assessment Process*), the School Health Team can determine the critical areas for change and develop an action plan with recommended strategies to improve performance. The *School Health Index (SHI)* is useful in this process.

- *School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005: <http://apps.nccd.cdc.gov/shi/>

The SHI includes a section on prioritizing areas for improvement, based on importance, cost, time, commitment and feasibility. The results of school-by-school assessments can be compiled at the district level to prioritize needs. This step allows the School Health Team to decide on the key actions that will be implemented first.

The SHI also includes a School Health Improvement Plan that allows the School Health Team to list the steps identified and plan for implementation of recommended actions. Completing the SHI is an important first step toward improving school health promotion policies and practices. Schools can then act to implement the School Health Improvement Plan and develop an ongoing process for monitoring progress and reviewing the recommendations for change.

School and community forums can be used to inform the broader school community of the findings of the assessment, gather additional input and build consensus for recommendations and proposed actions. The *Healthy Eating Active Living Resource Toolkit* (Connecticut Association of Directors of Health) is a good resource to assist schools with this process. It provides descriptions and examples of a step-by-step process for team building, assessment, development of action plans and evaluation. The kit is available at:

<http://www.cadh.org/CADHResources/HealthyEatingActiveLivingToolkit/tabid/61/Default.aspx>.

Additional resources to assist districts with prioritizing local needs and developing an action plan are found in *Program Assessment* and *Policy Development* under *Resources* at the end of this section.

Step 5: Draft Policy Language

The School Health Team should use the results of the needs assessment to draft initial policy statements (see *Step 3 – Conduct Local Assessment Process* and *Step 4 – Prioritize Needs and Develop an Action Plan*). Policies should address the six policy components:

1. Nutrition Education and Promotion;
2. Physical Activity and Physical Education;
3. Nutrition Standards for School Foods and Beverages (School Meals and Other Foods and Beverages);
4. Other School-Based Activities to Promote Student Wellness;
5. Communication and Promotion; and
6. Measurement and Evaluation.

USDA School Wellness Policy regulations require that districts address:

- *nutrition education;*
- *physical activity,*
- *other school-based activities designed to promote student wellness;*
- *nutrition guidelines for all foods at school;*
- *assurance that school meals meet USDA guidelines; and*
- *a plan for measuring implementation.*

Sections 3 through 8 of this guide contain recommended (not required) policy language and additional implementation guidance for each of the six policy components. School districts are encouraged to adapt policy language to meet local needs and reflect community priorities.

Fit, Healthy and Ready to Learn: A School Health Policy Guide from the National Association of State Boards of Education (<http://www.nasbe.org/healthyschools/fithealthy.html>) is a useful tool for developing policy language. This guide provides direction on establishing an overall policy framework for school health programs and specific policies on various topics, including healthy eating and physical activity.

Fit, Healthy and Ready to Learn provides an excellent starting place for sample language that the School Health Team may consider adapting to meet the school district's needs. The following websites also contain a wealth of resources and information on sample policy language:

- USDA Team Nutrition:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>
- National Alliance for Nutrition and Activity:
<http://www.schoolwellnesspolicies.org/>
- School Nutrition Association:
<http://www.schoolnutrition.org/Index.aspx?id=1075>
- Action for Healthy Kids:
http://www.actionforhealthykids.org/resources_wp.php

Many other federal, state and local organizations have developed model language and sample policies. For more information, see *Policy Development* and *Sample Policies* under *Resources* at the end of this section. The policies developed by the Connecticut School Nutrition Policies Pilot districts are found in *Section 9 – School Nutrition Policies Pilots*.

Tips for Drafting Policy Language

- *Follow established, science-based health guidelines.* School policies must follow science-based guidelines from credible health organizations and government agencies, such as the U.S. Department of Agriculture, U.S. Department of Health and Human Services, American Academy of Pediatrics, Centers for Disease Control and Prevention and National Association for Sport and Physical Education. Undocumented and overly restrictive dietary approaches to childhood weight control, behavior management or other health issues are not appropriate as school policy.
- *Be consistent* with existing state and federal requirements and local district policies addressing student health.
- *Be concise.* Use language that is simple, clear and specific and that avoids jargon.
- *Include the rationale* for the policy (based on national, state and local data) and the benefits of adopting the policy.
- *Be realistic.* The goals you set for nutrition education and physical activity, the nutrition guidelines and other school-based activities must be developed while recognizing both where you would like your school district to be, and where it is now; they should be realistic and attainable.
- *Provide options.* It is often a good idea to propose several policy options from which decision makers can choose.
- *Provide practical guidance* for school staff members regarding implementation.
- *Provide data regarding financial impact.* The local school board or superintendent will probably want to know the financial implications of each policy option, particularly in regard to nutrition guidelines for foods and beverages sold in vending machines or school stores. The Connecticut State Department of Education's Healthy Snack Pilot provides detailed information on the financial impact of a year-long pilot in five schools, as well as guidance on providing healthy snacks throughout the school environment (see *Section 5 – Nutrition Standards for School Foods and Beverages*). USDA and CDC's joint publication *Making It Happen: School Nutrition Success Stories* provides examples of success stories in which schools improved the nutritional quality of foods offered and maintained revenue. (For additional information, see *Success Stories* under *Resources* at the end of this section.)
- *Plan for evaluation.* The School Health Team will find it helpful to draft a plan for implementing and measuring the new policy while drafting the policy itself. Questions to consider include: What indicators will be used to evaluate the progress of implementation? Who will be responsible for monitoring the implementation of the policy? How often will the implementation be evaluated? Answering these questions while the initial policy is drafted will help the team anticipate challenges and prepare to meet them. (For additional information, see *Section 8 – Measurement and Evaluation*.)
- *Keep decision makers informed.* Decision makers do not like surprises. The team needs to keep school district decision makers informed about the proposed policy and obtain their support throughout the development process.

Adapted with permission from *Fit, Healthy and Ready to Learn*, National Association of State Boards of Education, 2000.

Step 6: Build Awareness and Support

Educating various audiences — such as administrators, teachers, food service staff members, parents, students and the community — about the district's policy initiative is critical to success. Healthy nutrition and physical activity practices will need significant support from students, families, school staff members and the community. It is essential to obtain their input during the policy development process in order for the policy to be smoothly adopted and widely implemented. Ideally, all of these groups will be part of the School Health Team and can provide representative input on behalf of their members.

Tips for Success

- *Gather input from the school and community.* Input can be gathered informally and formally through a variety of channels such as student advisory councils and surveys; parent meetings and surveys; and community forums and town meetings.
- *Use local media to spread awareness of the district's needs and proposed policies* (see *Working with the Media* under *Resources* in *Section 7 – Communication and Promotion*). When dealing with the education community, it is helpful to identify the potential benefits the policy can have on student learning and academic achievement. Data and resources are contained in *Health and Achievement* under *Resources* at the end of this section.
- *Enlist community leaders to speak out in favor of the proposed solutions.* Community leaders can be powerful champions in building awareness and support for the district's nutrition and physical activity policies.
- *Be prepared for challenges that may arise.* School and community responses to policy language around nutrition and physical activity practices can be unexpectedly controversial (such as what foods are or are not allowed for school parties or fundraisers). Research the facts and prepare in advance to respond to concerns with specific talking points that reflect scientific data and guidelines for best practice. Be sure that all spokespeople for the policy are providing a consistent message.
- *Learn from others' successes.* The Connecticut School Nutrition Policies Pilot districts implemented a variety of activities to promote awareness and build local support (see *Section 9 – School Nutrition Policies Pilots*). USDA's *Making it Happen! School Nutrition Success Stories* documents successes with building local support for school health policy goals (<http://www.fns.usda.gov/tn/Resources/makingithappen.html>). Additional strategies are found in *Success Stories* under *Resources* at the end of this section.

Step 7: Adopt and Implement the Policy

Developing and adopting a sound policy is only the beginning. The adoption of a policy does not automatically mean that it will be implemented. Implementation requires good planning and management skills, the necessary resources, consistent oversight and widespread buy-in by school staff members and the local community. Leadership, commitment, communication and support are key to successful policy implementation.

Implementation can occur all at once or may be phased in over time. The School Health Team is in the best position to determine which approach is likely to be most effective in the district.

The attitude of all school personnel – individuals serving the food, the personnel who stock vending machines, students, coaches, teachers and administrators – can have a significant effect on the response to the policy. A positive attitude toward new foods, new physical activity options or other changes – from everyone in the school community – can make a huge difference.

Communication and promotion can be important tools for policy implementation. A proactive communication plan can help inform, educate and build support for adopting and implementing school nutrition and physical activity policies. For more information, see *Section 7 – Communication and Promotion*.



Step 8: Maintain, Measure and Evaluate

In order for policies to be successful, school districts must establish a plan for measuring implementation and sustaining local efforts. This includes evaluation, feedback and documentation based on sound evidence.

A sustained effort by each district is necessary to ensure that new policies are faithfully implemented. The School Health Team or other designated staff members must periodically assess how well the policies are being managed and enforced. It may be necessary to reinforce policy goals with school staff members. School Health Teams may also need to update or amend policies based on changes such as new research and trends in community health needs.

Evaluation and feedback are very important in maintaining local nutrition and physical activity policies. Districts need to document any changes that result from the policies, such as:

- financial impact on the school food service program;
- school stores or vending machine revenues;
- student health trends;
- time spent on physical activity; and
- nutrition education programs conducted.

It is also important to assess student, parent, teacher, administrator and other school staff member satisfaction with the new policies.

A good evaluation plan does not need to be extensive or formal or put additional, undue burdens on team members or others who are involved in the process. Through the evaluation process, the district will be able to answer some basic questions that are very important to policymakers, students, school staff members, families and the general public.

Keep in mind that the policy process is ongoing – it does not end with the development of the policy document. Policy implementation requires regular evaluation. For additional resources and more information on the evaluation process, see *Section 8 – Measurement and Evaluation*.

USDA School Wellness Policy regulations require that districts establish a plan for measuring implementation of the local wellness policy, including the designation of one or more persons within the local education agency or at each school, as appropriate, charged with ensuring that the school meets the local wellness policy.

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- USDA Regulations for the National School Lunch Program, 7 CFR Part 210:*
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Coordinated School Health

- Health is Academic,* Eva Marx and Susan Frelick Wooley with Daphne Northrop. Teachers College Press, 1998. Comprehensive guide that defines coordinated school health programs and discusses how they contribute to the health and educational achievement of students; who participates in and supports these programs at the local school, state and national levels; and how to implement these programs. Ordering Information: <https://secure.edc.org/publications/prodview.asp?930>
- Health is Academic,* Education Development Center. Provides information and resources on connections between health and learning, describes coordinated school health programs, and offers assistance and linkages. <http://www2.edc.org/healthisacademic/>
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- School Health Starter Kit,* Council of Chief State School Officers. Designed for use by chief state school officers, state health officials and their staffs to help build support in communities and schools for coordinated school health. Includes downloadable PowerPoint presentation on coordinated school health. <http://www.ccsso.org/publications/details.cfm?PublicationID=59>
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Health and Achievement

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Policy Component: Nutrition Education and Promotion

Goal

School districts will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. Districts will provide an environment that encourages and supports healthy eating by students.

Rationale

Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received. Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.

Policy Recommendations

Policies for Nutrition Education and Promotion will address the following areas:

- Standards-Based, Sequential Nutrition Education
- Connecting with Existing Curriculums
- Education Links with School
- Professional Development for Teachers
- Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum
- Educational Reinforcement
- Nutrition Promotion
- Staff Awareness
- Staff Members as Role Models

Specific guidance regarding the implementation of each policy recommendation for Nutrition Education and Promotion follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

This section provides recommendations (not requirements) for policy language for Nutrition Education and Promotion. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Policy Recommendations

Standards-Based Sequential Nutrition Education

Nutrition education shall be based on current science, research and national guidelines. Nutrition education shall be standards-based, using national or state-developed standards, such as the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

Connecting with Existing Curriculums

Nutrition education shall be a part of comprehensive school health education and shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. All K-12 instructional staff members shall be encouraged to incorporate nutritional themes from the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework* into daily lessons, when appropriate, to reinforce and support health messages.

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

The school district shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

The school district shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations shall be examined for appropriateness of commercial messages.

Policy Recommendations

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

The school district shall conduct nutrition education activities and promotions that involve parents, students and the community. The district shall participate in programs that promote and reinforce student health, such as Team Nutrition and the HealthierUS School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer science teachers, and other appropriate school staff members.

Staff Awareness

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness.

Staff Members as Role Models

School staff members shall be encouraged to model healthy eating and physical activity behaviors.



Implementation Guidance

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Standards-Based Sequential Nutrition Education

Curriculum Development

The Connecticut State Department of Education's (SDE) *Healthy and Balanced Living Curriculum Framework* presents a vision for healthy and balanced living by showing the interrelated concepts and skills in comprehensive school health (including nutrition) and physical education. The purpose of the curriculum framework is to guide the development of curriculums that challenge and motivate students and contribute to student learning and achievement. Districts are encouraged to use the *Healthy and Balanced Living Curriculum Framework* as a best practice document to develop the nutrition education component of their comprehensive health education curriculum.

The goal of SDE's *Healthy and Balanced Living Curriculum Framework* is to provide guidance and show connections between the components of comprehensive school health and physical education. The curriculum framework leads students to make connections and apply the concepts and skills of health and physical education for the purpose of developing and maintaining well-being. The design of the curriculum framework begins to move instruction in this direction.

The *Healthy and Balanced Living Curriculum Framework* standards guide students in how to live actively, energetically and fully in a state of well-being and what concepts and skills are necessary to accept responsibility for self and well-being. The health and physical education standards are based on the *National Health Education Standards* and *Moving into the Future: The National Standards for Physical Education, 2nd edition*.

Two recommended resources to help guide curriculum development and instruction are the Health Education Assessment Project (HEAP) and the Health Education Curriculum Analysis Tool (HECAT).

- **Health Education Assessment Project (HEAP):** HEAP is a national and state initiative focused on increasing the capacity of school districts to deliver a research-based approach to building the health literacy of students by addressing accountability in comprehensive school health education. HEAP aligns curriculum, instruction and assessment to improve student learning through comprehensive school health education instruction using the *Connecticut Curriculum Assessment Frameworks* and HEAP student assessment items. HEAP's objectives are to:
 - ♦ provide strategies for scoring student work in order to assess comprehensive school health education curriculums;
 - ♦ develop capacity for school communities to provide effective, assessment-based, comprehensive school health education for all students;
 - ♦ provide consistency in the application of the state standards in assessment-based, comprehensive school health education;
 - ♦ increase connections between comprehensive school health education and other components of Coordinated School Health; and
 - ♦ improve coordination of assessment strategies within the school community.

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- **Health Education Curriculum Analysis Tool (HECAT):** HECAT allows educators to evaluate and select their curriculums based on research that supports positive health behaviors among students by answering the following questions:
 - ♦ Is the curriculum enhancing students' health behaviors?
 - ♦ Are the elements of effective health education practices incorporated?
 - ♦ How is it aligned with national and state health education standards?
 - ♦ Are strategies included that assess both concepts and skills?
 - ♦ Is the content accurate and current?
 - ♦ Are there opportunities for students to practice essential health skills?
 - ♦ Does it promote positive health behaviors and norms?
 - ♦ What and where are the gaps?

Additional resources to assist with curriculum development are found in *Curriculum Development* under *Resources* at the end of this section.

Content Areas

Nutrition education shall be designed to help students learn:

- nutritional knowledge, including, but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling and storage;
- nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, accessing and critically evaluating nutrition information, misinformation and commercial food advertising;
- how to assess and manage one's personal eating habits, set goals for improvement and achieve those goals; and
- how to communicate, make healthy decisions and advocate for developing lifelong healthy habits.

Nutrition education activities shall:

- be consistent with the Dietary Guidelines for Americans (http://www.usda.gov/cnpp/dietary_guidelines.html);
- emphasize the appealing aspects of healthy eating;
- include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens;
- promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasize caloric balance between food intake and energy expenditure (physical activity);
- engage families as partners in their children's education; and
- teach media literacy with an emphasis on food marketing.

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Nutrition Themes

Nutrition themes include, but are not limited to, the following:

- MyPyramid (Healthy Eating Plan)
- Dietary Guidelines for Americans
- Sources of Major Nutrients
- Understanding Calories
- Food Labels
- Identify and Limit Foods of Low Nutrient Density
- Healthy Heart Choices
- Diet and Disease
- Body-Size Acceptance, Healthy Weight and Dangers of Unhealthy Weight-Control Practices
- Healthy Breakfast
- Healthy Snacks
- Multicultural Influences
- Proper Food Safety/Sanitation

Themes should be developmentally and culturally appropriate. The district nutrition policy should reinforce nutrition education to help students practice these themes in a supportive school environment.

Nutrition Education Strategies

Nutrition education strategies are most likely to promote lifelong habits for good health if they help children learn the skills needed for healthy eating behaviors, provide opportunities to practice these behaviors, and make nutrition education relevant and fun. Effective nutrition education programs influence eating behaviors. As indicated in the Centers for Disease Control and Prevention's (CDC) *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, effective nutrition education programs:

- focus on changing specific behaviors rather than on learning general facts about nutrition;
- employ active learning or experiential strategies using developmentally appropriate instructional concepts at each grade level;
- devote adequate time and intensity to focus on behaviors and skill building;
- provide teachers and other staff members with adequate training in nutrition education; and
- link with the school environment by involving the child's family and providing school meal programs and food-related policies that reinforce classroom nutrition education.

CDC notes, "The context in which students learn about healthy eating behaviors and the feelings students associate with healthy foods are key factors in determining their receptivity to nutrition education. Students are more likely to adopt healthy eating behaviors when:

- they learn about these behaviors through fun, participatory activities rather than through lectures;
- lessons emphasize the positive, appealing aspects of healthy eating patterns rather than the negative consequences of unhealthy eating patterns;

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- the benefits of healthy eating behaviors are presented in the context of what is already important to the students; and
- the students have repeated opportunities to taste foods that are low in fat, sodium and added sugars and high in vitamins, minerals and fiber during their lessons."

Developmentally Appropriate and Culturally Relevant Activities

CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes how the nutrition curriculum should be both developmentally and culturally appropriate. "Different educational strategies should be used for children at different stages of cognitive development. Regardless of the amount and quality of teaching they receive, young elementary students might not fully understand abstract concepts (e.g., the nutrient content of foods or the classification of foods into groups). Nutrition education for young children should focus on concrete experiences (e.g., increasing exposure to many healthy foods and building skills in choosing healthy foods).

"More abstract associations between nutrition and health become appropriate as children approach middle school. By this age, children can understand and act on the connection between eating behaviors and health. Nutrition education for middle and high school students should focus on helping students assess their own eating behaviors and set goals for improving their food selection. Lessons for older children should emphasize personal responsibility, decision-making skills, advocating for healthy behaviors and resisting negative social pressures.

"Nutrition education presents opportunities for students to learn about and experience cultural diversity related to food and eating. Students from different cultural groups have different health concerns, eating patterns, food preferences, and food-related habits and attitudes. These differences need to be considered when developing curricula or discussing food choices. Nutrition education can succeed only when students believe it is relevant to their lives."

Connecting with Existing Curriculums

Nutrition education should be taught as part of the comprehensive school health education curriculum. When nutrition education is linked with other content areas, children have daily exposure to nutrition concepts and messages. An interdisciplinary approach to nutrition education reinforces what children are learning.

The interdisciplinary approach to nutrition education should complement and not replace sequential nutrition education lessons within a comprehensive school health education curriculum. The exclusive use of an interdisciplinary approach can sacrifice key elements of an effective nutrition education program (e.g., adequate instructional time, focusing on behaviors and skill-building, attention to scope and sequence, and adequate teacher preparation).



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Nutrition concepts are easily linked with a variety of content areas, such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. For example:

- using literature with appropriate health themes in language arts;
- calculating nutritional value of foods and analyzing nutrients in math;
- reading food labels and calculating the percent contribution of daily nutrients in math;
- identifying foods' chemical compounds in science;
- determining chemical changes in recipe ingredients (e.g., formation of gluten in flour) in chemistry;
- researching food customs of other countries in social studies;
- preparing another country's recipe in world language class; and
- creating a healthy menu based on local food preferences in social studies.

The chart below provides an example of how the nutrition concept "Eat five servings of fruits and vegetables a day for good health" can easily be incorporated into other subject areas at the elementary level.

Connecting Nutrition Concepts across the Curriculum

Language Arts – Read books with fruit and vegetable themes. Describe and discuss the colors, shapes, textures and tastes of the different types of fruits and vegetables featured in these books.

Social Studies and Geography – Learn about states and countries where certain fruits and vegetables are grown. Map countries that are major producers of specific fruits and vegetables.

Mathematics – Have students track the number of servings of fruits and vegetables they eat for two days by placing stickers on a classroom chart. Count the number of fruits and vegetables and have students determine the following: What fruit is eaten most often? What vegetable is eaten most often?

Science – Conduct a Bean Olympics. Plant bean seeds in a shallow pan. Tape a number to a penny and place over each seed. The first bean to sprout and turn over its penny wins.

Resources to help districts connect nutrition themes to other areas of the school curriculum can be found in *Connecting with Existing Curriculums* under *Resources* at the end of this section.

Education Links with School

Many opportunities to enhance nutrition education exist at school and in the community. Examples include coordinated school health initiatives, cafeteria-based nutrition education, after-school programs, and nutrition promotions, events and initiatives such as school/community health fairs and school gardens. For more information, see *Education Links with School* and *Nutrition Promotion* under *Resources* at the end of this section.

Coordinated School Health: A coordinated school health program empowers students with not only the knowledge, attitudes and skills required to make positive health decisions, but also the environment, motivation, services and support necessary to develop and maintain healthy behaviors. The coordinated school health model includes health education, physical education, health services, nutrition services, health promotion for staff members, counseling and psychological services, healthy school environment, and parent/community involvement. (For more information, see *Coordinated School Health* under *Resources* in *Section 2 – Steps for Creating Local Policy*.) Each component can contribute to interdisciplinary efforts that promote healthy eating and physical activity. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides examples of how classroom nutrition education can be supported and reinforced throughout the school environment:

- Schools provide appealing, low-fat, low-sodium foods in vending machines and at school meetings and events;
- School counselors and nurses provide guidance on health and, if necessary, referrals to appropriate health professionals (e.g., registered dietitian) for nutritional problems;
- Community organizations provide counseling or nutrition education campaigns;
- Physical education teachers help students understand the relationship between nutrition and physical activity;
- School food service personnel serve healthy, well-balanced meals in the cafeteria; and
- School personnel act as role models for healthy eating (see *Staff Members as Role Models* in this section).

Cafeteria-Based Nutrition Education: The school cafeteria provides an ideal setting for students to practice healthy eating. Coordinating school food service programs with classroom lessons allows students to apply critical thinking skills taught in the classroom. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides suggestions for school food service personnel to connect the cafeteria to the classroom:

- Visit classrooms and explain how the school food service program ensures that meals meet U.S. Department of Agriculture (USDA) nutrition standards and the Dietary Guidelines for Americans.
- Invite classes to visit the cafeteria kitchen and learn how to prepare healthy foods.
- Involve students in planning the school menu and preparing recipes.
- Offer foods that reinforce classroom lessons, e.g., whole-wheat rolls to reinforce a lesson on dietary fiber.
- Display nutrition posters in the cafeteria and distribute nutrition information and materials.

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- Coordinate menus with classroom lessons and school promotions, e.g., featuring foods from other countries for an international day.
- Display nutrition information about available foods and give students opportunities to practice food analysis and selection skills learned in the classroom.

Resources to assist in the implementation of cafeteria-based nutrition education can be found in *Nutrition Lessons and Programs*, *Nutrition Promotion and Handouts for Children, Parents and School Staff* (see *Resources* at the end of this section).

After-School Programs: After-school programs provide an ideal setting to provide nutrition and physical activity opportunities. After-school programs extend their responsibilities to families and schools by including supportive learning environments, in addition to providing children with a safe environment, healthy recreation and appropriate social development. After-school programs have three components: academic, enrichment and recreational. Some programs incorporate health and nutrition concepts into the academic and recreational components of the program. For example, in some after-school programs, students learn about math and spatial reasoning by playing basketball. Students also learn about the importance of good nutrition and physical activities associated with developing the ability to learn and play the game. When a student gains competence in sports, music or gardening, the confidence and skills that come from that experience are transferable to academic skills.

Professional Development for Teachers

CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes successful professional development for teachers.

"Appropriate training in nutrition and comprehensive school health education affects the quality of instruction and increases the extent to which teachers implement the curriculum. All elementary school teachers as well as secondary school teachers in disciplines such as comprehensive school health education, family and consumer sciences, language arts, physical education and science should receive appropriate nutrition education training.

"Training should address developmentally and culturally appropriate content and teaching strategies. Training should focus on giving teachers the skills they need to provide innovative nutrition education techniques. Training programs are most effective if they:

- are designed to meet the specific needs of the teachers and are based on the teachers' level of nutrition knowledge and experience with suggested teaching strategies;
- model behavioral change techniques and give teachers practice in using them;
- involve multiple sessions spaced across time so that teachers can try out the newly learned techniques in their classrooms and report on their experiences to the training group; and
- provide post-training sessions so that teachers can share experiences with their peers.

"Teachers should understand the importance of fully implementing the selected curriculum and become familiar with its underlying theory and concepts. Training should also help

teachers assess and improve eating practices and make them aware of the behavioral messages they give as role models.”

In addition to teachers, professional development activities in nutrition should be offered to all appropriate school personnel; for example, mental health providers, school nurses and school food service personnel. Nutrition training can help mental health providers reinforce healthy eating behaviors for students. School nurses should have the opportunity to participate in continuing education activities so they can help educators design, implement and evaluate the nutrition curriculum or the nutrition component of the health education curriculum. Nutrition education can help food service personnel reinforce classroom instruction through the school meal program and help shape the district’s nutrition policy. (For additional information, see *Training for Food Service Staff Members* in *Section 6 – Other School-Based Activities to Promote Student Wellness*.)

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

Districts should ensure that all nutrition education lessons and materials are accurate, complete and balanced and meet state and district standards. HEAP and HECAT can assist districts with the evaluation of comprehensive school health education curriculums, including nutrition education lessons and materials. For more information, see *Curriculum Development* at the beginning of this section.

Educational Reinforcement

By collaborating with other school and community groups working on nutrition education, districts can increase the effectiveness of nutrition interventions by providing consistent and reinforcing health messages. Districts may consider collaborating with nutrition education and physical activity programs conducted by:

- school clubs, organizations and the student council;
- PTA/PTO and other parent volunteers/organizations;
- local health departments;
- nonprofit health organizations, such as the American Heart Association, American Cancer Society and American Diabetes Association;
- hospital community outreach programs;
- town park and recreation departments;
- local health care providers, e.g., pediatricians, dentists, dietitians;
- community groups and programs, e.g., scouts, YMCA/YWCA;
- faith-based groups; and
- town and city health initiatives.

Additional information on collaboration can be found in *Partnering with Community Organizations* in *Section 7 – Communication and Promotion*.

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Nutrition Promotion

Participation in programs that promote and reinforce health emphasizes the school's commitment to a healthy school nutrition environment. Some programs that challenge schools to standards of excellence include:

- *HealthierUS School Challenge*: Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity. <http://www.fns.usda.gov/tn/HealthierUS/index.html>
- *Team Nutrition (U.S. Department of Agriculture)*: Information on joining as a Team Nutrition school. <http://teamnutrition.usda.gov/team.html>

Schools can also promote nutrition through a variety of activities, including food demonstrations in school cafeterias, connecting with local farmers' markets and farm-to-school programs, sampling of popular healthy ethnic foods, and participating in comprehensive marketing campaigns (e.g., promoting nutrition and physical activity messages such as 5 A Day and daily physical activity). USDA's Team Nutrition resources can help schools conduct nutrition events such as health and nutrition fairs, theme days and tasting activities.

- *Team Nutrition Days How-To Kit*: A comprehensive guide containing information on creating Team Nutrition activities, including gardening, fair activities and publicity. <http://www.fns.usda.gov/tn/Resources/howtokit.html>
- *Team Nutrition Event Calendar*: Developed to help plan and conduct creative nutrition education activities that support healthy school meals. <http://www.fns.usda.gov/tn/Calendar/index.htm>
- *Team Nutrition School Activity Planner*: A "how-to" guide for nutrition fairs and tasting activities, designed to involve school leaders and supporters in planning activities. <http://www.fns.usda.gov/tn/Resources/activityplanner.html>

Additional resources can be found in *Nutrition Promotion* under *Resources* at the end of this section.

Staff Awareness

It is important for all school personnel to be aware of the importance of nutrition and physical activity to student achievement so they can reinforce positive health messages in the school environment. The School Health Team can use appropriate personnel in the school district (including health and physical education teachers, family and consumer sciences teachers, school nurses, school medical advisors and school food service directors) and the community (including registered dietitians and other health professionals) to help promote staff awareness. Appropriate personnel can serve as a resource to teachers for nutrition and nutrition education. They can provide staff members with scientifically accurate and evidence-based health information regarding health benefits and risks of dietary habits, health trends and effective strategies for addressing nutrition issues, and food safety and food-borne illness prevention.

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Staff Members as Role Models

Adults can have a significant impact on the development of students' health behaviors. School staff members can model healthy eating and physical activity behaviors in a variety of ways, including:

- using teaching skills that help students gather information, practice problem solving techniques and use effective communication skills;
- providing healthy snacks in the classroom;
- encouraging nonfood fundraisers;
- not using food as a reward for behavior or academics;
- participating in the school meal program and making healthy choices;
- using the stairs instead of the elevator when appropriate;
- participating with children in classroom-based physical activity;
- leading or participating in school fitness activities such as walking or running clubs, yoga class and weight lifting;
- joining in children's games on the playground or gymnasium;
- talking about the physical activities they like to do outside of school;
- using physical activity as a reward rather than as a form of punishment; and
- using appropriate safety gear, such as helmets, during physical activity.

Staff wellness programs can encourage school personnel to be positive role models for students. Additional information on staff wellness is contained in *Section 6 – Other School-Based Activities to Promote Student Wellness*.



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<http://www.mde.k12.ms.us/HealthySchools/Initiatives.html>
- Model School Wellness Policies*, National Alliance for Nutrition and Activity, 2005:
<http://www.schoolwellnesspolicies.org/>
- Rhode Island School District Nutrition & Physical Activity Model Policy Language*, Rhode Island Healthy Schools Coalition, August 2004: <http://www.actionforhealthykids.org/resources.php> (Select "Guidelines/Policies/Recommendations" under topic selection, then click on "view all documents" under Information and Resources and scroll down alphabetically.)
- School Nutrition Association Local Wellness Policy Recommendations*, School Nutrition Association, 2005:
<http://www.schoolnutrition.org/Index.aspx?id=1075>

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Dietary Guidelines

Center for Nutrition Policy and Promotion, U.S. Department of Agriculture. Links scientific research to the nutrition needs of consumers via a variety of education materials, including the Food Guide Pyramid and other resources. <http://www.usda.gov/cnpp/>

Dietary Guidelines for Americans 2005, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html

Dietary Reference Intakes (DRIs) and Recommended Dietary Allowances (RDAs). Links to all guidelines and reports. <http://www.nal.usda.gov/fnic/etext/000105.html>

Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans, U.S. Department of Health and Human Services and U.S. Department of Agriculture, 2005: <http://www.healthierus.gov/dietaryguidelines/>

MyPyramid: <http://www.mypyramid.gov/>

MyPyramid Mini-Poster: <http://www.mypyramid.gov/>

Spanish Version of MyPyramid Handout, Dairy Council of California: <http://www.dairycouncilofca.org/>

Curriculum Development

A Guide to Curriculum Development: Purposes, Practices, Procedures, Connecticut State Department of Education: http://www.state.ct.us/sde/dtl/curriculum/curgde_generic/curguide_generic.htm

Children's Picture Book Database at Miami University. Design literature-based thematic units for all subjects, searchable by topics, concepts and skills. <http://www.lib.muohio.edu/pictbks/>

Health Education Assessment Project (HEAP):

http://www.ccsso.org/Projects/SCASS/Projects/Health_Education_Assessment_Project/1540.cfm

Health Education Curriculum Analysis Tool (HECAT). Contact the State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, or visit <http://www.state.ct.us/sde/deps/Student/CHE/index.htm>

Healthy and Balanced Living Curriculum Framework, Connecticut State Department of Education, 2006: <http://www.state.ct.us/sde/deps/Student/CHE/index.htm>

Moving into the Future: National Physical Education Standards, 2nd Edition, National Association for Sport and Physical Education, 2004: <http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>

National Health Education Standards:

http://www.aahperd.org/aahe/template.cfm?template=natl_health_education_standards.html

Nutrition Education Intervention Resources, Teachers College, Columbia University, 2003. A bibliographical list of more than 100 references in the area of nutrition education interventions, useful for teams working on nutrition education curriculum development and best practices.

<http://www.actionforhealthykids.org/filelib/resources/nutintbiblio.pdf>

Nutrition Education: Principles of Sound Impact Evaluation, U.S. Department of Agriculture, 2005:

<http://www.fns.usda.gov/oane/MENU/Published/NutritionEducation/Files/EvaluationPrinciples.pdf>

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Nutrition Education

Dairy Council of California. Many nutrition education resources for teachers, parents and children, including MyPyramid handout and interactive game, and a personal nutrition planner.
<http://www.dairycouncilofca.org/>

Dole 5 A Day. Fruit and vegetable lesson plans, games and activities. <http://www.dole5aday.com/>

Eat Smart Play Hard, U.S. Department of Agriculture. A national nutrition education and promotion campaign designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity. The campaign uses Power Panther™ as the primary communication vehicle for delivering nutrition and physical activity messages to children and their caregivers. Support materials include posters, a slogan, Power Panther™ costumes and other materials. Messages developed for the campaign are based on the Dietary Guidelines for Americans and the Food Guide Pyramid.
<http://www.fns.usda.gov/eatsmartplayhard/>

FDA & You Newsletter. An educational newsletter intended for use by health educators, secondary school students and their parents. <http://www.fda.gov/cdrh/fdaandyou/>

Food and Nutrition Resource List for Child Care and Preschool Staff, Food and Nutrition Information Center, September 2004: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/98-child.htm>

Food and Nutrition Resources for Grades Preschool through 6, Food and Nutrition Information Center, June 2000: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/preschool.html>

Food and Nutrition Resources for Grades 7 through 12, Food and Nutrition Information Center, May 2001: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html>

Food History. Chronicles the history of food. <http://www.foodtimeline.org/>

Great Sites for Teaching Nutrition, Education World. Each week, Education World's *Great Sites for Teaching About...* page highlights websites to help educators work timely themes into their lessons.
http://www.educationworld.com/a_sites/sites010.shtml

How to Teach Nutrition to Kids, Connie Evers, RD. 24 Carrot Press, 2003. Promotes positive attitudes about food, fitness and body image. Features hundreds of fun, hands-on nutrition education activities aimed at children ages 6-12, with a focus on integration into existing subject areas. Ordering information:
<http://www.nutritionforkids.com/aboutbook.htm>

How Stuff Works. Information on how things work for a huge variety of topics, including food and the body.
<http://www.howstuffworks.com/>

Interactive Toolbox, Food and Nutrition Information Center. Includes many websites with nutrition calculators and other tools for dietary assessment and planning, checking personal health risks, testing knowledge and evaluating needs. <http://www.nal.usda.gov/fnic/etext/O00035.html>

MyPyramid, U.S. Department of Agriculture: <http://www.mypyramid.gov/>

MyPyramid, University of Florida. Information and handouts on the new USDA MyPyramid. Includes handouts in Spanish. <http://fyas.ifas.ufl.edu/pyramid/index.htm>

MyPyramid Tracker, U.S. Department of Agriculture. An online dietary and physical activity assessment tool that provides information on your diet quality, physical activity status, related nutrition messages, and links to nutrient and physical activity information. <http://www.mypyramidtracker.gov/>

National Cattlemen's Beef Association. Provides free nutrition education kits and resources for educators of preschool through 12th grade. <http://www.teachfree.org>

New England Dairy and Food Council (NEDFC). Geared toward educators, health professionals, school food service professionals and consumers. Includes nutrition education materials, milk promotion ideas, incentives for school cafeteria promotions and access to Mealtime Sampler, NEDFC's publications for school food service. <http://www.newenglanddairyCouncil.org>

Nutrition Explorations, National Dairy Council. Includes nutrition information and resources for educators, parents and school food service. Also includes kids' page with games and information.
<http://www.nutritionexplorations.com/>

Nutrition Resource Library, Connecticut State Department of Education. Contains many resources for nutrition education and food service management. <http://www.state.ct.us/sde/deps/nutrition/index.htm> (under "Nutrition Resource Catalog 2003")

Oregon Dairy Council. Many free and low-cost nutrition education materials and resources for all ages. Includes links to websites geared toward kids, teens, parents and others.

<http://www.oregondairycouncil.org/>

Sources of Free or Low-Cost Food and Nutrition Materials, Food and Nutrition Information Center, July 2001:

<http://www.nal.usda.gov/fnic/pubs/bibs/gen/freelow.html>

Using the Food Guide Pyramid: A Resource for Nutrition Educators, U.S. Department of Agriculture, 1996:

<http://www.nalusda.gov/fnic/Fpyr/guide.pdf>

5 A Day Resource Guide, National Cancer Institute, 2002. Identifies curriculums and classroom materials for teachers (pre-k through high school); CD-ROMS, audiocassettes and activities for students; recipes and family activity tips to reinforce healthy diet messages for parents at home; and dynamic marketing and teaching materials for school food professionals. <http://www.5aday.gov/tools/school/index.html>

Nutrition Lessons and Programs

Destination Wellness – You’re in the Driver’s Seat, Nutrition Education Tool Kit for High School Students, Maryland State Department of Education, 2003. Contains eight lessons which meet the national standards for health education in nutrition for high school students. Can be used by health teachers, school nurses, family and consumer sciences teachers and others. The eight lessons are interactive and include a variety of hands-on activities. <http://schoolmeals.nal.usda.gov/Training/md/index.html>

Discovering the Food System: An Experiential Learning Program for Young and Inquiring Minds, Cornell University. An on-line curriculum designed for teachers and leaders of middle and high school students.

<http://www.hort.cornell.edu/foodsyst/>

Education World Lesson Planning Center, George Washington University. Search for nutrition lessons in the Health and Safety section. http://www.education-world.com/a_lesson/archives/health.shtml

Food on the Run, California Project LEAN, 2000. Dedicated to increasing healthy eating and physical activity among adolescents. The program focuses on strengthening individual skills and knowledge while also working to influence high school policies and environments to increase access to healthy foods and physical activity options. *Food on the Run* works with teens, parents, community members and local policy makers to educate them on the importance of healthy eating and physical activity, and to engage them in developing supportive policy solutions. <http://www.californiaprojectlean.org/resourcelibrary/default.asp> (Click on “Resource Library” and search for “Food on the Run.”)

FitSource – Physical Activity and Nutrition in Child Care Settings, Child Care Bureau. Contains a wide variety of tools that can be used to incorporate physical activity and nutrition into child-care and after-school programs, including activities and game ideas, curriculums and lesson plans, campaigns, healthy menus and recipes, funding strategies, information for parents and other resources.

<http://www2.nccic.org/fitsource/index.cfm>

HealthSmart, ETR Associates. A K-12 health education program based on the national health education standards. Content and sample lessons for each grade level can be previewed before purchasing.

<http://pub.etr.org/healthsmart/index.html>

HealthTeacher.com. Provides a comprehensive, sequential K-12 health education curriculum that consists of almost 300 lesson guides that meet National Health Education Standards and provide skills-based assessment methods. <http://www.healthteacher.com/>

Jump Start Your Bones, Rutgers Cooperative Extension, 2000. A culturally sensitive, school-based osteoporosis prevention program designed for use by teachers, school nurses and other health professionals who work with middle school students. It stresses the importance of getting adequate calcium and weight-bearing exercise during adolescence to ensure peak bone mass and lifelong bone health. <http://www.njfsnep.org/>

Lesson Plans for Teachers, Texas Department of State Health Services. Lessons for kindergarten through Grade 5 on topics including anatomy and nutrition (available in both English and Spanish).

<http://www.dshs.state.tx.us/kids/lessonplans/default.shtm>

Middle School Nutrition and Physical Education Marketing, Colorado Team Nutrition Program, 2005. The program includes a wellness component that can be used by school staff members, two Power Point presentations for school staff members, a fruit-vegetable promotion, a set of parent newsletters, a set of physical education lessons for pre-k through Grade 12 and a set of reference articles related to nutrition and child obesity. http://schoolmeals.nal.usda.gov/Training/CO_Middle_School_Marketing/index.html

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- MyPyramid*, University of Missouri Extension. Introductory lesson plans on MyPyramid for grades pre-k to k, 1 to 3, 4 to 5 and 6 to 8. Also includes MyPyramid handouts for adults and youth.
<http://extension.missouri.edu/fnep/teaching.htm>
- MyPyramid for Kids Classroom Material*, U.S. Department of Agriculture, 2005. Lesson plans with reproducible worksheets for Grades 1-2, Grades 3-4 and Grades 5-6.
<http://teamnnutrition.usda.gov/Resources/mypyramidclassroom.html>
- Responsible Healthy Lifestyles Nutrition Education Curriculum Grades 7-12*, Utah State Office of Education, 1997 to 1999: <http://www.uen.org/Lessonplan/LPview?core=7>
- Responsible Healthy Lifestyles Nutrition Education Curriculum: Teacher Resource Book K-6 Grades*, Utah State Office of Education, 1993: http://www.uen.org/utahlink/lp_res/nutri001.html
- Team Nutrition*, U.S. Department of Agriculture. List of nutrition education materials.
<http://www.fns.usda.gov/tn/Resources/index.htm>
- The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions: A Leader's Guide*, Health and Human Services and U.S. Department of Agriculture, 2003. Intended for after-school program leaders working with young adolescents. Contains 10 interactive sessions, a recipe booklet, parent letter and Nutrition Facts cards. The CD contains additional activities, tips for improved communication with adolescents, a training video for the adult leaders, and a song for preteens.
http://www.fns.usda.gov/tn/Resources/power_of_choice.html
- There's a Rainbow on My Plate*, Produce for Better Health Foundation, 2003. A free nutrition education curriculum that encourages kindergarten through sixth grade students to develop healthy eating habits, and that focuses on the importance of eating five or more servings of fruits and vegetables every day.
http://www.5aday.com/html/curriculum/curr_home.php
- yourSELF Middle School Nutrition Education Kit*, U.S. Department of Agriculture, 1998. Contains materials for health education, home economics or family living classes that will help 7th and 8th grade students learn to make smart choices about eating and physical activity. The materials convey respect for adolescents' power of choice and their increasing control over their own health.
<http://www.fns.usda.gov/tn/Resources/yourself.html>

Games and Activities

- Kids & Nutrition*, North Dakota State University. Links to nutrition activities and resources for kids, teens, parents and teachers. <http://www.ext.nodak.edu/food/kidsnutrition/>
- Milk Matters Games and Activities*, National Institute of Child Health and Human Development. Games and activities to help children and teens learn more about calcium, why it's important for strong bones and healthy teeth, how much calcium is needed every day, and what foods contain calcium.
<http://www.nichd.nih.gov/milk/kidsteens.cfm>
- MyPyramid Match Game*, Dairy Council of California. Interactive learning tool designed for kids.
http://www.dairycouncilofca.org/activities/pyra_main.htm
- Nutrition Café*. Sponsored by the Pacific Science Center and the Washington State Dairy Council, this site includes three games (Nutrition Sleuth, Grab a Grape and Have-a-Bite Café) for kids.
<http://exhibits.pacsci.org/nutrition/>
- Nutrition Explorations Kids' Page*, National Dairy Council. Includes nutrition games and information.
<http://www.nutritionexplorations.org/kids/activities-main.asp>
- Nutrition on the Web*. Site on nutrition for teens created by teens, including information and interactive activities in English, Spanish and German. <http://library.thinkquest.org/10991/>
- Puzzlemaker*. Create your own nutrition crosswords and word searches. <http://www.puzzlemaker.com>
- Sci4Kids*, U.S. Department of Agriculture, Agricultural Research Service. Includes a variety of teacher-ready activities (coloring page, word finds, quizzes and activities) that encompasses a range of student levels.
<http://www.ars.usda.gov/is/kids/>
- USDA for Kids*, U.S. Department of Agriculture. Links to many websites with games, activities and resources for kids on agriculture, nutrition, food safety, science and math.
<http://www.usda.gov/news/usdakids/index.html>

Interactive Nutrition and Physical Activity Websites for Children

BAM! (Body and Mind). This website from the Centers for Disease Control and Prevention (CDC) was created to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger and safer. *BAM!* also serves as an aid to teachers, providing them with interactive activities to support their health and science curriculums that are educational and fun. <http://www.bam.gov/>

Clueless in the Mall, Texas A & M University. Osteoporosis prevention geared at teens. <http://calcium.tamu.edu>

Eat Smart Play Hard Campaign. Eat Smart Play Hard is a national nutrition education and promotion campaign designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity based on the Dietary Guidelines for Americans. <http://www.fns.usda.gov/eatsmartplayhard/>

Girl Power, U.S. Department of Health and Human Services. A national public education campaign designed to encourage girls from 9 to 14 to make the most of their lives, Girl Power provides positive messages and accurate health information. Includes information and resources on body image, nutrition and physical fitness. <http://www.girlpower.gov/>

Healthfinder Kids, U.S. Department of Health and Human Services. Key resource for finding the best government and nonprofit health and human services information on the Internet. The "Kids" section contains information, games, contests and many links to child-appropriate websites. <http://www.healthfinder.gov/kids/>

KidFit Connections. A 10-session weight management and lifestyle change workbook to help kids and their families make healthful changes. Includes information on healthful and practical eating, ways to increase your exercise, and how to take responsibility for your actions. Weekly topics include information on the Food Guide Pyramid, Nutricizing your recipes, eating out at fast food places, dealing with problem situations, positive self-talk, changing your unwanted behaviors, and incorporating fun activity into your daily lifestyle. <http://www.kidfitconnections.com/>

Kidnetic. The International Food Information Center's research-based website to promote healthy eating and physical activity among kids and parents. <http://www.kidnetic.com>

KidsWorld Nutrition, North Carolina Department of Agriculture and Consumer Services. A scientific view of nutrition for kids that includes a Food Pyramid, an explanation of the information provided on nutritional labels, and a nutrition quiz. It includes additional nutrition information and links to further online resources. In the Coloring Book, children use an interactive paint tool to learn about mixing colors and nutrition. <http://www.agr.state.nc.us/cyber/kidswrld/nutrition/index.htm>

Powerful Bones, Powerful Girls, National Bone Health Campaign. Promotes optimal bone health among girls from 9 to 12 years old in an effort to reduce their risk of osteoporosis later in life. The campaign's purpose is to encourage girls to establish lifelong healthy habits, focusing on increased calcium consumption and weight-bearing physical activity to build and maintain strong bones. <http://www.cdc.gov/powerfulbones/>

Sip All Day, Get Decay, Minnesota Dental Association. Young people can test their knowledge of healthy choices with a colorful and interactive quiz on drinking soda pop. Click on the "Sip All Day, Get Decay" icon (or "For Kids and Teens") to take the quiz, compare the sugar and acid content of various brands of soda pop, and calculate the amount of money students feed into vending machines. Also includes resources for teachers (click on "Classroom Activities"). <http://www.mndental.org/>

Smart-Mouth, Center for Science in the Public Interest. Designed to teach kids that healthy eating can be fun. Games teach kids (and their parents and teachers) how to eat well and resist the food industry's marketing campaigns. Kids can see how their favorite restaurant foods stack up, play "true or false" with a food industry spokesman, and "bite back" by asking food companies and government officials to promote nutrition. <http://Smart-Mouth.org>

The Real Truth About Fast Foods and Nutrition, ThinkQuest. This ThinkQuest Junior site explores the nutritional value of fast foods by providing nutrition information and testing students' knowledge. Includes a section on advertisements where students can learn about the techniques used by fast food companies to promote their products as well as nutrition guides for foods from McDonalds to Pizza Hut. <http://library.thinkquest.org/4485/>

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VERB. It's what you do, Centers for Disease Control and Prevention (CDC). A paid media campaign to encourage positive activity – both physical and prosocial activity – among youth ages 9-13.

<http://www.cdc.gov/youthcampaign/index.htm>

4girls, National Women's Health Information Center. Designed to encourage adolescent girls (ages 10-16) to choose healthy behaviors by providing health-related information in an interactive, user-friendly format.

Includes six sections: Becoming a Woman; Fit for Life; You Are What You Eat; Mind Over Matters; Choosing Not to Use; and Putting It All Together. <http://4girls.gov/>

Healthy Eating Calculators

Adult Energy Needs and BMI Calculator, Children's Nutrition Research Center at Baylor College of Medicine:

<http://www.kidsnutrition.org/caloriesneed.htm>

Children's Energy Needs Calculator, Children's Nutrition Research Center at Baylor College of Medicine:

http://www.kidsnutrition.org/energy_calculator.htm

Healthy Eating Plan Calculator, Children's Nutrition Research Center:

http://kidsnutrition.org/HealthyEating_calculator.htm

MyPyramid, U.S. Department of Agriculture: <http://www.mypyramid.gov/>

MyPyramid Tracker, U.S. Department of Agriculture: <http://www.mypyramidtracker.gov/>

Nutrition Analysis Tool, University of Illinois: <http://www.ag.uiuc.edu/~food-lab/nat/>

Personal Nutrition Planner, Dairy Council of California: <http://www.dairycouncilofca.org/>

What's in the Foods You Eat, U.S. Department of Agriculture, Agricultural Research Service:

<http://www.ars.usda.gov/Services/docs.htm?docid=7783>

Education Links with School

Community Nutrition Action Kit, U.S. Department of Agriculture, 1996. Contains youth activities, family/caregiver activities and community activities for use with Grades 3-6. Includes guidelines for implementation, reproducible handouts, resource information and references.

<http://teamnnutrition.usda.gov/Resources/cnak.html>

Do More – Watch Less! California Obesity Prevention Initiative, California Department of Health Services, 2005. A toolkit for after-school programs and youth-serving organizations to encourage tweens (ages 10-14) to incorporate more screen-free activities into their lives while reducing the time they spend watching TV, surfing the Internet and playing video games. <http://www.dhs.ca.gov/ps/cdic/copi/>

The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, Food and Drug Administration and U.S. Department of Agriculture, 2003. Guidance for after-school program leaders working with young adolescents. http://teamnnutrition.usda.gov/Resources/power_of_choice.html

Food Safety Education for Children

Food and Drug Administration Kids' Page: <http://www.fda.gov/oc/opacom/kids/default.htm>)

Food Safety Coloring Book, USDA/Food Safety and Inspection Service:

<http://www.foodsafety.gov/%7Edms/cbook.html>

Food Safety Music, University of California, Davis. For fun food safety education. Click on "Food Safety Music" on left scroll bar. <http://foodsafety.ucdavis.edu/>

Food Safety Song/Coloring Sheet, U.S. Department of Agriculture Food Safety and Inspection Service and FDA Center for Food Safety and Applied Nutrition, August 2000: <http://www.foodsafety.gov/~fsg/f00color.html>

Kids, Teens and Educators Page, U.S. Department of Agriculture Food Safety and Inspection Service. Includes games, puzzles, coloring sheets and information. <http://www.cfsan.fda.gov/~dms/educate.html>

Science and Our Food Supply: Investigating Food Safety from Farm to Table, National Science Teachers Association and the Food and Drug Administration. Includes separate guides for middle level and high school science teachers, an interactive video, *Dr. X and the Quest for Food Safety* and the comprehensive *Food Safety A to Z Reference Guide*. <http://www.nsta.org/fdacurriculum>

Connecting with Existing Curriculums

Action for Healthy Kids Database. Click on "Co-Curricular Programs" under "Resources to Improve Schools."
<http://www.actionforhealthykids.org/index.php>

Agriculture in the Classroom, U.S. Department of Agriculture:
<http://www.agclassroom.org/teacher/lessons.htm>

Children's Books about Nutrition, School Nutrition Association:
<http://www.schoolnutrition.org/Index.aspx?id=508>

Classroom Connection, Colorado Department of Education. Helps teachers and food service staff members integrate nutrition education into core curriculum and the cafeteria.
<http://www.cde.state.co.us/cdenutritran/nutricafelessons.htm>

Connecticut Ag in the Classroom: <http://www.ctaitc.org/>

Eat Smart, Play Hard in South Dakota: K-6 Integrated Nutrition Education Curriculum, South Dakota State University Cooperative Extension Service, South Dakota Department of Education and Cultural Affairs Child and Adult Nutrition Services. Designed to integrate nutritional concepts into the core curriculum and to provide meaningful, relevant, real-world application of skills, concepts and knowledge to help build healthy eating patterns and to promote personal responsibility for good health. Each unit includes a parent-home connection with an informational letter to parents and homework assignments designed to extend and connect the classroom learning experiences into a round-the-clock lifestyle.
<http://schoolmeals.nal.usda.gov/Training/Eatsmart/index.html>

Eat Well & Keep Moving, Harvard School of Public Health, 2001. An interdisciplinary nutrition and physical activity curriculum aimed at building lifelong healthy habits in upper elementary school students. Focuses on classroom lessons, but can also be used to reinforce healthy practices in the cafeteria, gymnasium, home and community. <http://www.hsph.harvard.edu/nutritionsource/EWKM.html> Ordering information: <http://www.humankinetics.com/products/showproduct.cfm?isbn=0736030964>

Gobble Up Math: Fun Activities to Complete and Eat for Kids in Grades K-3, Sue Mogard and Ginny McDonnell. The Learning Works, Inc., 1994. Ordering information:
http://ncescatalog.com/shopsite_sc/store/html/kids_korner.html

Gobble Up Science: Fun Activities to Complete and Eat for Kids in Grades 1-4, Carol A. Johmann and Elizabeth J. Rieth. The Learning Works, Inc., 1996. Ordering information:
http://ncescatalog.com/shopsite_sc/store/html/kids_korner.html

Healthy Eating for Kids' Fitness. Innovative ways to incorporate healthy snacking and physical activities into elementary classrooms and resources on linking running and learning.
<http://www.kidsrunning.com/columns/whatkidsneed2.html>

HeartPower, American Heart Association. Curriculum-based program for teaching about the heart and how to keep it healthy for a lifetime. Four key messages about heart health have been categorized by curriculum, lifestyle message, format and grade level (prekindergarten to Grade 8).
<http://www.americanheart.org/presenter.jhtml?identifier=3003357>

How to Teach Nutrition to Kids, Connie Evers, RD. 24 Carrot Press, 2003. Promotes positive attitudes about food, fitness and body image. Features hundreds of fun, hands-on nutrition education activities aimed at children ages 6-12, with a focus on integration into existing subject areas. Ordering information:
<http://www.nutritionforkids.com/aboutbook.htm>

Maine Nutrition Network Book List 2003-2004. Lists nutrition-related books and cookbooks and appropriate age levels. <http://www.maine-nutrition.org/Booklist-02.pdf>

Michigan Team Nutrition Booklist. Annotated list of more than 300 books about food, healthy eating and physical activity for children in preschool through third grade. Includes a Search-By-Theme cross-reference section allowing the user to search for books related to a specific theme such as Fruits and Vegetables, Dairy, Breakfast, ABCs, Pizza, Soup-making, Outside Activity, Counting and Math, Spanish Translations and more. <http://tn.fcs.msue.msu.edu/booklist.html>

National Heart Savers Association. Includes a variety of nutrition education activities (word games, puzzles and other enrichment activities) for Grades K-8, which can be integrated with other curricular areas.
<http://www.heartsavers.org>

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- Nutrition Across the Curriculum – Lesson Plans for Grades PreK-12*, Louisiana Department of Education. Designed to help students develop positive attitudes toward good nutritional practices, to establish lifelong healthful eating patterns, to take action for good health, and to provide accurate and current nutrition information. A major goal of the project is to integrate nutrition information into content areas across the curriculum. <http://www.doe.state.la.us/lde/nutrition/1667.html>
- Planet Health*, Harvard School of Public Health, 2001. An interdisciplinary curriculum focused on improving the health and well-being of sixth through eighth grade students while building and reinforcing skills in language, arts, math, science, social studies and physical education. http://www.hsph.harvard.edu/prc/proj_planet.html
- Pyramid Café*, National Dairy Council. Teaches second graders about good eating habits, sound nutrition and basic Food Guide Pyramid concepts. Lessons incorporate other curriculum areas such as math and art. <http://www.nutritionexplorations.org/educators/lessons/pyramid-cafe/cafe-main.asp?tab=1>
- Pyramid Explorations*, National Dairy Council. Teaches fourth graders to make wise food choices and plan a healthful diet using the Food Guide Pyramid. Lessons incorporate other curriculum areas such as math and art. <http://www.nutritionexplorations.org/educators/lessons/pyramid-exp/exp-main.asp?tab=1>
- SLIC: Secondary Level Interdisciplinary Curriculum*, Pennsylvania Department of Education. Five multidisciplinary thematic units that can be taught in ninth- through twelfth-grade classes in American history, algebra/pre-algebra, consumer math, English, business education, biology, chemistry, environmental science, family and consumer sciences, and health. The five units include Special Concerns in Nutrition, Alternative Eating, Disordered Eating, Physical Activity and Food Safety. http://www.actionforhealthykids.org/resources_profile.php?id=258
- South Dakota Nutrition Expeditions*, South Dakota Team Nutrition. Nutrition lessons for Grades 7-12. Includes five units: Influences on Nutritional Practices and Wellness Across the Lifespan; Nutritional Needs of Individuals and Families Across the Lifespan – Nutritional Issues and Adolescents; Planning, Selecting, Storing, Preparing and Serving Food to Meet Nutritional Needs; Food Safety from Production to Consumption; and Food Science and Biotechnology. <http://schoolmeals.nal.usda.gov/Training/Nutrition%20Expeditions/index.html>
- Wellness, Academics and You (WAY)*. Multidisciplinary academic resource that teaches students the importance of physical activity and nutrition while helping teachers to meet state and national education standards. <http://www.wayplanet.com/wayplanet/>
- What's Cookin' in the Classroom*, New Jersey Food Stamp Nutrition Education Program. An interdisciplinary educational curriculum that focuses on nutrition while encompassing language arts and heritage storytelling. These lessons promote literacy, creativity and health and social skills. They were designed for use by teachers and other health professionals to provide nutrition education to students in Grades K-8. <http://www.njfsnep.org/>

Handouts for Children, Parents and School Staff Members

- A Parent's Guide to Healthy Eating and Physical Activity*, Preventive Medicine Institute/Strang Cancer Prevention Center, 2004: http://www.smallstep.gov/sm_steps/news_updates.html
- Balance Your Day with Food and Play Parent Brochure*: http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html
- Breakfast – Key to Academic Excellence*, Connecticut State Department of Education and New England Dairy and Food Council, 2002: <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm> (Scroll down to bottom.)
- Children's Activity Pyramid*, University of Missouri Extension, 1999: <http://muextension.missouri.edu/xplor/hesguide/foodnut/gh1800.htm>
- Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html
- Eat Right Montana*, Montana Dietetic Association. Monthly newsletters and handouts related to promoting healthy eating and physical activity for children and families. <http://www.montanadieticassociation.org/>
- Eating Smart: A Nutrition Resource List for Consumers*, Food and Nutrition Information Center, May 2005: <http://www.nal.usda.gov/fnic/pubs/bibs/gen/eatsmart.html>

- Feed Me Give Me What I Need!* U.S. Department of Agriculture Team Nutrition. Poster designed to deliver healthy eating messages to middle and high school students.
<http://www.fns.usda.gov/tn/Resources/feedmoveposters.html>
- Free Handouts for Nutrition Education*, Food and Health Communications. A variety of handouts on topics such as nutrition, fad diets, health and wellness. <http://www.foodandhealth.com/handout.php>
- Food on the Run: Healthy Eating and Physical Activity for Your Teenager*, California Project LEAN, 2002:
http://www.californiaprojectlean.org/Assets/1019/files/foodontherun_parentsbrochure.pdf
- Food Wise Learn At Home Print Materials*, Rutgers Cooperative Extension. Four brochures with information, tips, activities and recipes. Includes Easy Ways to Eat More Fruits & Vegetables; Eating Less Fat; Kids Stay Smart By Lowering the Risk of Lead Poisoning; and Low-Fat & Filling – Grain Food. <http://www.njfsnep.org/>
- Get on the Grain Train*, U.S. Department of Agriculture, 2002: <http://www.usda.gov/cnpp/Pubs/Brochures/>
- Grab Quick and Easy Snacks*, U.S. Department of Agriculture:
http://www.fns.usda.gov/eatsmartplayhard/collection/Files/snacks_brochure.pdf
- Handouts*, U.S. Department of Agriculture, April 1996. Eight student activity sheets for middle and high school classroom use or as a take-home nutrition education piece. Includes Dear Students (overview of Dietary Guidelines); Building Healthy Meals & Snacks; Fun Tips! Using the Dietary Guidelines at Home; Pyramid Snacks; Understanding the New Nutrition Facts Label; Be a Fat Buster!; Get Energized!; and Super Good-for-you Snacks. <http://www.fns.usda.gov/tn/Resources/dearstudent.html>
- Healthy Breakfasts for Busy Families*, New England Dairy & Food Council, 2002:
<http://www.newenglanddairyCouncil.org/wellness/flyers.html>
- Healthy Eating Helps You Make the Grade*, U.S. Department of Agriculture, January 1999. Discusses the link between nutrition and learning, and the role of Child Nutrition Programs.
<http://www.fns.usda.gov/tn/Resources/healthyeating.html>
- Healthy Kids. Healthy Families*, Centers for Disease Control and Prevention, 2003. Brochure to help parents increase physical activity among elementary and middle school youth. Also in Spanish.
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>
- Healthy K.I.D.S. (Knowledge Improving Diet and Strength)*. Developed by the Children's Health Fund, these English and Spanish newsletters provide simple, accurate and culturally appropriate information on nutrition and fitness. <http://www.childrenshealthfund.org/publications/healthed.php#kids>
- Healthy Packed Lunches*, New England Dairy & Food Council, 2002:
<http://www.newenglanddairyCouncil.org/wellness/flyers.html>
- Healthy Snacks*, Center for Science in the Public Interest, 2005. Provides healthy snack ideas for teachers, parents and others to provide in the classroom, after-school programs and outside of school.
<http://cspinet.org/healthysnacks/> (A shorter one-page version is available at http://www.cspinet.org/nutritionpolicy/snacks_summary.pdf.)
- How Much Are You Eating?* U.S. Department of Agriculture, March 2002. Tips on determining and eating sensible portion sizes. <http://www.cnpp.usda.gov/Pubs/Brochures/HowMuchAreYouEating.pdf>
- Iowa State University Food and Nutrition Handouts*. Lots of handouts on various nutrition topics.
<http://www.extension.iastate.edu/pubs/fo1.htm>
- Kid Pleasing Healthy Snacks*, New England Dairy & Food Council, 2002:
<http://www.newenglanddairyCouncil.org/PDF/KidPleasingHealthySnacks.pdf>
- Make Family Time an Active Time*, U.S. Department of Agriculture:
http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html
- Making the Family Connection*, U.S. Department of Agriculture. Several handouts on healthy meals and snacking, food labels and more. <http://www.fns.usda.gov/tn/Parents/familyconnection.html>
- Move It! Choose Your Fun*, U.S. Department of Agriculture, Team Nutrition. Physical activity pyramid for children. <http://www.fns.usda.gov/tn/Resources/moveit.pdf>
- MyPyramid for Kids – Tips for Families*, U.S. Department of Agriculture, 2005:
http://teamnutrition.usda.gov/Resources/mpk_tips.pdf
- MyPyramid for Kids Worksheet*, U.S. Department of Agriculture, 2005. This worksheet helps kids track how their food choices match up to the recommendations of MyPyramid.
<http://teamnutrition.usda.gov/Resources/mypyramidworksheet.html>

3 Nutrition Education and Promotion

- NutriFocus Fact Sheets*, Oregon State University. One-page fact sheets on various nutrition topics.
<http://extension.oregonstate.edu/fcd/nutrition/publications/nutrifocus/index.php>
- Nutrition Booklets and Brochures on a Variety of Topics*, International Food Information Council:
<http://ific.org/publications/brochures/index.cfm>
- Parents' Resource Center – School Lunch and Nutrition*, The Center for Health and Health Care in Schools. Includes "For Parents: Healthy Eating at School" handout on questions parents can ask school principals or board members. <http://www.healthinschools.org/parents/lunch.htm>
- Physical Activity and the Health of Young People*, Centers for Disease Control and Prevention, March 2005:
<http://www.cdc.gov/HealthyYouth/PhysicalActivity/>
- Portion Sizes and School Age Children: Do You Know How Much You Are Eating?* North Carolina School Nutrition Action Committee, 2003. Many handouts on supersized foods, portion distortion and portion sizes. <http://schoolmeals.nal.usda.gov/Training/portion/index.html>
- Power Up with Breakfast*, U.S. Department of Agriculture:
http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html
- Read It Before You Eat It*, U.S. Department of Agriculture, March 2003. Provides a quick lesson on how to read a nutrition facts label. http://www.fns.usda.gov/tn/Resources/readit_eatit.html
- Score Big with Breakfast*, Oregon Dairy Council, 2004. Handout for parents and kids. The two weeks of breakfast ideas can be fixed quickly by kids, as can the pictorial recipe on the back. Quotes focus on breakfast importance for better math and reading scores, classroom behavior and attendance.
http://www.oregondairycouncil.org/resources/free_downloads/downloads/score_big_with_breakfast.pdf
- Suggestions for Nutritious Snacks*, Texas Department of Agriculture, 2004. English and Spanish.
http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html
- Team Up at Home: Fun Nutrition Activities for the Family*, U.S. Department of Agriculture, August 1996. This 20-page activity booklet in reproducible format contains a collection of hands-on nutrition education activities for parents to use with their school-age children.
<http://www.fns.usda.gov/tn/Resources/teamupbooklet.html>
- The School Environment: Helping Students Learn to Eat Healthy*, U.S. Department of Agriculture, July 2000. Overview of what schools and communities can do to promote a healthy school nutrition environment.
<http://www.fns.usda.gov/tn/Resources/helpingstudents.html>
- The Tween Scene*. Information about the nutrition and health needs of 8- to 12-year-olds (tweens) developed by health professionals and the beef industry.
<http://www.beefnutrition.com/matedownloadsforpatientsandclients.aspx>
- The Understanding Series*, Iowa Department of Public Health. A series of 27 fact sheets on topics related to preventing heart disease and stroke, including nutrition (e.g., cholesterol, food labels), physical activity and tobacco. http://www.idph.state.ia.us/hpcdp/understanding_series.asp
- They Will Follow Your Lead*, Centers for Disease Control and Prevention, 2003. Brochure to help principals increase physical activity among elementary and middle school youth.
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>
- Three Steps to a Healthy Lifestyle*, National Restaurant Association, 2003. Consumer-oriented brochure promotes balance, moderation and physical activity as important diet and exercise components of a healthful lifestyle. <http://www.restaurant.org/news/story.cfm?ID=124>
- Tips for a Healthy School Year*, U.S. Department of Agriculture, 2004. Internet resource for parents, schools and communities to help foster healthy eating habits.
http://www.fns.usda.gov/cnd/back_to_school/back_to_school_tips.htm
- What Size is Your Serving?* U.S. Department of Agriculture, March 2003. Developed for use by child-care center staff members and parents of young children enrolled in child-care centers.
<http://www.fns.usda.gov/tn/Resources/whatsize.html>
- You Inspire Strong Minds*, Centers for Disease Control and Prevention, 2003. Brochure to help teachers increase physical activity among elementary and middle school youth.
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>
- 10 Easy Ways to Improve Your Family's Eating Habits*, Texas Department of Agriculture, 2004. English and Spanish. http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html

10 Fun Ways to Activate Your Family Life, Texas Department of Agriculture, 2004. English and Spanish.
http://www.squaremeals.org/fn/render/channel/items/0.1249,2348_2503_0_0.00.html

10 Tips to Healthy Eating and Physical Activity for You: A Brochure for Kids from 9-15 Years, American Dietetic Association and President's Council on Physical Fitness and Sports, February 1998:
<http://ifdc.org/publications/brochures/tentipskidsbroch.cfm>

Nutrition Promotion

Dining Room Demos: Short Interactive Nutrition Lessons for the Cafeteria, American School Food Service Association, 2003. Nutrition education displays that can be set up in the cafeteria to educate students with quick and easy health messages while they are waiting in line or passing through the cafeteria. Include objectives, resources and step-by-step directions for successful cafeteria displays in four areas: Shopping Tips; Reading Your Label; Take Five to Read the Facts; and Shopping Scorecard.
<http://www.schoolnutrition.org/Index.aspx?id=1138>

Food and Health Calendar. List of nationally recognized food, nutrition and health days for each month.
<http://www.foodandhealth.com/healthcalendar.htm>

Food Theme Monthly Calendars Links, University of Nebraska-Lincoln Cooperative Extension:
<http://lancaster.unl.edu/food/ciqlinks.htm>

Fruit and Vegetable Challenge Packet, U.S. Department of Agriculture, 2004. A Fruit and Vegetable Challenge poster with a dry-erase marker and instructions for classroom use.
<http://teammnutrition.usda.gov/Resources/fvchallengepacket.html>

Got Milk? Milk nutrition information, contests, games and trivia. <http://www.got-milk.com/>

Health Observance Calendar, National Health Information Center. This planning guide lists national health observances (days, weeks or months devoted to promoting particular health concerns), along with the sponsoring organizations and information about supporting materials that will be available.
<http://healthfinder.gov/library/nho/>

HealthierUS School Challenge. Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity.
<http://www.fns.usda.gov/tn/HealthierUS/index.html>

Pick A Better Snack & Act, Iowa State University Extension. Provides tools to help promote fruit and vegetable consumption, including BINGO-type card, snack cards, promotional letters and more.
<http://www.extension.iastate.edu/food/>

Team Nutrition, U.S. Department of Agriculture. Information on joining as a Team Nutrition school.
<http://teammnutrition.usda.gov/team.html>

Team Nutrition Days How-To Kit, U.S. Department of Agriculture, 1997. A comprehensive guide containing information on creating Team Nutrition activities, including gardening, fair activities and publicity.
<http://www.fns.usda.gov/tn/Resources/howtokit.html>

Team Nutrition Event Calendar, U.S. Department of Agriculture. Developed to help plan and conduct creative nutrition education activities that support healthy school meals. The calendar lets you see at a glance the many opportunities for coordinating nutrition education with events throughout the year. Downloadable Companion files, offering activities, handouts and recipes, can help bring ideas to life.
<http://www.fns.usda.gov/tn/Calendar/index.htm>

Team Nutrition School Activity Planner, U.S. Department of Agriculture, 1997. A "how-to" guide for nutrition fairs and tasting activities, designed to involve school leaders and supporters in planning activities. It includes activity suggestions and reproducible materials that can be personalized, copied and distributed to children and families. <http://www.fns.usda.gov/tn/Resources/activityplanner.html>

Why Milk? National Dairy Council. Includes contests, "Personal Trainer" diet assessment activity, recipes and information on milk. <http://www.whymilk.com>

3 *Nutrition Education and Promotion*

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Policy Component: Physical Education and Physical Activity

Goal

School districts will provide students with a variety of opportunities for daily physical activity and quality physical education. The district's physical activity component will provide opportunities for every student to develop the knowledge and skills for specific physical activities, and to maintain physical fitness, to regularly participate in physical activity, and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Rationale

Physical education plays a critical role in helping children learn necessary skills and develop confidence in their physical abilities. Schools can help children and adolescents become more physically active and fit by providing a wide range of accessible, safe and affordable opportunities to be active. Appropriate practices guided by competent, knowledgeable and supportive adults influence the extent to which students choose to engage in activities, enjoy physical activity and develop healthy lifestyles.

Policy Recommendations

Policies for Physical Education and Physical Activity will address the following areas:

- Standards-Based, Sequential Physical Education
- Daily Physical Education K-12
- Daily Recess
- Physical Activity Opportunities Before and After School
- Physical Activity and Punishment
- Safe Routes to School
- Use of School Facilities Outside of School Hours
- Incorporating Physical Activity into the Classroom

Specific guidance regarding the implementation of each Physical Education and Physical Activity policy recommendation follows under *Implementation Guidance*, after this section. Resources to assist with implementation of each policy recommendation are found in *Resources* at the end of this section.

This section provides recommendations (not requirements) for policy language for Physical Education and Physical Activity. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Policy Recommendations

Standards-Based, Sequential Physical Education

Physical education shall be standards-based, using national or state-developed standards, such as Connecticut's *Physical Education – A Guide to K-12 Program Development* and National Association for Sport and Physical Education (NASPE) guidelines. Physical education classes shall be sequential, building from year to year, and content will include movement, personal fitness and personal and social responsibility. Students shall be able to demonstrate competency through application of knowledge, skill and practice.

Daily Physical Education K-12

All students in Grades K-12, including students with disabilities and special health-care needs and in alternative educational settings, shall receive daily physical education (150 minutes per week for elementary school students and 225 minutes per week for middle and high school students) for the entire school year. All physical education shall be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) shall not be substituted for meeting the physical education requirement. Students shall spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess

All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory schoolwide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active. Districts shall prohibit withholding of recess or the use of exercise as punishment, and shall develop alternative practices for promoting appropriate behavior. Recess shall not be withheld as a consequence of incomplete school assignments.

Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, child care and enrichment programs shall provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel shall not use physical activity or exercise (e.g., running laps and pushups) or withhold opportunities for physical activity (e.g., recess and physical education) as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. Appropriate alternate strategies shall be developed as consequences for negative or undesirable behaviors.

Policy Recommendations

Safe Routes to School

When appropriate, the district shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

Use of School Facilities Outside of School Hours

School spaces and facilities shall be available to students, staff members and community members for physical activity before, during and after the school day, on weekends and during school vacations. These spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

Incorporating Physical Activity into the Classroom

Students shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.



Implementation Guidance

Implementation Guidance

Standards-Based, Sequential Physical Education

Curriculum Development

The Connecticut State Department of Education's (SDE) *Physical Education – A Guide to K-12 Program Development* (2000) is a comprehensive guide to curriculum development. SDE's *Healthy and Balanced Living Curriculum Framework* presents a vision for healthy and balanced living by showing the interrelated concepts and skills in comprehensive school health and physical education. The purpose of the curriculum framework is to guide the development of curriculums that challenge and motivate students and contribute to student learning and achievement. Districts are encouraged to use SDE's *Healthy and Balanced Living Curriculum Framework* as a best practice document to develop their physical education curriculum.

The goal of SDE's *Healthy and Balanced Living Curriculum Framework* is to provide guidance and show connections between the components of comprehensive school health and physical education. The curriculum framework leads students to make connections and apply the concepts and skills of health and physical education for the purpose of developing and maintaining well-being. The design of the curriculum framework begins to move instruction in this direction.

SDE's *Healthy and Balanced Living Curriculum Framework* standards guide students in how to live actively, energetically and fully in a state of well-being and what concepts and skills are necessary to accept responsibility for self and well-being. The health and physical education standards are based on the *National Health Education Standards* and *Moving into the Future: The National Standards for Physical Education, 2nd edition*.

Differentiating Physical Education and Physical Activity

While physical education and physical activity are often used interchangeably, they differ in important ways, with both being necessary to contribute to the development of healthy, active children. The National Association for Sport and Physical Education (NASPE) provides the definitions below.

“School **physical education**, taught through a well-defined curriculum by highly qualified physical education teachers, offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, or recreational endeavors. A quality physical education program must provide learning opportunities, appropriate instruction, and meaningful and challenging content for all children. Appropriate instructional practices in physical education recognize children's development and movement abilities.

Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing.”

Physical Activity Recommendations for Children

The Dietary Guidelines for Americans recommend that children and adolescents engage in at least 60 minutes of physical activity on most, preferably all, days of the week. The National Association for Physical Education and Sport has developed specific physical activity recommendations for children.

- Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week. This daily accumulation should include moderate and vigorous physical activity with the majority of the time being spent in activity that is intermittent in nature.
- Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
- Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
- Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

Reprinted with permission from *Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12, 2nd Edition*. National Association for Sport and Physical Education, 2004.

http://www.aahperd.org/naspe/template.cfm?template=ns_children.html

Daily Physical Education K-12

Quality Physical Education

NASPE recommends that quality, daily physical education which is developmentally and instructionally appropriate be available to all children. Appropriate instructional practices in physical education recognize children's development and movement abilities. Quality physical education incorporates practices, derived from current research and documented teaching experiences, into a method of instruction that maximizes opportunities for learning and success. NASPE's publication *Appropriate Practices for Elementary School Physical Education* (2000) highlights these best-known practices. National content standards, specifying what students "should know and be able to do," are featured in NASPE's *Moving into the Future: National Physical Education Standards: A Guide to Content and Assessment* (1995) and *Moving into the Future: National Physical Education Standards, 2nd Edition* (2004). Connecticut's recommended content standards, curricular outcomes and sample performance indicators by grade cluster are contained in *Physical Education: A Guide to K-12 Program Development* (Connecticut State Department of Education, 2000). Together these documents provide programmatic support with the ultimate goal of ensuring that children are physically educated.

Implementation Guidance

Components of a Quality Physical Education Program

In *What Constitutes a Quality Physical Education Program? NASPE Sets the Standard*, NASPE defines the importance of a quality physical education program.

“NASPE believes that every student from kindergarten through grade 12 should have the opportunity to participate in quality comprehensive physical education. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child’s mental alertness, academic performance, readiness to learn and enthusiasm for learning.”

According to NASPE guidelines, a high-quality physical education program is developed and led by qualified teachers and includes opportunity to learn, meaningful content and appropriate instruction. Quality physical education programs follow the national standards for physical education as outlined in:

- *Moving into the Future: National Standards for Physical Education, 2nd Edition*. National Association for Sport and Physical Education, 2004.
<http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>

Additional resources to help districts develop quality physical education programs include NASPE’s *Appropriate Practices* and *Opportunity to Learn* documents. These resources are found in *Guidelines and Standards* and *Curriculum, Best Practices and Programs* under *Resources* at the end of this section.

Teacher Qualifications

A high-quality physical education program is taught by trained professionals who:

- meet state and national standards;
- are certified in physical education; and
- serve as positive role models of personal health, fitness, skills and the enjoyment of participating in physical activity. (For additional information on teachers as role models for physical activity, see *Staff Members as Role Models* in *Section 3 – Nutrition Education and Promotion*.)

In Connecticut, certified physical education teachers deliver the majority of instruction in their discipline. Skilled physical educators play an important role in helping students master important subjects, both as providers of instruction and as expert partners with other teachers who incorporate physical education into their teaching. The teaching competencies required for Connecticut physical education teachers can be found in Connecticut’s *Physical Education: A Guide to K-12 Program Development* at http://www.state.ct.us/sde/dtl/curriculum/pe_publ_guide1.htm.

Components of a Quality Physical Education Program

Opportunity to Learn

- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school) during the school day for the entire school year
- Qualified physical education specialist providing a developmentally appropriate program
- Teacher to pupil ratio no greater than 1:25 for optimal instruction
- Adequate and safe equipment and facilities
- A comprehensive curriculum that reflects national/state physical education standards
- Appropriate facilities, equipment and materials.

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment (e.g., the *Connecticut Physical Fitness Assessment, Second Generation*) to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective
- Promotion of ongoing, appropriate physical activity throughout life

Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out-of-school assignments that support learning and practice
- No use of physical activity for punishment
- Regular assessment to monitor and reinforce student learning

Adapted with permission from *What Constitutes a Quality Physical Education Program? NASPE Sets the Standard*. National Association for Sport and Physical Education, Council on Physical Education for Children, 2004.
<http://www.aahperd.org/naspe/template.cfm?template=qualityPePrograms.html>

Implementation Guidance

Content

Physical activity is crucial to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. In *Moving into the Future: National Physical Education Standards*, NASPE defines a physically educated child or adolescent as one who:

- has learned the skills necessary to perform a variety of physical activities;
- knows the implications of and benefits from involvement in physical activities;
- participates regularly in physical activity;
- is physically fit; and
- values physical activity and its contribution to a healthful lifestyle.

NASPE further defines the content standards for quality physical education programs. "Physical education programs should help children and adolescents obtain the knowledge and skills they need to become physically educated. Six national standards and accompanying benchmarks exist for determining whether a child or adolescent has the knowledge and skills needed to be considered physically educated:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities;
3. Participates regularly in physical activity;
4. Achieves and maintains a health-enhancing level of physical fitness;
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction."

The benchmarks for each of these standards provide goals or targets for assessing the child's or adolescent's learning or achievement, designing instructional units and lessons, and selecting learning experiences and movement activities.

Instructional Practices

Physical education teachers should include the following instructional practices in their efforts to help children and adolescents become physically educated:

- plan for and provide instruction that is based on students' individual needs and interests, and supports a variety of learning styles;
- include exposure to and skill development in a variety of experiences, e.g., games, fitness and sports;
- ensure that a high proportion of instructional time is devoted to learning and practice;
- conduct authentic and meaningful assessment while skills are forming as well as culmination assessments;
- provide a learning environment and an approach to teaching that are inclusive and challenging;

Implementation Guidance

- incorporate concepts and principles in all domains of learning throughout physical education, and advocate for the infusion of concepts throughout all other academic subjects;
- provide regular and systematic feedback that is personal, constructive, and meaningful;
- refrain from using exercise as punishment and avoid withholding instruction and opportunities to learn as a consequence of behavior;
- engage in teaching practices that do not embarrass, discriminate or otherwise dishearten students or single them out for negative treatment;
- give assignments that are appropriate and meaningful to students' learning, with real-life application of information and skills; and
- maintain an emphasis on the enjoyment, fun and personal satisfaction that comes from competent, confident and joyful movement.

Daily Recess

Guidelines for Recess

Quality physical education and daily recess are necessary components of the school curriculum that enable students to develop physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity so that they can be physically active for a lifetime. Recess should not replace physical education. Recess is unstructured playtime where children have choices, develop rules for play and release energy and stress. It is an opportunity for children to practice or use skills developed in physical education class. The following guidelines for recess are adapted with permission from NASPE's *Recess in Elementary Schools* (2001).

- Schools should develop schedules that provide for supervised, daily recess in pre-kindergarten through Grades 5 or 6.
- The use of facilities for recess activities should not interfere with instructional classes (separate locations for each activity).
- If possible, recess should not be scheduled back-to-back with physical education classes.
- Recess should not be viewed as a reward but a necessary educational support component for all children. Students should not be denied recess as a means of punishment or to make up work.
- Periods of moderate physical activity should be encouraged and facilitated, while recognizing that recess should provide opportunities for children to make choices.
- Children should be encouraged to be physically active at recess so that recess provides some of children's daily recommended activity time.
- Schools should provide the facilities, equipment and supervision necessary to ensure that the recess experience is productive, safe and enjoyable. Developmentally appropriate equipment, as outlined in NASPE's *Guidelines for Facilities, Equipment and Instructional Materials*, should be made available. Adults should regularly check equipment and facilities for safety.
- Physical education teachers and classroom teachers should teach children positive skills for self-responsibility during recess.

Implementation Guidance

- Adults should direct or intervene when a child's physical or emotional safety is an issue. Bullying or aggressive behavior must not be allowed, and all safety rules should be enforced.

Recess Before Lunch

Scheduling recess before lunch is an effective strategy to increase meal consumption and promote better behavior. Students who play before they eat have improved behavior on the playground, in the cafeteria and classroom. They waste less food and drink more milk, which leads to increased nutrient intake. The cafeteria atmosphere is improved during mealtime, and children are more settled and ready to learn upon returning to the classroom. *Recess Before Lunch: A Guide to Success* (Montana Office of Public Instruction, 2003) provides schools with strategies for promoting and implementing recess before lunch (<http://www.opi.state.mt.us/schoolfood/recessBL.html>). Additional resources are found in *Recess* under *Resources* at the end of this section.

Physical Activity Opportunities Before and After School

Physical activity in school is important, but opportunities for children and adolescents to participate in regular physical activity (e.g., intramural sports, yoga classes, ski club and hiking club) should extend beyond the school day. These opportunities can assist children and adolescents with meeting daily physical activity recommendations. The following considerations are important when assessing or organizing extracurricular physical activity programs at school or in nonschool settings (adapted with permission from *Bright Futures in Practice: Physical Activity*, National Center for Education in Maternal and Child Health):

- Children's and adolescents' interests are important when planning physical activities.
- Children and adolescents need successful physical activity experiences.
- Children and adolescents need positive feedback that focuses on participation, not outcomes (e.g., a child who actively participates during a soccer game should be complimented, regardless of the game's outcome).
- Effective physical activity programs focus on enjoyment.
- Children and adolescents need positive role models (e.g., parents and other adults who participate in physical activity themselves and with others).
- Children's and adolescents' physical activity interests may differ from those of adults.
- Children and adolescents benefit when they are encouraged to participate in physical activity.
- Physical activity programs should help children and adolescents increase physical competence and self-confidence.
- Physical activity goals should be realistic.

A summary of the characteristics of quality extracurricular physical activity programs for children or adolescents is found on the next two pages.

Implementation Guidance

Characteristics of Quality Extracurricular Physical Activity Programs

Physical education class is not the only opportunity to help students engage in and enjoy physical activity. In order for positive attitudes toward physical activity to be developed for a lifetime, children and adolescents need ample opportunities to develop skills and interests. They also need regular opportunities to use the skills they develop. It is important that children and adolescents have many opportunities for physical movement, engagement in structured and unstructured play, sport and recreational activities.

Schools and communities can provide numerous opportunities, as well as physical facilities, for students to engage in structured and unstructured physical activity. Structured activities may include organized individual and team sports and instructional programs (e.g., youth sports leagues, instruction in dance, gymnastics, swimming, self-defense, and other fitness activities) during after-school programs (e.g., school-based, after-school and child-care programs, Boys' and Girls' Clubs, YMCA, YWCA, Jewish Community Centers). Such activities and programs should be staffed by qualified, caring adults who are positive role models and have been trained in best practices in working with, coaching and/or supervising children during physical activity. Unstructured activities can include self- and parent-directed activities such as hiking, bicycling and neighborhood play.



A summary of the characteristics of quality extracurricular physical activity programs for children and adolescents is found on the next page. Guidelines for assessing and organizing school and community programs to promote physical activity for children and adolescents include:

- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*, Centers for Disease Control and Prevention, 1997:
<http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines/>
- *Guidelines for After-School Physical Activity Intramural and Sport Programs*, National Association for Sports and Physical Education, 2005:
http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf

These guidelines address policy, environment, physical education, health education, extracurricular activities, parental involvement, personnel training, health services, community programs and program evaluation. Additional resources are included in *Guidelines and Standards* under *Resources* at the end of this section.

Implementation Guidance

Characteristics of Quality Extracurricular Physical Activity Programs for Children or Adolescents

Philosophy

- The program has a written philosophy or mission statement that incorporates skill development, educational focus, fair play and enjoyment.
- Fun is a priority.
- Performance and success are based on age- and developmentally appropriate standards.
- Fair play, teamwork and good sportsmanship are taught and reinforced.

Administration and Organization

- There are published guidelines for child, adolescent, parent, coach and spectator involvement.
- Coaches are carefully selected and trained, undergo a background check, meet certification requirements and are monitored by qualified administrators. Coaches who do not meet certification requirements are provided with additional training or are removed.
- Sufficient and appropriate safety equipment is available for all program participants.
- All aspects of children's and adolescents' growth and development (e.g., size, emotional development, skill level) are considered when practice groups or teams are selected.

Safety

- Facilities are clean.
- Equipment and practice and competition areas are safe and in good condition; regular inspections are conducted; and maintenance and replacement policies are enforced.
- Appropriate safety equipment (e.g., mats, helmets and wrist, elbow and knee guards) is provided.
- Coaches and staff members are trained in injury prevention, first aid, cardiopulmonary resuscitation (CPR) and automatic emergency defibrillator (AED) use.
- The ratio of coaches and staff members to children and adolescents is appropriate. The ratio allows for adequate instruction and supervision and ensures safety at all times. (Ratios vary depending on the physical activity and on the age and skill levels of children and adolescents.)

Child's or Adolescent's Readiness to Participate

- The group or team's interest level, desire to have fun, skill level and emotional development match those of the child or adolescent.
- The program's level of intensity and competitiveness matches the child's or adolescent's needs.
- All children and adolescents are treated with respect and are given meaningful opportunities to learn skills and participate fully.

Adapted with permission from *Bright Futures in Practice: Physical Activity (Tool D: Characteristics of Excellent Physical Activity Programs for Children and Adolescents)*. National Center for Education in Maternal and Child Health, Georgetown University, 2001. <http://www.brightfutures.org/physicalactivity/tools/d.html>

Physical Activity and Punishment

One of the prime goals of physical education programs, exercise and opportunities to engage in physical activity is to provide students with positive experiences that will motivate them to pursue and develop active lifestyles. The practice of using physical activity as punishment develops student attitudes that are contrary to this goal.

Districts should review their policies regarding physical activity and punishment to ensure that exercise is not being used as punishment (e.g., doing push-ups or running laps) and that opportunities for physical activity are not being withheld (e.g., not being permitted to play with the rest of the class, or being kept from recess or physical education class as a consequence for behavior or incomplete assignments). Policies for athletic and intramural programs should also be reviewed.

Districts should develop purposeful, educationally sound strategies that provide teachers, coaches, supervisors and other school personnel with appropriate actions and measures that are consistent with district philosophy to reinforce positive behaviors and messages while discouraging undesirable behaviors. Teachers do not punish children with reading and then expect them to develop a love of reading. Neither should teachers punish with exercise and expect children to develop a love of activity.

Safe Routes to School

When appropriate, school districts can work with community partners to make it safer and easier for students to walk and bike to school. Ideas for safe routes to school include:

- establishing a walking club;
- initiating a community “walking school bus” (<http://www.walkingbus.org/>); and
- organizing neighborhood watch groups or cooperatives to take turns walking children to the bus stop or to school.

Several websites contain additional ideas, strategies and resources on developing, implementing and promoting safe routes to school. These include:

- *Pedestrian and Bicycle Information Center*: A clearinghouse for information and resources regarding pedestrian and bicycle issues. <http://www.bicyclinginfo.org/> and <http://www.walkinginfo.org/>
- *Safe Routes to School Programs*: Information and resources on programs to improve the health of kids and the community by making walking and bicycling to school safer, easier and more enjoyable. <http://www.saferoutesinfo.org/>
- *International Walk to School Week*: Information about a worldwide program to promote physical activity. <http://www.walktoschool-usa.org/>

Additional resources are found in *Safe Routes to School* under *Resources* at the end of this section.

Implementation Guidance

Use of School Facilities Outside of School Hours

Schools that function as centers of their communities must be accessible to the people who benefit from them. Well-planned school facilities can support the teaching and learning process and activities, as well as meet the specific needs of different communities. Model policies for use of schools as centers of community activities can be found in the following resources:

- *Recommended Policies for Public School Facilities*, Building Education Success Together (BEST) Collaborative, 2004: <http://www.21csf.org/csf%2Dhome/> or <http://www.21csf.org/csf-home/publications/modelpolicies/PlanningSectionMay2005.pdf>
- *Recommendations to Increase Physical Activity in Communities*, National Guideline Clearinghouse: http://www.guideline.gov/summary/summary.aspx?ss=6&nbr=2403&doc_id=3177

Adequate facilities and equipment are critical to support the success of physical activity programs in school facilities. These programs may be modified and adapted to meet the budget and space available. NASPE's *Guidelines for After-School Physical Activity and Intramural Sport Programs* (2001) provides basic guidelines for facilities and equipment.

- Facilities should be adequate to meet the needs, interests and number of participants.
- Safety standards must be considered and met for each activity in the program; damaged equipment should be repaired or discarded.
- The amount of equipment depends upon specific programs, but should meet the needs of participants so that programs can serve the maximum number of participants under established safety standards.
- Equipment should be modified according to age, size and/or physical ability of the participants.
- Regular inspections should be implemented to ensure safety in all activities.

Detailed best practice guidelines for the use of facilities and equipment outside of school hours, as well as guidelines for the health and safety of program participants, can be found in NASPE's *Guidelines for After-School Physical Activity and Intramural Sport Programs*, available at http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf.

Implementation Guidance

Incorporating Physical Activity into the Classroom

For students to receive the nationally recommended amount of daily physical activity (at least 60 minutes per day) and to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Physical activity can easily be incorporated into the classroom, as part of the learning process or as an energizing break (see *Physical Activity Breaks* on the next page). The resources below provide ideas for physical activity breaks in the classroom setting.

- *Brain Breaks: A Physical Activity Idea Book for Elementary Classroom Teachers*, Michigan Department of Education, 2005: <http://www.emc.cmich.edu/brainbreaks/>
- *Energizers*, East Carolina University: <http://www.ncpe4me.com/energizers.html>
- *Mind and Body: Activities for the Elementary Classroom*, Montana Office of Public Instruction, June 2003: <http://www.opi.state.mt.us/PDF/health/Mind&Body.pdf>
- *TAKE 10!*TM, International Life Sciences Institute (ILSI) Center for Health Promotion. Ordering information at <http://www.take10.net/whatistake10.asp>

Schools can also incorporate schoolwide physical exercise in which each classroom participates in exercise as a collaborative activity. This can be accomplished by allocating a set time or by leading classroom exercise announced over the intercom.

For additional ideas on incorporating physical activity in the classroom, see *Physical Activity Breaks* on the next page and *Classroom-Based Physical Activity* under *Resources* at the end of this section.



Implementation Guidance

Physical Activity Breaks

The ideas below indicate how easily physical activity can be incorporated into the classroom. Even 10 minute bouts of physical activity can enhance learning. All of the ideas can be adjusted for developmental appropriateness.

Math

- Have students measure their jumping skills by measuring the distance covered when jumping, leaping and hopping.
- Call out a math problem. If the answer is less than 20, have students give their answer in jumping jacks or other gross motor movements.
- Have students calculate and graph their resting heart rate and elevated heart rate.

Science

- Test the shapes of movement equipment and analyze why they are shaped as such.
- Take nature walks.

Language Arts

- Ask students to record in their journals the amount of time they spend watching television and being physically active, and what activities they enjoyed the most.
- Read health-related books to the students as a reward.

Spelling

- Host a spelling bee with a physical activity theme. Ask students to act out verbs such as skip, hop and jump.
- Have students spell out health-related words using their bodies to form letters.

Geography

- Rhythmic Activity: "Body Mind Map" uses the body as a model of the globe. North Pole: touch head, South Pole: touch toes, Equator: hands around waist, America: Left hand, Europe: nose, etc.
- Have students research and demonstrate what physical activities are done in other countries.

Adapted with permission from *Idaho Implementation Guide for School Wellness Policy*. Idaho Action for Healthy Kids, April 2005. http://www.actionforhealthykids.org/filelib/toolsforteachers/recom/ID_ID-Implementation%20Guide%205-24-05.pdf

References

- Appropriate Practices for High School Physical Education*, National Association for Sport and Physical Education, 1996:
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=185§ion=5>
- Appropriate Practices for Middle School Physical Education*, National Association for Sport and Physical Education, 2001:
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=184§ion=5>
- Appropriate Practices in Movement Programs for Young Children Ages 3-5: A position statement of NASPE and COPEC*, National Association for Sport and Physical Education, 2000:
<http://www.aahperd.org/naspe/peappropriatepractice/Appropriate%20Practices%20for%20Young%20Children.pdf>
- Bright Futures in Practice: Physical Activity (Tool D: Characteristics of Excellent Physical Activity Programs for Children and Adolescents)*, National Center for Education in Maternal and Child Health, Georgetown University, 2001: <http://www.brightfutures.org/physicalactivity/tools/d.html>
- Choosing the Right Sport and Physical Activity*, National Association for Sport and Physical Education, 1998:
http://www.aahperd.org/naspe/pdf_files/pos_papers/resource-choosing.pdf
- Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5*, National Association for Sport and Physical Education, 1995.
- Dietary Guidelines for Americans 2005*. U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005. http://www.usda.gov/cnpp/dietary_guidelines.html
- Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*, Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, 1997, 46(RR-6):
<http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines/index.htm>
- Health Promotion Evaluation: Recommendations to Policymakers*, WHO European Working Group on Health Promotion Evaluation, World Health Organization, 1998: <http://www.who.dk/document/e60706.pdf>
- Idaho Implementation Guide for School Wellness Policy*, Idaho Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/ID_ID-Implementation%20Guide%205-24-05.pdf
- Is It Physical Education or Physical Activity? Understanding the Difference*, National Association for Sport and Physical Education, 2002: <http://www.aahperd.org/naspe/template.cfm?template=difference.html>
- Looking at Physical Education from a Developmental Perspective: A Guide to Teaching*, National Association for Sport and Physical Education, 1995:
http://www.aahperd.org/naspe/pdf_files/pos_papers/Developmental_Perspective.pdf
- Moving into the Future: National Physical Education Standards, 2nd Edition*, National Association for Sport and Physical Education, 2004: <http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>
- National Standards for Beginning Physical Education Teachers, 2nd Edition*. National Association for Sports and Physical Education. http://www.aahperd.org/naspe/template.cfm?template=ns_beginning.html
- Physical Activity Evaluation Handbook*, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2002: <http://www.cdc.gov/nccdphp/dnpa>
- Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12, 2nd Edition*, National Association for Sport and Physical Education, 2004:
http://www.aahperd.org/naspe/template.cfm?template=ns_children.html
- Physical Education Program Guidelines and Appraisal Checklist for Elementary School*, School District of Escambia County, Pensacola, FL, 2005:
http://www.escambia.k12.fl.us/adminoff/Phys_Ed/pe/elemchecklist.htm
- Physical Education Program Guidelines and Appraisal Checklist for High School*, The School District of Escambia County, Pensacola, FL, 2005:
http://www.escambia.k12.fl.us/adminoff/Phys_Ed/pe/Highchecklist.htm

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Physical Education Program Guidelines and Appraisal Checklist for Middle School, The School District of Escambia County, Pensacola, FL, 2005:

http://www.escambia.k12.fl.us/adminoff/Phys_Ed/pe/MSchecklist.htm

Position Statement on Use of Physical Activity as Punishment, California Association for Health, Physical Education, Recreation and Dance: <http://www.nospank.net/exerc2.htm>

Recess in Elementary Schools, National Association for Sport and Physical Education, 2001:

http://www.aahperd.org/naspe/pdf_files/pos_papers/current_res.pdf

What Constitutes a Quality Physical Education Program? NASPE Sets the Standard, National Association for Sport and Physical Education, 2004:

<http://www.aahperd.org/naspe/template.cfm?template=qualityPePrograms.html>

With Understanding and Improving Health and Objectives for Improving Health. 2 vols., U.S. Department of Health and Human Services. *Healthy People 2010. 2nd ed.* Washington, DC: U.S. Government Printing Office; 2000: <http://www.healthypeople.gov/Document/tableofcontents.htm>

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Guidelines and Standards

Bright Futures in Practice: Physical Activity, National Center for Education in Maternal and Child Health, 2001. Provides developmental guidelines on physical activity for the periods of infancy through adolescence. Includes current information on screening, assessment and counseling to promote physical activity and to meet the needs of health professionals, families and communities.

<http://www.brightfutures.org/physicalactivity/about.htm>

Coaches' Code of Conduct, National Association for Sport and Physical Education, 2001:

http://www.aahperd.org/NASPE/pdf_files/pos_papers/coaches.pdf

Co-Curricular Physical Activity and Sport Programs for Middle School Students, National Association for Sport and Physical Education, 2002: http://www.aahperd.org/naspe/pdf_files/pos_papers/coCurricular.pdf

Concepts of Physical Education: What Every Student Needs to Know, National Association for Sport and Physical Education, 2003:

<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=543§ion=5>

Guidelines for After-School Physical Activity Intramural and Sport Programs, National Association for Sport and Physical Education, 2005:

http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People, Centers for Disease Control and Prevention, Morbidity & Mortality Weekly Report, March 7, 1997;46(RR-6):1-36. Identify strategies most likely to be effective in helping young people adopt and maintain a physically active lifestyle. <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines/>

Health, Mental Health, and Safety Guidelines for Schools (Chapter E Physical Education). This compendium of guidelines is designed for those who influence the health, mental health and safety of students and school staff members while they are in school, on school grounds, on their way to or from school, or involved in school-sponsored activities. They draw upon school health and safety guidelines and can assist in developing health and safety objectives. <http://www.nationalguidelines.org/>

Moving into the Future: National Standards for Physical Education, 2nd Edition, National Association for Sport and Physical Education, 2004: <http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>

National Physical Education Standards, National Association for Sport and Physical Education:

http://www.education-world.com/standards/national/nph/pe/k_12.shtml

National Standards for Beginning Physical Education Teachers, 2nd Edition, National Association for Sport and Physical Education: http://www.aahperd.org/naspe/template.cfm?template=ns_beginning.html

Opportunity to Learn Standards for Elementary Physical Education, Council on Physical Education for Children, 2000. Addresses program elements essential for providing a full opportunity for students to learn physical education in elementary school. Includes a self-evaluation checklist that can be used in planning, evaluation, program development and advocacy efforts by anyone interested in the availability of quality physical education at the elementary level.

<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368§ion=5>

Opportunity to Learn Standards for High School Physical Education, Council on Physical Education for Children, 2000. Describes the elements that a quality high school physical education program needs in order for all students to have full opportunity to meet content and performance standards.

<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=727§ion=5>

Opportunity to Learn Standards for Middle School Physical Education, Council on Physical Education for Children, 2000. Describes the elements that a quality middle school physical education program needs in order for all students to have full opportunity to meet content and performance standards.

<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726§ion=5>

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- Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12, 2nd Edition*, National Association for Sport and Physical Education, 2004:
http://www.aahperd.org/naspe/template.cfm?template=ns_children.html
- Physical Activity Guidelines for Infants, Toddlers and Preschoolers*, National Association for Sport and Physical Education, 2002: <http://www.aahperd.org/naspe/template.cfm?template=toddlers.html>
- Physical Education: A Guide to K-12 Program Development*: Connecticut State Department of Education, 2000:
http://www.state.ct.us/sde/dtl/curriculum/pe_publ_guide1.htm
- Physical Fitness and Activity in Schools*, American Academy of Pediatrics Policy Statement. Pediatrics Vol. 105 No. 5 May 2000, pp. 1156-1157:
<http://aappolicy.aappublications.org/cgi/content/full/pediatrics:105/5/1156>
- Promoting Better Health for Young People Through Physical Activity and Sports*, U.S. Department of Health and Human Services (Centers for Disease Control and Prevention) and U.S. Department of Education, Fall 2000: http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/pdfs/ppar.pdf
- Quality Coaches, Quality Sports: National Standards for Athletic Coaches*, National Association for Sport and Physical Education, 1995:
<http://www.aahperd.org/naspe/template.cfm?template=domainsStandards.html>
- Recommendations to Increase Physical Activity in Communities*, American Journal of Preventative Medicine 2002 May;22(4 Suppl):67-72:
http://www.guideline.gov/summary/summary.aspx?ss=6&nbr=2403&doc_id=3177

Curriculum, Best Practices and Programs

- Active Youth: Ideas for Implementing CDC Physical Activity Promotion Guidelines*, Centers for Disease Control and Prevention, 1998: <http://www.humankinetics.com/products/showproduct.cfm?isbn=0880116692>
- Appropriate Practices for Elementary School Physical Education*, National Association for Sport and Physical Education, 2000:
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=183§ion=5>
- Appropriate Practices for High School Physical Education*, National Association for Sport and Physical Education, 1996:
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=185§ion=5>
- Appropriate Practices for Middle School Physical Education*, National Association for Sport and Physical Education, 2001:
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=184§ion=5>
- Best Practices Program*, PE Central. Events/programs outside of the physical education curriculum that enhance the quality of physical education at school. <http://www.pecentral.org/bp/index.html>
- Generation Fit Action Packet*, American Cancer Society:
http://www.cancer.org/docroot/PED/content/PED_1_5X_Generation_Fit.asp
- Guidelines for Facilities, Equipment and Instructional Materials in Elementary Education*: A Position Paper from the National Association for Sport and Physical Education. Council on Physical Education for Children, 2001: http://www.aahperd.org/NASPE/pdf_files/pos_papers/instructional_mat.pdf
- Ideas III: Middle School Physical Activities for a Fit Generation*, National Association for Sport and Physical Education, 1996: <http://academic.emporia.edu/ermlerka/ideas/ideas.html>
- Physical Best Activity Guide: Elementary Level*, American Alliance for Health, Physical Education, Recreation, and Dance, 2005:
http://www.aahperd.org/NASPE/template.cfm?template=physicalbest/resources_elementary.html
- Physical Best Activity Guide: Middle/High School*, American Alliance for Health, Physical Education, Recreation, and Dance, 2005:
http://www.aahperd.org/NASPE/template.cfm?template=physicalbest/resources_middle.html
- Physical Education: A Guide to Program Development*, Connecticut State Department of Education, 2000:
http://www.state.ct.us/sde/dtl/curriculum/pe_publ_guide1.htm

President's Challenge. An interactive website to help all Americans build a regular physical activity routine. Kids, teens, adults and seniors can register free of charge as an individual or as part of a group, then choose from more than 100 physical activities and start tracking daily efforts in a personal log.
<http://www.presidentschallenge.org/>

Principles of Safety in Physical Education and Sport, National Association for Sport and Physical Education, 2002:
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=855§ion=5>

Projects to Increase Physical Activity Among Youth, Centers for Disease Control and Prevention, 2003. Summarizes CDC-funded projects to initiate or expand efforts to increase physical activity among youth and reinforce the messages of the "VERB: It's what you do" campaign.
<http://www.cdc.gov/HealthyYouth/physicalactivity/projects/index.htm>

Right Fielders Are People Too: An Inclusive Approach to Teaching Middle School Physical Education. John Hichwa. Human Kinetics, 1998:
<http://www.humankinetics.com/products/showproduct.cfm?isbn=0880118563>

Running in the Schools. Resources on promoting running for elementary children and linking running and learning. <http://www.kidsrunning.com/columns/whatkidsneed2.html>

SPARK (Sports, Play and Active Recreation for Kids). SPARK's training and tools promise physical education classes that are more inclusive, active and fun. SPARK offers programs for early childhood, elementary and middle school physical education, lifelong wellness and after-school recreation. (Fee for service.)
<http://www.sparkpe.org/index.jsp>

State-Based Physical Activity Program Directory, Centers for Disease Control and Prevention. Provides information about physical activity programs involving state departments of health.
<http://apps.nccd.cdc.gov/DNPAProg/>

VERB. U.S. Department of Health and Human Services' Centers for Disease Control and Prevention media campaign to create a healthy movement among youth. Includes materials to use in settings with tweens (youth ages 9-13) and for adult information. <http://www.cdc.gov/youthcampaign/materials/index.htm>

Evaluation

It's Time for Your School's Physical Education Checkup: How Are You Doing? National Association for Sport and Physical Education. An assessment tool that allows schools (including principals, teachers and others) to assess their current physical education programs through 15 quick questions. Also includes an action plan worksheet to guide schools in developing short- and long-term objectives for physical education.
http://www.aahperd.org/naspe/pdf_files/2004PEchecklist.pdf

Moving Into the Future: National Physical Education Standards: A Guide to Content and Assessment, 2nd Edition, National Association for Sport and Physical Education, 2004:
<http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>

Physical Activity Evaluation Handbook, U.S. Department of Health and Human Services Centers for Disease Control and Prevention, 2002. Outlines the six basic steps of program evaluation and illustrates each step with physical activity program examples. Appendices provide information about physical activity indicators, practical case studies and additional evaluation resources.
<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/index.htm>

Physical Education Program Guidelines and Appraisal Checklist for Elementary School, National Association for Sport and Physical Education, 1994:
http://www.escambia.k12.fl.us/adminoff/Phys_Ed/pe/elemchecklist.htm

School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005:
<http://apps.nccd.cdc.gov/shi/>

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Recess

Elementary School Recess: Selected Readings, Games & Activities for Teachers and Parents, The American Association for the Child's Right to Play. Assists elementary school teachers and parents in offering children in preschool through Grade 6 appropriate recess games and activities.

<http://www.ipausa.org/elemrecessbook.htm>

Play in the Lives of Children, National Association for the Education of Young Children, 1998:

<http://sales.naeyc.org/default.aspx?Category=SPlay%20%20Physical%20Env&SText>

Recess and the Importance of Play: A Position Statement on Young Children and Recess, National Association of Early Childhood Specialists in State Departments of Education, 2002:

<http://naecs.crc.uiuc.edu/position/recessplay.html>

Recess Before Lunch: A Guide to Success, Montana Office of Public Instruction, 2003:

<http://www.opi.state.mt.us/schoolfood/recessBL.html>

Recess in Elementary Schools: A Position Paper from the National Association for Sport and Physical Education, National Association for Sport and Physical Education, July 2001:

http://www.aahperd.org/NASPE/pdf_files/pos_papers/current_res.pdf

Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, National Food Service Management Institute, Insight No. 24, Spring 2004:

<http://www.olemiss.edu/depts/nfsmi/Information/2005resourcecatalog.htm#insightbarriers>

Resources, Research and Supporting Information for Recess Before Lunch, Montana Office of Public Instruction: <http://www.opi.mt.gov/pdf/schoolfood/RBLResources.pdf>

The American Association for the Child's Right to Play: <http://www.ipausa.org/>

The Case for Elementary School Recess, The American Association for the Child's Right to Play. This handbook offers parents, teachers and school administrators information that supports the need for elementary school recess. <http://www.ipausa.org/recesshandbook.htm>

The Great Outdoors: Restoring Children's Right to Play Outside, National Association for the Education of Young Children, 1995: <http://afterschoolcatalog.com/G825.html>

The Value of School Recess and Outdoor Play, National Association for the Education of Young Children: <http://www.naeyc.org/ece/1998/08.asp>

Physical Activity Before and After School

Guidelines for After School Physical Activity and Intramural Sport Programs, National Association for Sport and Physical Education, 2001. Provides teachers, school activity directors, school administrators and program leaders with basic information for planning and implementing after-school physical activity and intramural programming for children in kindergarten through Grade 12.

http://www.aahperd.org/NASPE/pdf_files/pos_papers/intramural_guidelines.pdf

Promoting Better Health for Young People Through Physical Activity and Sports, U.S. Department of Health and Human Services (Centers for Disease Control and Prevention) and U.S. Department of Education, Fall 2000. Outlines 10 strategies to promote health through lifelong participation in enjoyable and safe physical activity and sports.

http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/index.htm

Promoting Physical Activity: A Guide for Community Action, Centers for Disease Control and Prevention, 1999.

This guide uses a social marketing and behavioral science approach to intervention planning, guiding users through a step-by-step process to address the target population's understanding and skills, the social networks, the physical environments in which they live and work, and the policies that most influence their actions. <http://www.cdc.gov/nccdphp/dnpa/pahand.htm>

Recommendations to Increase Physical Activity in Communities, American Journal of Preventative Medicine 2002 May;22(4 Suppl):67-72:

http://www.guideline.gov/summary/summary.aspx?ss=6&nbr=2403&doc_id=3177

Behavior Management

Behavioral Monitoring and Reinforcement Program:

<http://www.colorado.edu/cspv/blueprints/promising/programs/BPP02.html>

Cognitive Behavioral Treatment:

http://www.dsgonline.com/mpg2.5/cognitive_behavioral_treatment_prevention.htm

Good Behavior Game (GBG): <http://www.colorado.edu/cspv/blueprints/promising/programs/BPP06.html>

Intervention Central: www.interventioncentral.org/htmldocs/interventions/behavior/punishguidelines.shtml

Make Your Day Program: www.makeyourdays.com

Positive Behavioral Interventions and Supports: <http://www.pbis.org/main.htm>

Responsive Classroom: <http://www.responsiveclassroom.org/>

The Collaborative for Academic, Social and Emotional Learning: <http://www.casel.org/home/index.php>

Safe Routes to School

Bikes Belong Coalition: <http://bikesbelong.org/site/index.cfm>

International Walk to School Week. Information about a worldwide program to promote physical activity.

<http://www.iwalktoschool.org/>

KidsWalk-to-School. This community-based program aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults. It also encourages collaboration among partners to create an environment that is supportive of walking and bicycling to school safely. <http://www.usa.safekids.org/walk-to-school/sponsor.html>

Pedestrian and Bicycle Information Center. A clearinghouse for information and resources regarding pedestrian and bicycle issues. www.bicyclinginfo.org and www.walkinginfo.org

Safe Routes to School: <http://www.saferoutestoschool.org/>

U.S. Department of Transportation Safe Routes to School: <http://safety.fhwa.dot.gov/saferoutes/>

Walkability Checklist: <http://www.walkinginfo.org/walkingchecklist.htm>

Classroom-Based Physical Activity

Brain Breaks: A Physical Activity Idea Book for Elementary Classroom Teachers, Michigan Department of Education, 2005: <http://www.emc.cmich.edu/brainbreaks/>

Energizers, East Carolina University: <http://www.ncpe4me.com/energizers.html>

Fun and Easy Classroom Stretches, University of California Cooperative Extension and Ventura Unified School District Child Nutrition Services, 2005: <http://ucce.ucdavis.edu/files/filelibrary/2372/20647.pdf>

Mind and Body: Activities for the Elementary Classroom, Montana Office of Public Instruction, June 2003: <http://www.opi.state.mt.us/PDF/health/Mind&Body.pdf>

*TAKE 10!*TM International Life Sciences Institute (ILSI) Center for Health Promotion. Ordering information: <http://www.take10.net/whatistake10.asp>

4 *Physical Education and Physical Activity*

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Policy Component: Nutrition Standards

Goal

School districts will provide students with access to a variety of affordable, nutritious and appealing foods that meet students' health and nutrition needs and accommodate ethnic and cultural food preferences. School meals will include a variety of healthy choices that meet USDA requirements and the Dietary Guidelines for Americans, and are modified, as appropriate, for special dietary needs. Districts will use the Dietary Guidelines and other appropriate nutrition guidelines to establish nutrition standards and provide clear guidance for all foods and beverages available everywhere on school grounds throughout the school day to encourage healthy choices for students. The standards will focus on increasing nutrient density, decreasing fat and added sugars, and moderating portion size. Policies will encourage the consumption of nutrient-dense foods, such as whole grains, fresh fruits, vegetables and low-fat dairy products.

Rationale

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Numerous studies have shown that students who eat breakfast and lunch at school consume a greater variety of healthy foods and more nutrients. Students consume more vegetables, drink more milk and fewer sweetened beverages, consume more grain mixtures, and eat fewer cookies, cakes and salty snacks than students who make other lunch choices. Over the past few decades, the availability of snack foods and beverages has increased at school, both in the cafeteria and through other school organizations including school stores, vending machines (e.g., soda and other sweetened beverages, snack chips and cookies) and fundraisers (e.g., candy and baked goods). These snacks are often low in nutrient density; they supply calories from added fat and/or sugar but relatively few, if any, vitamins and minerals. When children replace healthy meals with less nutritious snacks, they are often consuming inadequate nutrients and excess calories. When snacks of low nutrient density are consumed in addition to the school meal, children may be consuming too many calories. Nutrition standards help schools provide healthier food and beverage choices throughout the entire school environment.

Policy Recommendations

Policy recommendations for Nutrition Standards include (1) School Meals and (2) Other Foods and Beverages at School.

This section provides recommendations (not requirements) for policy language for Nutrition Standards for School Foods and Beverages. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Policy Recommendations for School Meals

Policy Recommendations for School Meals

Policies for school meals will address the following areas:

- Nutrition Guidelines
- Menu Planning
- Breakfast Promotion
- Special Dietary Needs

Specific guidance regarding the implementation of each policy recommendation for Nutrition Standards for School Meals follows under *Implementation Guidance for School Meals*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

Nutrition Guidelines

School meals shall offer varied and nutritious food choices that are consistent with USDA nutrition standards and the Dietary Guidelines (which focus on increasing fruits, vegetables and whole grains). School meals shall:

- meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk (as recommended by the Dietary Guidelines for Americans) and nutritionally equivalent nondairy alternatives as defined by USDA;
- ensure that half of the grains served are whole grain, as recommended by the Dietary Guidelines for Americans; and
- share information about the nutritional content of meals with students, families and school staff members.



Menu Planning

Menus shall be planned to be appealing and attractive to children. Schools meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms and preferences. Schools shall engage students and parents, through surveys and taste-tests of new entrees, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices.

Policy Recommendations for School Meals

Breakfast

Districts shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, operate the School Breakfast Program;
- to the extent possible, arrange bus schedules and use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program, if the school serves breakfast to students; and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.



Special Dietary Needs

With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.

Policy Recommendations for Other Foods and Beverages

Policy Recommendations for Other Foods and Beverages

Policies for other foods and beverages at school will address the following areas:

- Food or Beverage Contracts
- Cafeteria A La Carte Sales, Vending and School Stores
- School-Sponsored Events
- Fundraising
- Classroom Snacks
- Foods Brought into School
- Celebrations

Specific guidance regarding the implementation of each policy recommendation for Nutrition Standards for Other Foods and Beverages follows under *Implementation Guidance for Other Foods and Beverages*, after this section. Resources to assist with implementation of each policy recommendation are found in *Resources* at the end of this section.

District policy shall address nutrition standards for all foods and beverages sold or served to students outside of school meals, including cafeteria a la carte sales, vending, student stores, concession stands, fundraisers, classroom snacks, after-school programs, field trips, school events, parties, celebrations and meetings. To support children's health and school nutrition education efforts, all foods and beverages sold or served at school shall meet the district's nutrition standards.

Food or Beverage Contracts

Agreements with food or vending companies to sell foods or beverages in schools shall ensure that contractors will follow the district's nutrition standards.

Cafeteria A La Carte Sales, Vending and School Stores

Foods and beverages sold at school in the cafeteria, vending machines and school stores shall meet the district's nutrition standards.

School-Sponsored Events

Foods and beverages offered or sold at school-sponsored events during the school day shall meet the district's nutrition standards. School-sponsored events include, but are not limited to, athletic events, dances or performances.

Fundraising

School fundraising activities shall not involve food or beverages or shall only use foods and beverages that meet the district's nutrition standards. Schools shall encourage fundraising activities that promote physical activity. The school district shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Policy Recommendations for Other Foods and Beverages

Classroom Snacks

Classroom snacks shall feature healthy choices that meet the district's nutrition standards. School personnel shall not withhold student access to snacks as punishment.

Food Brought Into School

Districts shall encourage families to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the district's nutrition standards for foods and beverages. Districts shall develop procedures to ensure that all food brought from home to be shared with other students is safe.

Celebrations

Districts shall limit celebrations that involve food during the school day. Foods and beverages served at school celebrations shall meet the district's nutrition standards. The district shall disseminate a list of healthy party ideas to parents and teachers, including healthy food and beverage choices and alternative activities (e.g., increased recess time instead of a class party).



Implementation Guidance for School Meals

Implementation Guidance for School Meals

Nutrition Guidelines

USDA Requirements: Schools must ensure that reimbursable school meals meet the program requirements and nutrition standards specified by the U.S. Department of Agriculture's (USDA) regulations for school meals (7 CFR Part 210 and Part 220), as well as all state and local requirements. The school nutrition program should ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well. Schools should strive to increase participation in USDA Child Nutrition Programs (e.g., National School Lunch Program, School Breakfast Program, After-School Snack Program and Summer Food Service Program).

USDA School Wellness Policy regulations require that districts provide an assurance that guidelines for school meals are not less restrictive than those set by the U.S. Department of Agriculture.

School meals must meet USDA nutrient standards, as specified in the federal regulations. The nutrient standards specify the levels of nutrients that school meals must meet, as averaged over a week. More information on the nutrition requirements for school meals can be found in the resources listed below, and in *Nutrition Requirements and Guidelines* and *Menu Planning* under *Resources* at the end of this section.

- *A Menu Planner for Healthy School Meals*, U.S. Department of Agriculture: <http://www.fns.usda.gov/tn/Resources/menuplanner.html>
- *Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*: http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf
- *USDA Regulations for the National School Lunch Program*: <http://www.fns.usda.gov/cnd/Governance/regulations.htm>
- *USDA Regulations for the School Breakfast Program*: <http://www.fns.usda.gov/cnd/Governance/regulations.htm>

Dietary Guidelines: Menus should support and reinforce the Dietary Guidelines for Americans. The Dietary Guidelines encourage increased consumption of nutrient-dense foods and beverages such as whole grains, vegetables, fruits and low-fat dairy products while limiting levels of cholesterol, fat, saturated fat, trans fat, sodium and added sugars. Information on the Dietary Guidelines can be found at http://www.usda.gov/cnpp/dietary_guidelines.html.

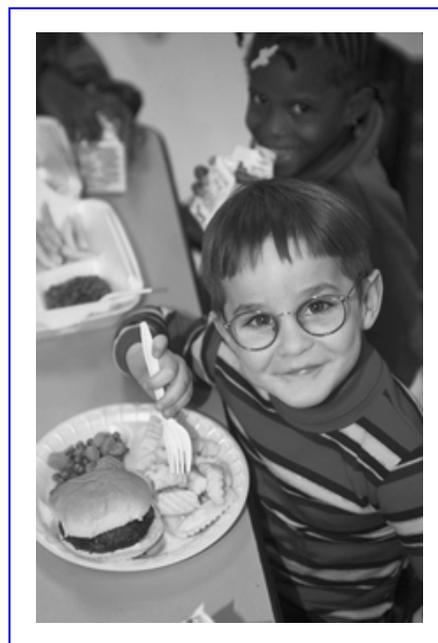
- **Fruits and Vegetables:** Schools are encouraged to increase the variety of fresh fruits and vegetables available in school meals. To the extent possible, schools should offer at least two different non-fried vegetables and two different fruit options each day and offer five different fruits and five different vegetables over the course of a week. Schools are also encouraged to serve fresh fruits and vegetables from local farmers when possible. Schools are encouraged to make fruits and vegetables readily available and use merchandising techniques to promote consumption. Useful resources to assist with planning, preparing and

Implementation Guidance for School Meals

promoting fruits and vegetables in school meals are listed below. Additional resources are found in *Fruits and Vegetables* and *Farm to School* under *Resources* at the end of this section.

- ♦ *Fruits & Vegetables Galore* (U.S. Department of Agriculture): http://www.fns.usda.gov/tn/Resources/fv_galore.html
- ♦ *Promoting Fruits and Vegetables in Schools: Wellness Policy Opportunities* (Produce for Better Health Foundation): <http://www.pbhfoundation.org/pulse/policy/programs/>

- **Whole-Grain Foods:** The Dietary Guidelines recommend that children consume whole grains often; at least half of the recommended daily servings of grains should be whole grains. A whole-grain food is one labeled as a whole-grain product or with a whole grain as the primary or first ingredient in the product's ingredient label. Whole grains are those grains or foods that are made with the entire grain seed (kernel), including the endosperm, bran and germ. Whole-grain products (such as whole-wheat bread and brown rice) provide more vitamins, minerals and fiber than refined enriched products (such as white bread and white rice). Examples of whole-grain products include whole-wheat flour, cracked wheat, brown rice, and oatmeal. Food product labels may also contain the whole-grain health claim: "*Diets rich in whole-grain foods and other plant foods and low in total fat, saturated fat, and cholesterol may help reduce the risk of heart disease and certain cancers.*" Foods that bear the whole-grain health claim must contain 51 percent or more whole grains by weight, and be low in fat.



- **Low-Fat Dairy:** Low-fat dairy products, including yogurt, milk and cheese, provide a significant amount of calcium and other needed nutrients while helping to lower students' fat and saturated fat consumption. Whole and 2 percent milk are major sources of saturated fat in children's diets. School-age children generally do not need the added fat calories from whole or 2 percent milk. Schools are encouraged to help students learn preferences for low-fat and nonfat (skim) milk. The resources below can assist schools with promoting low-fat dairy products.
 - ♦ *1% or Less School Kit*, Center for Science in the Public Interest: <http://www.cspinet.org/nutrition/1less.htm>
 - ♦ *Dairy and School Wellness*, National Dairy Council: <http://newenglanddairycouncil.com/health/counseling/pdf/DairyandSchoolWellness1.pdf>

Sharing Nutrition Information: Schools should make information available on the nutritional content of meals and other foods and beverages sold to students, families and school staff members. Nutrition information could be made available on menus, in school newsletters, on a school website, at PTA/PTO meetings and parent open houses, and on cafeteria menu boards, placards or other point-of-purchase materials. For additional information on communicating with families, see *Engaging Families* in *Section 7 – Communication and Promotion*.

Implementation Guidance for School Meals

Menu Planning

Input from the school community, including students, parents and school staff members, is important to the menu planning process. The school community is the customer base of the school food service program, so menus should be planned to reflect local preferences. School meals also provide an opportunity to reflect and celebrate ethnic communities through preparation techniques and use of food products. The Food and Nutrition Information Center maintains a list of ethnic and cultural food resources at <http://www.nal.usda.gov/fnic/etext/000010.html>. These resources can assist school food service programs with planning menus to address the food preferences of the local community.

Surveys can assist the school food service program with identifying customer satisfaction and providing ideas for new menu items. The National Food Service Management Institute has several surveys available at <http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>. Additional information on surveys is found in *Evaluation* under *Resources* in *Section 8 – Measurement and Evaluation*.

Students, parents and school staff members can also be involved in taste-testing new food items or recipes. For example, school food service personnel can:

- work with teachers and students in family and consumer sciences classes to prepare and taste new recipes;
- provide samples of new food items and recipes on the cafeteria serving lines; and
- provide samples of menu items at parent meetings, orientations and open houses.

Additional resources on menu planning can be found in *Menu Planning* under *Resources* at the end of this section. Additional information on engaging students in school nutrition programs can be found in *Engaging Students* in *Section 7 – Communication and Promotion*. Additional information on engaging parents and families can be found in *Engaging Families* in *Section 7 – Communication and Promotion*.

Breakfast

Breakfast consumption is clearly linked to academic achievement. Children who eat breakfast have higher test scores, work faster, make fewer errors and are more creative. They also behave better in school, are less likely to have disciplinary problems, are more cooperative and get along better with classmates. Breakfast eaters are healthier, have improved attendance and are less likely to visit the school nurse. Children who eat breakfast also have higher consumption of needed nutrients than those who don't.

Encouraging Breakfast Consumption: All students should start the day with a healthy breakfast, whether at home or at school. Districts are encouraged to promote breakfast consumption to students and families. *Breakfast: Key to Academic Excellence*, a handout that addresses the relationship of breakfast and learning, can help schools with these efforts.

- *Breakfast: Key to Academic Excellence*, Connecticut State Department of Education and New England Dairy and Food Council, 2002. Two handouts to promote the importance of eating breakfast: B1-Home is for schools without breakfast program and B2-School is for schools with a breakfast program. <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm> (Scroll down to bottom.)

Implementation Guidance for School Meals

School Breakfast Program: Schools are encouraged to participate in the USDA School Breakfast Program. Information on the requirements for the School Breakfast Program can be obtained at <http://www.fns.usda.gov/cnd/Breakfast/Default.htm> or by contacting the State Department of Education's (SDE) Bureau of Health and Nutrition Services and Child/Family/School Partnerships at (860) 807-2101.

Schools should consider methods of nontraditional breakfast service to increase participation, such as breakfast served in the classroom, breakfast bags distributed to students or a breakfast after first period program. The resources listed below can help schools increase breakfast participation through alternate serving methods.

- *Discover School Breakfast Toolkit*, U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/breakfast/toolkit/Default.htm>
- *Expanding Breakfast*, New England Dairy and Food Council: <http://www.newenglanddairyCouncil.org/foodservice/expanding-breakfast.html>
- *Expanding Breakfast Fact Sheets*, National Dairy Council: <http://www.nutritionexplorations.org/sfs/expanding-masters.asp>
- *Expanding Breakfast Manual and Video Kit, Second Edition*, School Nutrition Association: <http://www.schoolnutrition.org/Index.aspx?id=1092>

Additional resources to help schools implement a School Breakfast Program and promote student breakfast consumption are found in *Breakfast* under *Resources* at the end of this section.

Special Dietary Needs

For schools participating in USDA Child Nutrition Programs, USDA regulations require substitutions or modifications in meals for children who are considered disabled under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) and whose disabilities restrict their diet, when the need is certified by a licensed physician. Substitutions are also required when a physician determines that a child's severe medical condition requires specific dietary modifications, even if the child is not considered disabled under Section 504 or IDEA.

School food service programs may (but are not required to) make food substitutions for children who are not disabled but who are medically certified as having a special medical or dietary need. These substitutions may be made on a case-by-case basis and must be documented by a statement signed by a recognized medical authority, including physicians, physician assistants, doctors of osteopathy and advanced practice registered nurses (APRN). The school nurse and food service personnel should communicate closely to implement meal plans for children with special dietary needs.

Specific procedures for handling meal accommodations for children with food allergies and other special dietary needs can be obtained by contacting SDE's Bureau of Health and Nutrition Services and Child/Family/School Partnerships at (860) 807-2101. Information regarding the USDA's requirements can be found in *Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff* at http://www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf. For more information, see *Special Diets* under *Resources* at the end of this section.

Implementation Guidance for Other Foods and Beverages

**Implementation Guidance for
Other Foods and Beverages**

Food or Beverage Contracts

The school district should evaluate all agreements with food or vending companies to sell foods or beverages in schools for compliance with the district's nutrition standards. Foods and beverages sold at school must meet the district's nutrition standards. Districts may choose to develop their own nutrition standards or may follow SDE's recommendations, as outlined in *Summary of Connecticut's Healthy Snack Standards* (see page 108). A list of snack items that meet the Connecticut standards can be obtained by contacting the State Department of Education.

USDA School Wellness Policy regulations require that districts include nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.

Cafeteria A La Carte Sales, Vending and School Stores

Foods and beverages sold at school in the cafeteria, vending machines and school stores must meet the district's nutrition standards. Districts may choose to develop their own nutrition standards or may follow SDE's recommendations, as outlined in *Summary of Connecticut's Healthy Snack Standards* (see page 108). A list of snack items that meet the Connecticut standards can be obtained by contacting the State Department of Education.

School-Sponsored Events

Foods and beverages sold or served at school-sponsored events during the school day must meet the district's nutrition standards. Districts may choose to develop their own nutrition standards or may follow SDE's recommendations, as outlined in *Summary of Connecticut's Healthy Snack Standards* (see page 108). A list of snack items that meet the Connecticut standards can be obtained by contacting the State Department of Education.

Fundraising

Foods and beverages sold as fundraisers must meet the district's nutrition standards. Districts may choose to develop their own nutrition standards or may follow SDE's recommendations, as outlined in *Summary of Connecticut's Healthy Snack Standards* (see page 108). A list of snack items that meet the Connecticut standards can be obtained by contacting the State Department of Education.

The chart on the next page provides ideas for healthy fundraising activities. SDE's handout, *Healthy Fundraising*, provides schools with specific ideas on healthy fundraising alternatives (<http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>). For additional resources, see *Healthy Fundraisers and School Stores* under *Resources* at the end of this section.

Implementation Guidance for Other Foods and Beverages

Ideas for Healthy Fundraising Alternatives

Items You Can Sell

- Activity theme bags
- Air fresheners
- Bath accessories
- Balloon bouquets
- Batteries
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers and decals
- Buttons, pins
- Candles
- Christmas ornaments
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Crafts
- Coupon books
- Customized stickers
- Emergency kits for cars
- First aid kits
- Flowers and bulbs
- Foot warmers
- Football seats
- Garage sale
- Giant coloring books
- Gift baskets
- Gift certificates
- Gift items
- Gift wrap, boxes and bags
- Greeting cards
- Hats
- Holiday wreaths
- House decorations
- Hugging booth
- Jewelry
- Kissing on the cheek booth
- License plates or holders with school logo
- Lunch box auctions
- Magazine subscriptions
- Megaphones
- Mistletoe
- Monograms

Items You Can Sell, Continued

- Music, videos, CDs
- Newspaper space, ads
- Pet treats/toys/accessories
- Plants
- Pocket calendars
- Prepaid phone cards
- Raffle donations
- Rent a special parking space
- Scarves
- School art drawings
- School Frisbees
- School spirit gear
- Scratch-off cards
- Sell/rent wishes
- Souvenir cups
- Spirit/seasonal flags
- Stadium pillows
- Stationery
- Student directories
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Tupperware
- Valentine flowers
- Yearbook covers
- Yearbook graffiti

Healthy Foods

- Frozen bananas
- Fruit and nut baskets
- Fruit and yogurt parfaits
- Fruit smoothies
- Lunch box auctions
- Trail mix

Sell Custom Merchandise

- Bumper stickers and decals
- Calendars
- Cookbook made by school
- Logo air fresheners
- Scratch-off cards
- T-shirts/sweatshirts

Items Supporting Academics

- Read-A-Thon
- Science Fair
- Spelling Bee

Things You Can Do

- Auction (teacher does something for kids)
- Bike-a-thons
- Bowling night/bowl-a-thon
- Car wash (presell tickets as gifts)
- Carnivals (Halloween, Easter)
- Dances (kids, father/daughter, Sadie Hawkins)
- Family/glamour portraits
- Festivals
- Fun runs
- Gift wrapping
- Golf tournament
- Jump-rope-a-thons
- Magic show
- Raffle (movie passes, theme bags)
- Raffle (teachers do a silly activity)
- Read-a-thons
- Rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
- Recycling cans/bottles/paper
- Science fairs
- Singing telegrams
- Skate night/skate-a-thon
- Spelling bee
- Talent shows
- Tennis/horseshoe competition
- Treasure hunt/scavenger hunt
- Walk-a-thons
- Workshops/classes

Adapted with permission from *Creative Financing and Fundraising*. Shasta County Public Health, California Project Lean, Revised 2004. <http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>

Implementation Guidance for Other Foods and Beverages

Classroom Snacks

Foods and beverages available at school during the school day must meet the district's nutrition standards. Snacks served during the school day can make a positive contribution to children's diets and health if they emphasize fruits, vegetables, whole grains and low-fat dairy. Schools should assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages and other considerations.

Younger children need snacks at times that allow them to come to their regular meals hungry but not starving. Their stomachs are small and their energy needs are high. Generally, most children need to eat within 3 to 4 hours of their last meal. With a long time span between breakfast and lunch (or lunch and the end of the school day), children may not be able to focus on learning without a healthy snack. Children do not have adults' ability to compensate for hunger. With a significant time span between meals, children can experience hunger symptoms (such as fatigue, irritability, inability to concentrate, weakness and stomach pains) that can interfere with learning.



After-School Snack Program: Eligible schools are encouraged to participate in the After-School Snack Program. Schools that participate in the After-School Snack Program must provide snacks that meet USDA requirements. Information on eligibility and implementation requirements for the After-School Snack Program can be obtained at <http://www.fns.usda.gov/cnd/Afterschool/default.htm> or by contacting SDE's Bureau of Health and Nutrition Services and Child/Family/School Partnerships at (860) 807-2101.

For additional resources, see *Healthy Snacks* under *Resources* at the end of this section.

Foods Brought Into School

Nutrition Guidance: Districts should provide families with information that encourages them to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the district's nutrition standards for foods and beverages.

Food Safety: Districts may want to consider prohibiting the service of foods from home when food will be shared with other students at school celebrations and other functions, and only allowing commercially prepared foods. When parents send in homemade food, it is difficult to ensure that the food is safe from bacterial contamination. To protect food safety, all food to be shared with other students should be commercially prepared, prepackaged, unopened and, when possible, individually wrapped. It is also difficult to ensure that foods sent from home are safe for children with food allergies. Schools can protect food-allergic children by providing nonfood celebrations or, if food is served, obtaining it from a known source such as the school food service program.

Resources on food safety are found in *Section 6 – Other School-Based Activities to Promote Student Wellness*.

Implementation Guidance for Other Foods and Beverages

Celebrations

Foods and beverages served at school celebrations and parties must meet the district's nutrition standards. Districts may consider determining an appropriate frequency for celebrations that involve food, e.g., limiting celebrations to no more than one party per class per month so that all birthdays are celebrated on one day each month instead of having multiple celebrations every week. Districts may choose to develop their own nutrition standards or may follow SDE's recommendations, as outlined in *Summary of Connecticut's Healthy Snack Standards* (see page 108). A list of snack items that meet the standards can be obtained by contacting the State Department of Education.

Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them, and gives students an opportunity to practice healthy behaviors. Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from the food to the child. When food is served, make it count with healthy choices. Teachers and parents can even incorporate a fun nutrition lesson by involving children in the planning and preparation of healthy snacks.

Ideas for Activities

- Plan special party games and activities. Ask parents to provide game supplies, pencils, erasers, stickers and other small school supplies instead of food.
- Create a healthy party idea book. Ask school staff members and parents to send in healthy recipes and ideas for activities, games and crafts. Compile these ideas into a book that staff members and parents can use.
- Plan a special craft that children can create. Ask parents to provide craft supplies instead of food.
- Give children extra recess time instead of a class party. For birthdays, let the birthday child choose and lead an active game for everyone.
- Instead of food, ask parents to purchase a book for the classroom or school library in the birthday child's name. Read it to the class or invite the child's parents to come in and read it to the class.
- Instead of a party, organize a special community service project, e.g., invite senior citizens in for lunch, make "curechiefs" for chemotherapy patients and blankets for rescue dogs. Involve parents in planning the project and providing needed materials.
- Create a "Celebrate Me" book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair and visits the principal's office for a special birthday surprise (pencil, sticker, birthday card, etc.).
- The birthday child is the teacher's assistant for the day, and gets to do special tasks like make deliveries to the office, lead the line, start an activity and choose a game or story.

Implementation Guidance for Other Foods and Beverages

Ideas for Healthy Foods

Note: Foods served at school celebrations must meet the district's nutrition standards. Check for food allergies before serving any foods or beverages.

- Low-fat or nonfat plain or flavored milk, 100 percent juice, water, flavored/sparkling water (without added sugars or sweeteners), sparkling punch (seltzer and 100 percent fruit juice).
- Fruit smoothies (blend berries, bananas and pineapple).
- Fresh fruit assortment, fruit and cheese kabobs, fruit salad, fruit with low-fat whipped topping.
- Dried fruit (raisins, cranberries, apricots, banana chips), 100 percent fruit snacks.
- Vegetable trays with low-fat dip.
- Celery and carrots with peanut butter and raisins.
- Whole-grain crackers with cheese cubes, string cheese or hummus.
- Waffles or pancakes topped with fruit.
- Pretzels, low-fat popcorn, rice cakes, bread sticks.
- Graham crackers, animal crackers.
- Angel food cake, plain or topped with fruit.
- Bagel slices with peanut butter or jam, whole-wheat English muffin, hot pretzels.
- Fruit or grain muffin (low-fat).
- Pizza with low-fat toppings (vegetables, lean ham, Canadian bacon), pizza dippers with marinara sauce.
- Ham, cheese or turkey sandwiches or wraps (with low-fat condiments).
- Low-fat pudding, low-fat yogurt, squeezable yogurt, yogurt smoothies, yogurt parfaits or banana splits (yogurt and fruit topped with cereal, granola or crushed graham crackers).
- Quesadillas or bean burrito with salsa.
- Low-fat breakfast or granola bars.
- Low-fat tortilla chips with salsa or bean dip.
- Trail/cereal mix (whole-grain, low-sugar cereals mixed with dried fruit, pretzels, etc.).
- Nuts and seeds.

The Connecticut State Department of Education's handout, *Healthy Celebrations*, provides schools with specific ideas for activities and healthy foods at school celebrations (<http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>). For additional resources, see *Celebrations* under *Resources* at the end of this section.

Implementation Guidance for Other Foods and Beverages

Nutrition Standards for Foods and Beverages at School

The Connecticut State Department of Education has developed recommended standards for snack foods and beverages. These standards were developed as part of the Healthy Snack Pilot, funded by a 2003-2005 Team Nutrition grant from the U.S. Department of Agriculture to the Connecticut State Department of Education. The Healthy Snack Pilot was conducted by Connecticut Team Nutrition (a partnership of the Connecticut State Department of Education and the University of Connecticut), in collaboration with the Yale Center for Eating and Weight Disorders and the Department of Public Health. During the 2004-2005 school year, five pilot schools sold only those snack items which met the nutrition standards, both in the cafeteria and vending machines. The results of the pilot project can be obtained by contacting the Connecticut State Department of Education at (860) 807-2101.

Connecticut's Healthy Snack Standards focus on decreasing fat and sugar, increasing nutrient density, and moderating portion sizes for snack foods and beverages in school. They were developed by a committee with representation from a variety of state health organizations and agencies. The standards do not apply to reimbursable meals served in the USDA school nutrition programs, because nutrition standards already exist for school meals.

Schools are encouraged to use *Connecticut's Healthy Snack Standards for Foods and Beverages at School* to determine what snacks are available at school, including:

- a la carte sales in the cafeteria
- vending machines
- school stores
- fundraisers
- classroom parties
- other school events



A summary of the standards is found on the next two pages. To obtain a copy of the full standards, contact the Connecticut State Department of Education at (860) 807-2101.

The standards will be evaluated regularly and revised as needed to reflect changes in nutrition science and the availability of new healthy snack products. The Connecticut State Department of Education evaluates snack products for compliance with the Healthy Snack Standards and maintains a list of acceptable items. A list of snack items that meet the standards can be obtained by contacting the Connecticut State Department of Education.

Implementation Guidance for Other Foods and Beverages

Summary of Connecticut's Healthy Snack Standards

Recommendations: Foods sold during the school day meet USDA standards and the Connecticut healthy snack standards. The school day begins with the arrival of the first child at school and ends after the last scheduled instructional period. Foods that do not meet these standards are not available anywhere on school grounds until the end of the last scheduled instructional period.

Snack Categories: The healthy snack standards group snack items into three categories: (1) Beverages; (2) Snacks and Desserts; and (3) Fruits and Vegetables.

Beverages

Acceptable beverages include:

- **Milk** – No more than 32 grams total sugar per 8 ounce serving (4 grams per ounce) for skim or 1% flavored milks (includes both naturally occurring lactose or milk sugar and added sugar). Serve low-fat dairy products (skim and 1% milk). Milk may not contain artificial sweeteners.
- **Dairy Alternatives** such as soy milk and rice milk – No more than 32 grams total sugar per 8 ounce serving (4 grams per ounce). No more than 35 percent of total calories from fat and no more than 10 percent of calories from saturated fat per serving. Dairy alternatives may not contain artificial sweeteners.
- **Fruit or Vegetable Juice (100%)** – 100 percent juice is exempt from the sugar standard.
- **Water** – Includes flavored waters without added sugar, artificial sweeteners or caffeine, and water with added juice but no added sugars, sweeteners or artificial sweeteners.

Portion Sizes – Limit portion sizes of all beverages to no more than 12 ounces (except water without added juice).

Snacks and Desserts

This category addresses chips, crackers, popcorn, cereal, trail mix, nuts, seeds, peanut butter and other nut butters, jerky, cookies, animal/graham crackers and cereal bars, granola bars, bakery items (e.g., pastries, toaster pastries, muffins, soft pretzels), frozen desserts, ice cream, cheese, yogurt and smoothies (made with low-fat yogurt or other low-fat dairy alternatives and/or fruit/juice).

- **Fat** – No more than 35 percent of total calories from fat **and** 7 grams maximum per serving (with the exception of nuts, seeds, peanut and other nut butters and cheeses).
- **Saturated Fat and Trans Fat** – No more than 10 percent of calories from saturated fat and/or trans fat **and** 2 grams maximum per serving.
- **Added Sugar** – No more than 35 percent by weight **and** 15 grams maximum per serving (excludes sugars naturally occurring in fruits, vegetables and dairy). For smoothies (made with low-fat yogurt or other low-fat dairy alternatives and/or fruit/juice), yogurt and pudding, no more than 5 grams **total** sugar (added and naturally occurring) per ounce. Snacks may not contain artificial sweeteners.

Implementation Guidance for Other Foods and Beverages

Summary of Connecticut’s Healthy Snack Standards, Continued

Whole-Grain Foods – Encourage the availability of whole grains and foods containing fiber. Provide choices of whole grains and naturally occurring grains (those with minimal/trace amounts of added fat and no added sugar). Limit grain-based snack items made from enriched flour.

Portion Sizes – Serve reasonable portion sizes. If products meet the preceding standards for snacks and desserts, they may be served in single-serving portion sizes **or** in a package that does not exceed the serving size limits specified below.

Baked chips, popcorn, rice cakes, puffed snacks.....	1.25 oz.
Crackers, hard pretzels, pita chips, snack mix	1.75 oz.
Peanut butter–filled crackers and cheese-filled crackers	1.5 oz.
Trail mix, nuts, seeds, soy nuts.....	1.75 oz.
Jerky	1.25 oz.
Cereals	2 oz.
Cookies, animal crackers, graham crackers, cereal bars, granola bars.....	2 oz.
Bakery items, e.g., pastries, toaster pastries, muffins, bagels, soft pretzels	3 oz.
Frozen desserts, ice cream.....	4 oz.
Pudding	4 oz.
Yogurt	8 oz.
Smoothies (made with low-fat yogurt or other low-fat dairy alternatives and/or fruit/juice)	10 oz.
Cheese (low-fat recommended)	2 oz.
Nut butters, e.g., peanut butter, almond butter, soy butter	No more than 4 Tbsp.
Entrée items or other protein sources	No larger than the portion size typically provided for each age/ grade group under the USDA meal pattern

Fruits and Vegetables

Make **quality fruits and vegetables** available at any place snack items are sold. For example, dried fruit in vending machines, fresh fruit like pineapple slices or melon cubes or fresh vegetables like baby carrots in a la carte lines and school stores. (“Quality” means fruits and vegetables prepared and packaged without added fat, sugar or sodium.)

- **Fat** – No more than 35 percent of total calories from fat **and** 7 grams maximum per serving.
- **Saturated Fat and Trans Fat** – No more than 10 percent of calories from saturated fat and/or trans fat **and** 2 grams maximum per serving.
- **Added Sugar** – No more than 35 percent by weight **and** 15 grams maximum per serving.

Portion Sizes – If products meet the preceding standards for fruits and vegetables, they may be served in the following portion sizes:

- ½ cup minimum for quality fruits and vegetables
- ½ cup or 1 ounce for vegetables or fruits with added fat
- 1.5 ounces for dried fruit

References

- A Food Labeling Guide – Appendix C*, U.S. Food and Drug Administration, Center for Food Safety and Applied Nutrition, Revised November 2000: <http://www.cfsan.fda.gov/~dms/flg-6c.html>
- Benefits of School Meal Participation*, Action for Healthy Kids, 2002: http://www.actionforhealthykids.org/filelib/facts_and_findings/fs_meal.pdf
- Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*: http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf
- Children's Diets in the Mid-1990s: Dietary Intake and Its Relationship with School Meal Participation*, U.S. Department of Agriculture, 2001: <http://www.fns.usda.gov/oane/MENU/Published/CNP/FILES/ChilDiet.pdf>
- Creative Financing and Fundraising*, California Project Lean, California Department of Health Services, Revised 2004: <http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>
- Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html
- Dispensing Junk: How School Vending Undermines Efforts to Feed Children Well*, Center for Science in the Public Interest, May 2005: http://cspinet.org/dispensing_junk.pdf
- Eating Breakfast Greatly Improves Schoolchildren's Diet Quality*, U.S. Department of Agriculture, December 1999: <http://www.usda.gov/cnpp/insights.html> (Scroll down to number 15.)
- Model Local Wellness Policies on Physical Activity and Nutrition*, National Alliance for Nutrition and Activity, March 2005: <http://www.schoolwellnesspolicies.org/>
- Nutrition Services: An Essential Component of Comprehensive Health Programs*, Journal of the American Dietetic Association, 2003;103:505-514: http://www.eatright.org/cps/rde/xchg/SID-5303FFEA-C77103C5/ada/hs.xsl/advocacy_1729_ENU_HTML.htm
- School Breakfast Programs: Energizing the Classroom*, Minnesota Department of Children, Families and Learning, March 1998: <http://cfl.state.mn.us/energize.pdf>
- USDA Regulations for the National School Lunch Program, 7CFR Part 210*: <http://www.fns.usda.gov/cnd/Governance/regulations.htm>
- Wellness Policy Toolkit*, Wyoming Action for Healthy Kids, 2005: http://www.actionforhealthykids.org/filelib/toolsforteam/recom/WY_WY-Wellness%20Policy%20Toolkit.pdf

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Nutrition Requirements and Guidelines

Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265):
http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf

Dietary Guidelines for Americans 2005, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html

Foods of Minimal Nutritional Value (Appendix B of 7 CFR Part 210 National School Lunch Program Regulations), U.S. Department of Agriculture, January 16, 2001:
<http://www.fns.usda.gov/cnd/menu/fmnv.htm>

HealthierUS School Challenge. Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity.
<http://www.fns.usda.gov/tn/HealthierUS/index.html>

MyPyramid: <http://www.mypyramid.gov/>

State Department of Education Child Nutrition Programs:
<http://www.state.ct.us/sde/deps/nutrition/index.htm>

USDA Food and Nutrition Service: <http://www.fns.usda.gov/fns/default.htm>

USDA Regulations for the National School Lunch Program, 7CFR Part 210:
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

Menu Planning

A Menu Planner for Healthy School Meals, U.S. Department of Agriculture, 1998. Designed to educate school food service staffs on the link between nutrition and health. This nutrition resource includes chapters on meeting dietary guidelines and nutrition goals, food-based menu planning and nutrient standards, nutrient analysis, and basic principles and processes of menu planning. Also includes information about how to promote the school meals programs. <http://www.fns.usda.gov/tn/Resources/menuplanner.html>

A Tool Kit for Healthy School Meals, U.S. Department of Agriculture, 1995. Includes 53 recipes that meet the Dietary Guidelines, a promotion guide and a training manual with instructions on preparing, modifying and standardizing recipes. Each recipe includes a nutrient analysis. Some portions available at:
<http://www.nalusda.gov:8001/Training/train.html>

Celebrating Diversity: Approaching Families Through Their Food, National Center for Education in Maternal and Child Health, 1994: <http://www.ask.hrsa.gov/detail.cfm?id=MCHJ024>

Dairy and School Wellness, National Dairy Council, 2005:
<http://newenglanddairyCouncil.com/health/counseling/pdf/DairyandSchoolWellness1.pdf>

Ethnic and Cultural Resources, Food and Nutrition Information Center. List of websites and resources.
<http://www.nal.usda.gov/fnic/etext/000010.html>

Food Buying Guide for Child Nutrition Programs, U.S. Department of Agriculture, 2002. Resource to determine the amount of food to purchase and the contribution each food makes toward the meal pattern requirements. Includes information on recipe analysis, child nutrition labeling and food purchasing. Also includes a resource section of useful web pages and information on food service, food preparation, food safety and menu planning publications. <http://www.fns.usda.gov/tn/Resources/foodbuyingguide.html>

Healthy School Meals Resource System, U.S. Department of Agriculture. Resources and information for people working in USDA Child Nutrition Programs. <http://schoolmeals.nal.usda.gov>

Keys to Excellence in School Food and Nutrition Programs. A free online tool that offers an easy-to-use management and evaluation program that helps food-service directors assess their school nutrition programs. The Keys automatically tabulates results from 60 assessment criteria and provides ideas to help promote excellence in food service throughout the school community. <http://www.asfsa.org/keys/>

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Meal Planning and Preparation Service Resource List, Food and Nutrition Information Center, May 2003:
<http://www.nal.usda.gov/fnic/service/foodmp1.htm>

Mealtalk, U.S. Department of Agriculture. An e-mail discussion group intended as a communication tool to link the professionals who are operating the Child Nutrition Programs, such as the National School Lunch Program and the Child and Adult Care Food Program, so that they can share resources, information and innovative solutions to common day-to-day problems.
<http://schoolmeals.nal.usda.gov/Discussion/index.html>

Nutrient Analysis Protocols: How to Analyze Menus for USDA's School Meals Programs, U.S. Department of Agriculture, 2005. Establishes procedures for conducting an accurate nutrient analysis. Developed for school food authorities conducting their own nutrient analysis and for state agencies conducting SMI reviews. <http://www.fns.usda.gov/tn/Resources/nutrientanalysis.html>

School Nutrition Association Recipe Database: <http://docs.schoolnutrition.org/recipes/>

Surveys for Child Nutrition Programs, National Food Service Management Institute. Several surveys to assess student, parent and school staff member satisfaction with school food-service programs.
<http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>

USDA Recipes for Child Nutrition Programs, U.S. Department of Agriculture. Recipes from the 1988 *Quantity Recipes for School Food Service* and the 1995 *Tool Kit for Healthy School Meals*, updated to reflect the changes made in the 2002 edition of the *Food Buying Guide for Child Nutrition Programs*.
http://teamnutrition.usda.gov/Resources/usda_recipes.html

USDA's School Lunch Challenge Recipes. Collection of recipes developed by chefs and school food-service staff members working together as teams in the contests.
<http://schoolmeals.nal.usda.gov/Chef/recipechallenges.html>

1% or Less School Kit, Center for Science in the Public Interest. Provides resources for school food-service personnel, teachers and health educators to motivate schoolchildren and their families to choose 1 percent or fat-free milk. <http://cspinet.org/nutrition/schoolkit.html>; ordering information: <http://www.cspinet.org/nutrition/1less.htm>

Fruits and Vegetables

Connecticut Ag in the Classroom: <http://www.ctaitc.org/>

Dole 5 A Day. Lots of fruit and vegetable fun (lesson plans, games, activities) from Dole Company.
<http://www.dole5aday.com/>

Eat Your Colors Every Day: Salad Bar and Salad Options Pilot Project, Produce for Better Health Foundation. A healthy eating program for elementary, middle and high schools designed to increase student consumption of fresh fruits and vegetables by implementing, enhancing and expanding salad bars, salad options and a variety of other fruit and vegetable options and activities.
<http://www.5aday.com/html/industry/floridasalad.php>

Fruit and Vegetable Snack Program Resource Center, United Fresh Fruit and Vegetable Association. Information and resources on USDA's Fruit and Vegetable Snack Program and how adding fresh fruit and vegetable snacks during the school day can transform schools into models of healthy behavior and improved learning environments. <http://www.uffva.org/fvpilotprogram.htm>

Fruits & Vegetables Galore, U.S. Department of Agriculture, 2004. A tool for school food-service professionals packed with tips on planning, purchasing, protecting, preparing, presenting and promoting fruits and vegetables. Includes ideas for dressing up the serving line to draw attention to fruits and vegetables to encourage children to make these selections, and coordinating nutrition education with teachers.
http://www.fns.usda.gov/tn/Resources/fv_galore.html

National Cancer Institute's 5 A Day. Includes resources, recipes and information on 5 A Day.
<http://www.dccps.nci.nih.gov/5aday/>

Produce for Better Health Foundation: <http://www.pbhfoundation.org/>

Promoting Fruits and Vegetables in Schools: Wellness Policy Opportunities, Produce for Better Health Foundation, December 2005. This document was developed to help school district personnel increase opportunities for students to eat more fruits and vegetables, as part of the Child Nutrition Reauthorization Wellness Policy requirement. It includes policies and strategies to help promote fruits and vegetables throughout the school day and campus. <http://www.pbhfoundation.org/pulse/policy/programs/>

There's a Rainbow on My Plate, Produce for Better Health Foundation. 5 A Day Nutrition Education Program for kindergarten through Grade 6. http://www.5aday.com/html/educators/educators_home.php

Wellness Policy Opportunities, Produce for Better Health Foundation. Information and materials on 5 a Day for kids, teachers and consumers. <http://www.5aday.com/>

5 A Day and Foodservice: <http://www.5aday.org/html/industry/foodservice.php>

5 A Day and School-Age Children: Trends, Effects, Solutions, North Carolina School Action Committee, 2003. Kit provides a planned approach to address the issue of fruit and vegetable consumption in schools, with strategies and resources to help improve the school nutrition environment. Includes position paper, PowerPoint presentation, and supporting resources. <http://schoolmeals.nal.usda.gov/Training/NC5aday/index.html>

5 A Day Recipe Database, Centers for Disease Control and Prevention. Searchable database of recipes that meet the 5 A Day requirements. <http://www.cdc.gov/nccdphp/dnpa/5aday/recipes/index.htm>

5 A Day Recipe Tips: http://www.5aday.org/html/recipes/recipe_tips.php

5 A Day the Color Way School Foodservice Promotion Book, Produce for Better Health Foundation: <http://www.5aday.com/pdfs/industry/promotion.pdf>

Farm to School

Center for Ecoliteracy. Rethinking School Lunch (RSL) program uses a systems approach to address the crisis in childhood obesity, provide nutrition education and teach ecological knowledge. RSL guide provides a planning framework that contains tools and creative solutions to the challenges of improving school lunch programs, academic performance, ecological knowledge and the well-being of our children. <http://www.ecoliteracy.org/programs/rsl.html>

Hartford Food System, Project Farm Fresh Start. Program to increase the purchase of locally grown produce by the Hartford school system's food service and to encourage young people to make high-quality, nutritious food a regular part of their diet. http://www.hartfordfood.org/programs/project_farm.html

Kids Gardening: <http://www.kidsgardening.com/>

National Farm to School. Farm to School programs connect schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities, and supporting local small farmers. <http://www.farmtoschool.org/index.htm>

Small Farms/School Meal Initiative: A Step-By Step Guide on How to Bring Small Farms and Local Schools Together, U.S. Department of Agriculture, 2000: <http://www.fns.usda.gov/cnd/lunch/Downloadable/small.pdf>

Breakfast

Breakfast – Key to Academic Excellence, Connecticut State Department of Education and New England Dairy and Food Council, 2002. Two handouts to promote the importance of eating breakfast: B1-Home is for schools without a breakfast program and B2-School is for schools with a breakfast program. <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm> (Scroll down to bottom.)

Child Nutrition Fact Sheet: School Breakfast Program, Food Research & Action Center, 2004: <http://www.frac.org/pdf/cnsbp.PDF>

Discover School Breakfast Toolkit, U.S. Department of Agriculture, 2004. Designed to help increase access to the School Breakfast Program, determine the type of meal service most suited to school needs, and develop a marketing plan to capture and keep customers. <http://www.fns.usda.gov/cnd/breakfast/toolkit/Default.htm>

Expanding Breakfast, New England Dairy and Food Council: <http://www.newenglanddairyandfoodcouncil.org/foodservice/expanding-breakfast.html>

Expanding Breakfast Fact Sheets, National Dairy Council. Includes "Everyone Wins with an Expanding Breakfast Program;" "A Proven Way to Improve Student Learning, Achievement and Health;" "Introducing a Great Way to Give Your Children a Nutritious Start Every Day;" and "Breakfast at School – How Cool is That?" <http://www.nutritionexplorations.org/sfs/expanding-masters.asp>

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Expanding Breakfast Manual and Video Kit – Second Edition, School Nutrition Association. Designed to help schools start an alternative breakfast service. This self-study manual addresses the common questions and logistics of implementing a breakfast program and provides guidance to make necessary financial evaluations. The notebook is divided into three basic sections: budgeting issues, breakfast service methods, and the development of an actual operations plan. A companion video is included.

<http://www.schoolnutrition.org/Index.aspx?id=1092>

School Breakfast for First Class Learning, Midwest 5 Start Child Nutrition Task Force, 1999. Includes 10 lessons in three categories to help promote and operate a School Breakfast Program: Value of Breakfast; How to Implement a School Breakfast Program; and Enhancing School Breakfast Programs. Each lesson has content overview, objectives, target audience, estimate of time needed, materials list and script. Several lessons have handouts which can be copied and distributed or made into transparencies. Includes PowerPoint presentation to educate decision makers on the importance of breakfast.

<http://schoolmeals.nal.usda.gov/Training/5startoolkit/firstclass.html>

School Breakfast Program, U.S. Department of Agriculture:

<http://www.fns.usda.gov/cnd/Breakfast/Default.htm>

School Breakfast Program Menu Planning, U.S. Department of Agriculture:

<http://www.fns.usda.gov/cnd/Breakfast/Menu/sbp-menu-planning.htm>

USDA Regulations for the School Breakfast Program:

<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

Special Diets

Accommodating Children with Special Dietary Needs in the School Nutrition Programs, U.S. Department of Agriculture, 2001: http://www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf or

http://www.fns.usda.gov/cnd/Guidance/accommodating_children.doc

Feeding Children with Special Needs: An Annotated Bibliography, National Food Service Management Institute, December 2001: <http://www.nfsmi.org/Information/bib/spneedsbib.htm>

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education, 2006: <http://www.state.ct.us/sde/deps/Student/Health/Index.htm>

Managing Nutrition Services for Children with Special Needs, National Food Service Management Institute, 1994: <http://www.nfsmi.org/Information/Newsletters/insight1.html>

Resources on Food Allergies, Special Diets and Special Needs in Schools:

<http://schoolmeals.nal.usda.gov/Resource/specialdiets.html>

Healthy Fundraisers and School Stores

All It Takes is Nutritious SEN\$E: Students Encouraging Nutritious Snacks Everyday! Some Montana schools have found out that students will choose healthful items if they are readily accessible and affordable at student stores. This toolkit guides schools through key concepts and considerations necessary to make these positive changes. In the end, the school store will not only continue to be profitable, it will contribute to student health and well-being in the school. <http://www.opi.state.mt.us/schoolfood/nutritionense.htm>

Beyond the Bake Sale, National Public Radio, 2002. Series on how public schools are turning to private money, the benefits and the consequences.

<http://www.npr.org/programs/morning/features/2002/oct/schools/index.html>

Concessions, North Carolina School Nutrition Action Council, 2005. Two-page summary of standards for healthy foods and beverages at concessions. <http://www.nutritionnc.com/TeamNutrition/indextn.htm>

Constructive Classroom Rewards, Center for Science in the Public Interest, 2004. Ideas for rewards that don't undermine children's health.

http://www.cspinet.org/nutritionpolicy/policy_options.html#ImproveSchoolFoods (Scroll down to bullet under "Rewards in the Classroom" in section entitled "Improve School Foods.")

Creative Financing and Fundraising, California Project Lean, Revised 2004. Ideas for healthy fundraising.

<http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>

Fundraising, North Carolina School Nutrition Action Council, 2005:

<http://www.nutritionnc.com/TeamNutrition/indextn.htm>

Guide to Healthy School Stores, Alabama Department of Public Health Nutrition & Physical Activity Unit, 2004: <http://actionforhealthykids.org/filelib/toolsforteam/recom/N&PA%2035%20-%20school%20store.pdf>

Healthy Foods and Healthy Finances: How Schools Are Making Nutrition Changes That Make Financial Sense, Action for Healthy Kids, 2003: http://www.actionforhealthykids.org/newsroom_facts.php

Healthy Fundraising/Health Related Fundraising. Commercial site with links to businesses that sell healthy products. <http://www.fundraiser-finder.com/fundraising-cat/healthy.php>

Healthy Fundraising: Promoting a Healthy School Environment, Connecticut State Department of Education, 2005: <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

Healthy Fundraising & Vending Options, Produce for Better Health Foundation: <http://www.5aday.com/html/educators/options.php>

Non-Food Ways to Raise Funds and Reward a Job Well Done, Texas Department of Agriculture, 2004: http://www.squaremeals.org/vgn/tda/files/2348/3614_1034_NonFoodRewards.pdf

School Fund Raiser Ideas – Alternatives to Selling Junk Food and Sodas: <http://departments.oxy.edu/uepi/cfj/resources/AlternativeFundRaisers.htm>

School Stores, North Carolina School Nutrition Action Council, 2005. Two-page summary of ideas for healthy foods and developing policy on foods sold in school stores. http://actionforhealthykids.org/filelib/toolsforteam/recom/NC_NC%20-%20schoolstores.pdf

Twenty Ways to Raise Funds Without Candy, Illinois Nutrition Education and Training Program: <http://www.kidseatwell.org/flyers/twentywaystoraiseffunds.pdf>

Healthy Snacks

After-School Snack Program, U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/Afterschool/default.htm>

Afterschool Snacks Cycle Menus, U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/menu/cyclemenu.htm>

Healthy School Snacks, Center for Science in the Public Interest, 2005. Provides healthy snack ideas for teachers, parents and others to provide in the classroom, after-school programs and outside of school. <http://cspinet.org/healthysnacks/>

Healthy Snack and Fundraising Ideas, University of Wyoming Cooperative Extension Service. Two variations of a two-page handout providing ideas for healthy snacks at school and healthy food or nonfood fundraising ideas. http://www.uwyo.edu/winwyoming/School_related/Snack-HO-B+W-2-03.pdf and <http://www.uwyo.edu/winwyoming/HSNE-Snack-HO.pdf>

Nourish Their Bodies, Feed Their Minds, Food Research & Action Council and National Dairy Council, 2004. Resource guide provides after-school and summer programs with detailed information on how to participate in the federal child nutrition programs, why and how to draw down federal funds for good nutrition in these programs, and how to add nutrition education to programming. http://www.frac.org/Afterschool_Guide.pdf

Snack Food Calculator, California Project Lean. An online snack food calculator to determine if an individual food item meets nutrition standards for fat, saturated fat and sugar established by California's legislation. <http://www.californiaprojectlean.org/calculator/>

Suggestions for Nutritious Snacks, Texas Department of Agriculture, 2004. Handout in English and Spanish on healthy snacks for home and school. http://www.squaremeals.org/vgn/tda/files/983/1629_Nutrisnacks.pdf

Celebrations

Ghoulishly Great Ideas for Halloween Parties and Trick-or-Treating, Center for Science in the Public Interest, 2005. Tips to help parents, teachers, health professionals and others create more healthful Halloween celebrations. The tips include shifting some of the focus from low-nutrition foods to activities and crafts, and recipes and suggestions for healthier alternatives to candy. <http://cspinet.org/new/pdf/halloween.pdf>

Healthy Celebrations: Promoting a Healthy School Environment, Connecticut State Department of Education, 2004: <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

5 Nutrition Standards for School Foods and Beverages

Let's Celebrate! Ready to think outside the cake box? Texas Department of Agriculture, 2005:
http://www.squaremeals.org/fn/render/channel/items/0.1249,2348_2503_0_0.00.html

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<http://wvde.state.wv.us/ctrc/materials.html>

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<http://wvde.state.wv.us/ctrc/materials.html>

School Celebrations, North Carolina School Nutrition Action Council, 2005:
<http://www.nutritionnc.com/TeamNutrition/indexn.htm>

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Choosing Healthy Foods and Beverages for Meetings, Conferences and Events, Centers for Disease Control and Prevention, 2003. Guidelines for selecting healthier foods and beverages for meetings, conferences and other work-related events. http://www.cdc.gov/nccddphp/dnpsa/pdf/Healthy_Worksite_Food.pdf

Eat Smart: North Carolina's Recommended Standards for all Foods Available in School, North Carolina Department of Health and Human Services, 2004: <http://www.eatsmartmovemorenc.com/>

Food for Thought: Healthy Food Guidelines for Schools, Lexington-Fayette County Health Department, 2003. Contains practical ideas for making healthy, appealing foods available to students in schools outside of school meal programs, including classroom parties and snacks in vending machines, school stores and meetings. <http://www.lexingtonhealthdepartment.org/template.asp?id=234>

Healthy Foods for Kids – Guidelines for Good Nutrition at School, Action for Healthy Kids Minnesota, 2004:
<http://www.actionforhealthykids.org/filelib/toolsforteam/recom/MN-Healthy%20Foods%20for%20Kids%208-2004.pdf>

Idaho Recommendations for Promoting a Healthy School Nutrition Environment, Idaho State Department of Education, 2004. Recommendations for schools to adopt policies that ensure that all food and beverages available on school campuses and at school events contribute toward eating patterns that are consistent with the Dietary Guidelines. Recommendations include areas of school environment, nutrition education for students, vending machines, school stores, classroom snacks, classroom rewards, food sold during fundraising events, and pricing strategies for health.
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Massachusetts A La Carte Food & Beverage Standards to Promote a Healthier School Environment, Massachusetts Action for Healthy Kids, January 2004:
<http://actionforhealthykids.org/filelib/toolsforteam/recom/MA%20-%20A%20la%20carte%20standards.pdf>

Massachusetts Healthy Snack List "A-List," John C. Stalker Institute of Food and Nutrition, 2005. Products that meet the Massachusetts A La Carte Food & Beverage Standards.
<http://www.johnstalkerinstitute.org/vending%20project/healthysnacks.htm>

Meeting Well, American Cancer Society, 2003. Provides tools, including a handy guidebook, that make it easy and fun to choose healthy foods and activities.
http://www.cancer.org/docroot/PED/content/PED_1_5X_Meeting_Well.asp

National Consensus Panel on School Nutrition: Recommendations for Competitive Food Standards in California Schools, California Center for Public Health Advocacy, 2002:
http://www.publichealthadvocacy.org/school_food_standards/school_food_standards/Nutrition%20Standards%20Report%20-%20Final.pdf

Nutritious School Vending, Colorado Department of Education, 2004:
<http://www.cde.state.co.us/cdenutritran/nutriSB04-103.htm>

Recommendations for Competitive Food Standards in Utah, Utah Action for Healthy Kids, September 2004:
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Recommendations for School Nutrition Standards, Virginia Action for Healthy Kids, 2003:
<http://www.ext.vt.edu/actionforhealthykids/guidelines.pdf>

Recommended Standards for All Foods Available in School, North Carolina Department of Health and Human Services and North Carolina Division of Public Health, 2004:

<http://www.myeatsmartmovemore.com/setting/school.htm>

Rhode Island Nutrition Guidelines for School Vending and A La Carte Foods, Rhode Island Healthy Schools Coalition, January 2005: <http://www.actionforhealthykids.org/resources.php> (Select "Guidelines/Policies/Recommendations" under topic selection, then click on "view all documents" under "Information and Resources," and scroll down alphabetically.)

School Foods Tool Kit, Center for Science in the Public Interest, 2003. A comprehensive manual that provides practical advice for improving school foods. Contains background materials, facts sheets, tips on how to work with and influence school officials, how to garner community support for changes, and model policies and materials. <http://www.cspinet.org/schoolfoodkit/>

Taking the Fizz Out of Soda Contracts: A Guide to Community Action, California Project Lean, 2002:

http://cspinet.org/nutritionpolicy/fizz_out.pdf

5 *Nutrition Standards for School Foods and Beverages*

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Policy Component: Other School-Based Activities to Promote Student Wellness

Goal

School cafeteria environments will support healthy eating habits by providing clean, safe and pleasant settings with adequate time for students to eat. School meal procedures will encourage participation by all students. Food service staff members will have the knowledge and skills to provide cost-effective quality meals served safely. Districts will encourage school staff members to be role models for healthy eating and physical activity behaviors through the provision of staff wellness activities. School staff members will not use food to reward or punish students.

Rationale

Students eat more healthful food safely in a supervised, pleasant environment that provides enough time to eat and socialize. Students' meal participation is increased when schools use appropriate school meal procedures. Appropriate training is needed for school food service staff members to prepare healthy, safe and cost-effective meals. School staff wellness programs encourage adults to be enthusiastic and healthy role models for students. Using food as reward or punishment is an inappropriate practice that negatively impacts the development of healthy eating behaviors.

Policy Recommendations

Policies for Other School-Based Activities to Promote Student Wellness will address the following areas:

- Surroundings for Eating
- Time for and Scheduling of Meals
- Free and Reduced-Price Meals
- Summer Food Service Program
- Financial Operation of Child Nutrition Programs
- Qualifications of Food Service Staff Members
- Training for Food Service Staff Members
- Food Safety
- Food Rewards and Punishment
- Sharing of Foods
- Staff Wellness

6 Other School-Based Activities to Promote Student Wellness

Policy Recommendations

Specific guidance regarding the implementation of each policy recommendation for Other School-Based Activities to Promote Student Wellness follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

This section provides recommendations (not requirements) for policy language for Other School-Based Activities. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Surroundings for Eating

School meals shall be served in clean and pleasant settings. A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed. The cafeteria environment is a place where students have adequate space to eat, clean and pleasant surroundings, adequate time to eat meals, and convenient access to hand washing or hand sanitizing facilities before meals.

Time for and Scheduling of Meals

Schools shall provide appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat).

Free and Reduced-Price Meals

Schools shall make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Summer Food Service Program

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Financial Operation of Child Nutrition Programs

The school food service program shall aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation shall not take precedence over the nutritional needs of the students. If additional funds are needed, they shall not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.

Policy Recommendations

Qualifications of Food Service Staff Members

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility.



Training for Food Service Staff Members

All food service personnel shall have adequate preservice training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

Food Safety

All foods made available at school shall comply with state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines shall be implemented to prevent food-borne illness in schools.

Food Rewards and Punishment

Schools shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). Schools shall not withhold food or beverages (including food served through school meals) as a punishment. Alternative rewards shall be developed and promoted.

Sharing of Foods

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

Staff Wellness

The district highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

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Surroundings for Eating

The physical cafeteria environment greatly impacts the atmosphere in which children eat. School practices should focus on making the dining experience more enjoyable for students. A pleasant eating environment includes the characteristics summarized below.

- The cafeteria has sufficient serving areas so that students don't have to spend too much time waiting in line.
- Dining areas are attractive and have sufficient space for seating; tables and chairs are the right size for the students.
- Schools encourage socializing among students, and between students and adults.
- Adults properly supervise school dining rooms and serve as role models to students.
- Creative, innovative methods are used to keep noise levels appropriate – no "eat in silence," no whistles, no buzzing traffic lights.
- Facility design (including the size and location of the dining/kitchen area, lighting, building materials, windows, open space, adequate food-service equipment for food preparation and service, and food and staff safety), is given priority in renovations or new construction.
- Hand-washing equipment and supplies are in a convenient place so that students can wash their hands before eating, or students have access to hand sanitizing supplies before they eat meals or snacks.
- Drinking fountains are available for students to get water at meals and throughout the day.

Changing the Scene (<http://www.fns.usda.gov/tn/healthy/changing.html>) contains resources to help schools promote a pleasant eating environment. Additional resources can be found under *Resources* at the end of this section.

Time for and Scheduling of Meals

Meal periods should be scheduled at appropriate times. Schools should not schedule tutoring, pep rallies, club and organization meetings or other activities during meal times. Meal periods should be long enough for students to eat and socialize.

- Meals shall be scheduled at appropriate times, as near the middle of the day as possible, e.g., lunch should be scheduled between 11 a.m. and 1 p.m. The U.S. Department of Agriculture's (USDA) regulations specify that meals cannot be served before 10 a.m. or after 2:00 p.m. unless an exemption is requested from the State Department of Education.
- Scheduled meal times shall provide students with at least 10 minutes to **eat after sitting down** for breakfast and 20 minutes to **eat after sitting down** for lunch. This time does not include the time needed to walk to the cafeteria from the classroom, select and pay for the meal, sit down at a table and walk back to the classroom after the meal.
- Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

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- For elementary grades, recess should be scheduled before lunch. Additional information on implementing recess before lunch is found in *Section 4 – Physical Education and Physical Activity*.
- Schools should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Additional resources can be found in *Time for and Scheduling of Meals* under *Resources* at the end of this section.

Free and Reduced-Price Meals

USDA prohibits schools from making others in the cafeteria aware of the eligibility status of children for free, reduced-price or paid meals. Schools must prevent the overt identification of students who are eligible for free and reduced-price school meals. Strategies to help schools prevent identification of income-eligible students include:

- using electronic identification and payment systems;
- providing meals at no charge to all children, regardless of income;
- promoting the availability of school meals to all students; and
- using nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

For additional information and resources on the requirements for free and reduced-price meals, contact Child Nutrition Programs in the Connecticut State Department of Education’s (SDE) Bureau of Health and Nutrition Services and Child/Family/School Partnerships at (860) 807-2101.

Summer Food Service Program

A child’s need for nutrients does not end when school does. Schools are encouraged to offer meals during breaks in the school calendar and to coordinate with other agencies and community groups to operate, or assist with operating, a summer food service program for children and adolescents who are eligible for federal program support. Information on participation in the Summer Food Service Program can be obtained by contacting Child Nutrition Programs in SDE’s Bureau of Health and Nutrition Services and Child/Family/School Partnerships at (860) 807-2101. Additional resources are found in *Summer Food Service Program* under *Resources* at the end of this section.

Financial Operation of Child Nutrition Programs

The school food service program should be administered using sound financial and accounting practices. The National Food Service Management Institute’s *Financial Management Information System* (http://www.nfsmi.org/Information/fmis/fmis_booklet.htm) is a tool to assist school food service directors with operational decision making and improving program quality and efficiency. It assists with interpreting the financial outcomes of decision making and with deciding whether the school food service program’s financial health has changed from previous accounting periods.

The food service program should aim to be self-supporting; however, financial decisions **should not compromise high quality standards for food and customer acceptance**. Financial decisions should be based on students’ nutrition needs, not on profits. Additional resources can be found in *Financial Management* under *Resources* at the end of this section.

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Qualifications of Food Service Staff Members

There are no state requirements for qualifications of school food service staff members. Qualification requirements are determined locally by each school district. The Connecticut State Department of Education encourages districts to model qualifications for food service staff members on the recommendations from the National Food Service Management Institute and the School Nutrition Association.

The National Food Service Management Institute has several resources that address competencies and skills for school food service professionals (see *Qualifications of Food Service Staff Members* under *Resources* at the end of this section). The School Nutrition Association (SNA) maintains several certification and professional development programs for school food service professionals, as indicated below.

- **Certification:** Standards for academic education, specialized training and work experience as conditions of being awarded certification, and standards for continuing education as a condition of maintaining certification.
<http://www.schoolnutrition.org/Certification.aspx?id=1009>
- **Credentialing Program:** Standards for academic and specialized training, knowledge and skills, as evidenced by passing a national credentialing exam.
<http://www.schoolnutrition.org/Credentialing.aspx?id=1021>
- **Professional Development:** Programs developed to meet specific training needs for SNA members and to support the SNA certification and credentialing programs.
<http://www.schoolnutrition.org/Index.aspx?id=1034>

Training for Food Service Staff Members

Training and professional development opportunities should assist school food service staff members with meeting USDA requirements, planning and preparing safe and healthy meals, promoting healthy eating behaviors and other issues appropriate to a healthy school nutrition environment. In Connecticut, several organizations and agencies provide training opportunities for school food service personnel, including workshops, courses, conferences and food shows.

- *School Nutrition Association of Connecticut*
<http://www.snact.org/>
- *Connecticut State Department of Education*
Bureau of Health and Nutrition and Child/School/Family Partnerships
25 Industrial Park Road, Middletown, CT 06457
Phone: (860) 807-2101
<http://www.state.ct.us/sde/deps/nutrition/index.htm>
- *New England Dairy and Food Council*
P.O. Box 290963, Wethersfield, CT 06129
Phone: (860) 563-2458
<http://www.newenglanddairyCouncil.org/>

The Connecticut State Department of Education maintains a nutrition resource library containing hundreds of materials on nutrition and food service management which districts can use to assist in planning and implementing training programs. Resources include a wide variety of educational materials, such as nutrition curriculums for all grade levels, videos, books, audiovisuals, puppets and

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games. The *Nutrition Resource Catalog* is available at <http://www.state.ct.us/sde/deps/nutrition/index.htm>.

At the national level, many resources are available for training school food service staff members.

- The National Food Service Management Institute provides a comprehensive resource catalog of training materials for school food service personnel, available at <http://www.nfsmi.org/Information/Guide.html>.
- USDA's Team Nutrition provides food service and nutrition education resources at <http://teammnutrition.usda.gov/foodservice.html>.
- The Food and Nutrition Information Center of the National Agricultural Library provides a comprehensive list of resources at <http://www.nal.usda.gov/fnic/>, as well as a list of food service education opportunities at <http://www.nal.usda.gov/fnic/etext/000030.html>.

Additional training resources are found in *Training for Food Service Staff Members* under *Resources* at the end of this section.

Food Safety

Connecticut Food Safety Requirements: Serving safe food is a critical responsibility for school food service personnel and a key aspect of a healthy school environment. All school food service operations must comply with the requirements of the State of Connecticut Public Health Code 19-13-B42 *Sanitation of Places Dispensing Foods or Beverages*. This includes compliance with the Connecticut Qualified Food Operator (QFO) legislation. Additional information on Connecticut's food safety regulations can be found at the websites listed below, and in *Food Safety* under *Resources* at the end of this section.

- Department of Public Health Food Protection Program: http://www.dph.state.ct.us/BRS/Food/food_protection.htm
- Connecticut Public Health Code 19-13-B42: <http://www.dph.state.ct.us/BRS/food/fpregs.htm>
- Connecticut Qualified Food Operator (QFO) Regulation: http://www.dph.state.ct.us/BRS/food/food_operators.htm
- Responsibilities of Child Nutrition Programs Regarding the Qualified Food Operator (QFO) Requirement: http://www.state.ct.us/sde/deps/nutrition/Program_Guidance.html
- Compliance Guide for Food Service Inspection Form: <http://www.state.ct.us/dph/BRS/food/fpregs.htm>

Federal HACCP Requirement: Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) requires that all schools participating in Child Nutrition Programs implement a school food safety program, in the preparation and service of each meal served to children, that complies with any hazard analysis and critical control point system established by USDA. Hazard Analysis Critical Control Points (HACCP) is a preventative food safety program to control food safety hazards during all aspects of food service operations. It reduces the risk of food-borne hazards by focusing on each step of the food preparation process from receiving to service. When properly implemented, HACCP-based food safety programs will help ensure the safety of school meals served to children.

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Sharing of Foods

District policies should discourage students from sharing foods and beverages to prevent potential problems for children with food allergies or other dietary restrictions. Additional guidance on providing a safe school environment for children with food allergies can be found in SDE's *Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools*, available at <http://www.state.ct.us/sde/deps/Student/Health/Index.htm>. Resources on special diets can be found in *Section 5 – Nutrition Standards for School Foods and Beverages*.

Food Rewards and Punishment

Food as a Reward: Adults often use food rewards because they are an easy, inexpensive and powerful tool to bring about immediate short-term behavior change. Yet, using food as a reward has many negative consequences that go far beyond the short-term benefits of good classroom behavior or performance. Rewarding students with unhealthy foods:

- undermines schools' efforts to teach students about good nutrition by modeling unhealthy behavior and contradicting the nutrition principles taught in the classroom;
- interferes with children learning to eat in response to hunger and satiety cues (this teaches children to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating);
- increases preference for unhealthy foods (research shows that food preferences for both sweet and nonsweet food increase significantly when foods are presented as rewards); and
- encourages overconsumption of unhealthy foods (foods that supply calories from fat and sugar, but few nutrients).

Alternatives to Food as a Reward: The chart on the next page provides specific ideas on alternatives to using food as a reward. For additional resources, see SDE's handout, *Alternatives to Food as a Reward* (<http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>), and *Alternatives to Food as a Reward* under *Resources* at the end of this section.

Food as Punishment: Schools participating in the USDA school meal programs (e.g., National School Lunch Program, School Breakfast Program and After-School Snack Program) are prohibited from restricting student access to school meals for any reason, including as a punishment for student behavior. Other inappropriate practices using food as punishment include:

- denying students access to cafeteria snack or a la carte lines;
- denying students access to certain types of foods; and
- preventing children from eating classroom snacks (when snacks are normally allowed) as a consequence of individual or class behavior.

District policies should prohibit school staff members from withholding access to meals and snacks as punishment, both in the classroom and cafeteria. Restricting access to meals, snacks or other foods and beverages is an inappropriate form of punishment. District policies should encourage the development of alternative practices for promoting appropriate behavior. For additional information, see *Behavior Management* under *Resources* in *Section 4 – Physical Education and Physical Activity*.

Ideas for Alternatives to Using Food as a Reward**Elementary Students**

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with teacher or principal
- Eat lunch outdoors with the class
- Have lunch or breakfast in the classroom
- Private lunch in classroom with a friend
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, bookmarks
- Certificates
- Fun video
- Extra recess
- Walk with the principal or teacher
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, temporary tattoos, pencils, erasers, bookmarks, desktop tents)
- Dance to favorite music in the classroom
- Paperback book
- Show-and-tell
- Bank system – earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (singing, cartwheel, guitar playing, etc.)
- Read outdoors or enjoy class outdoors
- Have extra art time
- Have “free choice” time at end of the day or end of class period
- Listen with headset to a book on audiotape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or “no homework” pass
- Extra credit
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Field trips
- Eat lunch outside or have class outside

High School

- Extra credit
- Fun video
- Reduced homework
- Donated coupons to video stores, music stores or movies
- Drawings for donated prizes among students who meet certain grade standards

Adapted with permission from *Alternatives to Using Food as a Reward*. Michigan State University Extension, 2003. <http://www.tn.fcs.msue.msu.edu/foodrewards.pdf> and *Non-Food Ways to Raise Funds and Reward a Job Well Done*. Texas Department of Agriculture, 2004. http://www.squaremeals.org/fn/render/parent/channel/0,1253,2348_2498_0_0,00.html

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Staff Wellness

Health promotion services for all school staff members can positively affect their eating and physical activity behaviors and their effectiveness in teaching and modeling healthy behaviors. Districts should encourage all school staff members to improve their own personal health and wellness in order to improve staff morale, create positive role modeling, build the commitment of the staff to promote the health of students, and build the commitment of the staff to help improve the school nutrition and physical activity environment.

Staff wellness is not institutionalized in many school settings. School-site health promotion programs for staff members impact not only the health of the school faculty and staff, but can also have effects on students, their families and community members. Examples of health promotion programs for school staff members include:

- health screenings
- physical activity and fitness programs
- nutrition education
- weight management
- smoking cessation
- influenza vaccinations
- stress management

Once wellness and health promotion programs are available, districts should encourage staff members to participate in these programs. Examples of promotion ideas include:

- introducing wellness programs to new staff members at orientation sessions;
- presenting information at regular staff meetings;
- including flyers and brochures with paychecks;
- putting information into newsletter articles, brochures and e-mail messages; and
- offering health insurance discounts for participants.

The *School Health Index* (<http://apps.nccd.cdc.gov/shi/>) provides an assessment tool to help districts evaluate existing staff wellness practices and procedures. Districts may wish to consider incorporating staff wellness programs as part of the School Health Team's responsibility.

Additional resources on staff wellness are found in *Staff Wellness* under *Resources* at the end of this section.

References

- Alternatives to Using Food as a Reward*, Michigan State University Extension, 2003:
www.msue.msu.edu/fnh/tn/foodrewards.pdf
- Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000:
<http://www.fns.usda.gov/tn/healthy/changing.html>
- Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*:
http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf
- Health, Mental Health and Safety Guidelines for Schools (Section 8-03: Provision of Wellness Programs for Staff)*: <http://www.nationalguidelines.org/guideline.cfm?guideNum=8-03>
- Non-Food Ways to Raise Funds and Reward a Job Well Done*, Texas Department of Agriculture, 2004:
www.agr.state.tx.us/foodnutrition/newsletter/NonFoodRewards.pdf
- Prohibition against Denying Meals and Milk to Children as a Disciplinary Action (FNS Instruction 791-1)*, U.S. Department of Agriculture, 1988:
<http://www.schoolwellnesspolicies.org/resources/ProhibitionAgainstDenyingMealsAsPunishment.pdf>
- School Nutrition Association Local Wellness Policy Recommendations*, School Nutrition Association, 2005:
<http://www.schoolnutrition.org/Index.aspx?id=1075>
- USDA Regulations for the National School Lunch Program, 7 CFR 210*:
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Surroundings for Eating

Changing the Scene: Improving the School Nutrition Environment, U.S. Department of Agriculture, 2000. A tool kit to help schools take action to improve students' eating and physical activity practices.
<http://www.fns.usda.gov/tn/healthy/changing.html>

Time for and Scheduling of Meals

Eating at School: A summary of NSFMI Research on Time Required By Students to Eat Lunch, Insight, National Food Service Management Institute, April 2001: http://www.nfsmi.org/Information/eating_at_school.pdf

Measuring and Evaluating the Adequacy of the Lunch Period, Insight, National Food Service Management Institute, 1999: <http://www.nfsmi.org/Information/Newsletters/insight12.pdf>

Recess Before Lunch: A Guide to Success, Montana Office of Public Instruction, 2003:
<http://www.opi.state.mt.us/schoolfood/recessBL.html>

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6 Other School-Based Activities to Promote Student Wellness

Food Safety

Compliance Guide for Food Service Inspection Form, Connecticut State Department of Public Health, 2001:
<http://www.state.ct.us/dph/BRS/food/fpregs.htm>

Connecticut Department of Public Health Food Protection Program. Information on Connecticut's food protection regulations and Qualified Food Operator (QFO) requirement and resources on sanitation and food safety. http://www.dph.state.ct.us/BRS/food/food_protection.htm

Connecticut Public Health Code 19-13-B42 Sanitation of Places Dispensing Foods or Beverages:
<http://www.dph.state.ct.us/BRS/food/fpregs.htm>

Connecticut Qualified Food Operator (QFO): http://www.dph.state.ct.us/BRS/food/food_operators.htm

Food and Drug Administration: <http://www.fda.gov>

Food-Safe Schools Action Guide Kit, Centers for Disease Control and Prevention and National Coalition for Food-Safe Schools, 2005. Helps schools identify gaps in food safety and develop an action plan for becoming food safe. Includes PowerPoint presentation and materials in Spanish.
<http://www.foodsafeschools.org/index.htm>

Food Safety and Sanitation Resource List, Food and Nutrition Information Center, May 2003:
<http://www.nal.usda.gov/fnic/service/foodfs1.htm>

Food Safety Materials, U.S. Department of Agriculture. Contains PDF versions of all food safety materials and resources developed for child nutrition programs by USDA Food and Nutrition Services.
<http://schoolmeals.nal.usda.gov/Safety/FNSFoodSafety.htm>

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education, 2006: <http://www.state.ct.us/sde/deps/Student/Health/Index.htm>

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HACCP Manager's Self-Inspection Checklist, U.S. Department of Agriculture, 1999:
<http://schoolmeals.nal.usda.gov/FoodSafety/ManagersChecklist.pdf>

HACCP Training Programs and Resources Database, U.S. Department of Agriculture and Food and Drug Administration. Provides up-to-date listings of HACCP training programs, HACCP resource materials and HACCP consultants offering training programs or resources.
<http://www.nal.usda.gov/foodborne/haccp/index.shtml>

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Responding to a Food Recall, National Food Service Management Institute, 2002. Materials designed for food-service directors and managers to reference when a food recall notice for a USDA commodity food is issued through USDA/FNS or a food recall notice is issued for a purchased food by the manufacturer or responsible government entity. <http://www.nfsmi.org/Education/Satellite/ss29/satinfo.htm#print>

Responsibilities of Child Nutrition Programs Regarding the Qualified Food Operator (QFO) Requirement, Connecticut State Department of Education, 2005:
http://www.state.ct.us/sde/deps/nutrition/Program_Guidance.html

Serving It Safe: A Manager's Tool Kit, U.S. Department of Agriculture, Revised 2003. A comprehensive food service safety and sanitation training package for schools. Contains a teacher's manual, teaching aids, case studies and group activities. A colorful poster summarizes key points, and interactive training is also included on CD-ROM and diskettes. http://www.fns.usda.gov/tn/Resources/serving_safe.html

Thermometer Information Resource Training Kit, National Food Service Management Institute, 2005. Lessons and resources that focus on the importance of consistently using thermometers in Child Nutrition Programs. http://www.nfsmi.org/Information/thermometer_resource.html

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Financial Management Issues and Practices in School Nutrition Programs, An Annotated Bibliography, National Food Service Management Institute, 2004: <http://www.nfsmi.org/Information/fin-mgmt-bib.pdf>

First Choice: A Purchasing Systems Manual for School Food Service, 2nd Edition, National Food Service Management Institute, 2002: <http://www.nfsmi.org/Information/firstchoice/fcindex.html>

Keys to Excellence in School Food and Nutrition Programs, School Nutrition Association. A free, online tool that offers an easy-to-use management and evaluation program that helps food-service directors assess their school nutrition programs. Financial management standards are found in the Administration section. <http://www.asfsa.org/keys/>

NFSMI Financial Management Information System, National Food Service Management Institute, 2005. Standard method of data collection and financial analyses developed to help school food-service administrators evaluate financial management decisions. This standard method includes procedures for consistently recording financial data, recommendations for generating standard financial reports, and guidelines for interpreting the outcomes of financial decisions. http://www.nfsmi.org/Information/fmis/fmis_booklet.htm

Purchasing and Procurement Resource List, Food and Nutrition Information Center, May 2003: <http://www.nal.usda.gov/fnic/service/foodpp1.htm>

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Competencies, Knowledge, and Skills of Effective School Nutrition Managers, National Food Service Management Institute, December 2001. Updated research report includes a detailed list of competency, knowledge and skill statements and a job description for school nutrition managers. <http://www.olemiss.edu/depts/nfsmi/Information/2005resourcecatalog.htm#competencies-managers>

Job Functions and Tasks of School Nutrition Managers and District Directors/Supervisors, National Food Service Management Institute, Insight No. 2, March 1995: <http://www.olemiss.edu/depts/nfsmi/Information/2005resourcecatalog.htm#insight-barriers>

Keys to Excellence in School Food and Nutrition Programs. A free, online tool that offers an easy-to-use management and evaluation program that helps foodservice directors assess their school nutrition programs. The Keys automatically tabulates results from 60 assessment criteria and provides ideas to help promote excellence in food service throughout the school community. <http://www.asfsa.org/keys/>

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School Nutrition Association National Certification Program: <http://www.schoolnutrition.org/Certification.aspx?id=1009>

School Nutrition Association National Credentialing Program: <http://www.schoolnutrition.org/Credentialing.aspx?id=1021>

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Training for Food Service Staff Members

Customer Service Resource List, Food and Nutrition Information Center, May 2003:

<http://www.nal.usda.gov/fnic/service/foodcs1.htm>

Keys to Excellence in School Food and Nutrition Programs, School Nutrition Association. A free, online tool that offers an easy-to-use management and evaluation program that helps food-service directors assess their school nutrition programs. <http://www.asfsa.org/keys/>

Food Service Management Resource List, Food and Nutrition Information Center, May 2003:

<http://www.nal.usda.gov/fnic/service/foodm1.htm>

National Food Service Management Institute. Comprehensive resource catalog of training materials for personnel working with Child Nutrition Programs. <http://www.nfsmi.org/Information/Guide.html>

Nutrition Resource Catalog, Connecticut State Department of Education:

<http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

School Nutrition Association Professional Development Programs:

<http://www.schoolnutrition.org/Index.aspx?id=1034>

Summer Food Service Program

Child Nutrition Fact Sheet: Summer Food Service Program, Food Research & Action Center, 2004:

<http://www.frac.org/pdf/cnsfsp.pdf>

Nourish Their Bodies, Feed Their Minds, Food Research & Action Council and National Dairy Council, 2004.

Resource guide provides after-school and summer programs with detailed information on how to participate in the federal child nutrition programs, why and how to draw down federal funds for good nutrition in these programs, and how to add nutrition education to programming.

http://www.frac.org/Afterschool_Guide.pdf

Summer Food Service Program, U.S. Department of Agriculture:

<http://www.fns.usda.gov/cnd/Summer/Default.htm>

Alternatives to Food as a Reward

Alternatives to Food as Reward: Promoting a Healthy School Environment, Connecticut State Department of Education, 2004: <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

Alternatives to Using Food as a Reward, Michigan State University Extension, 2003:

<http://www.tn.fcs.msue.msu.edu/foodrewards.pdf>

Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health, Center for Science in the Public Interest, 2004: http://cspinet.org/nutritionpolicy/constructive_rewards.pdf

Non-Food Ways to Raise Funds and Reward a Job Well Done, Texas Department of Agriculture, 2004:

http://www.squaremeals.org/fn/render/parent/channel/0,1253,2348_2498_0_0,00.html

Prohibition against Denying Meals and Milk to Children as a Disciplinary Action (FNS Instruction 791-1), U.S. Department of Agriculture, 1988:

<http://www.schoolwellnesspolicies.org/resources/ProhibitionAgainstDenyingMealsAsPunishment.pdf>

Rewards and Incentives, North Carolina School Nutrition Action Council, 2005:

<http://www.nutritionnc.com/TeamNutrition/indextn.htm>

Staff Wellness

Capitol Region BOCES Staff Wellness: <http://www.schoolhealthandwellness.org/wellness.asp>

Council of Chief State School Officers (CCSSO) Staff Wellness:

http://b/www.ccsso.org/projects/School_Health_Project/Addressing_the_Challenges/6499.cfm

Dietary Guidelines for Americans 2005, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html

Health, Mental Health and Safety Guidelines for Schools (Section 8-03: Provision of Wellness Programs for Staff): <http://www.nationalguidelines.org/guideline.cfm?guideNum=8-03>

Healthier Schools New Mexico Staff Wellness: <http://www.healthierschools.org/staff.html>

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HealthierUS Initiative, Department of Health and Human Services. Links to many websites with credible, accurate information to help Americans choose to live healthier lives. Focuses on four areas – nutrition, physical activity, prevention and avoiding risky behaviors. <http://www.healthierus.gov/>

Healthy People 2010: <http://healthypeople.gov>

Michigan School Health Association Staff Wellness: <http://www.mshaweb.org/wellness/index.htm>

MyPyramid: <http://www.mypyramid.gov/>

New Haven Public Schools Staff Wellness: http://www.nhps.net/schoolhealth/s_w.asp

School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide (Module 7: Health Promotion for Staff), Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005: <http://apps.nccd.cdc.gov/shi/>

School Staff Wellness, National Association of State Boards of Education:
<http://www.schoolwellnesspolicies.org/resources/SchoolStaffWellness.pdf>

SmartBody Fitness Information Center: <http://www.neasmartbody.org>

The National Women's Health Information Center: <http://womenshealth.gov>

The Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program, Wellness Councils of America: <http://www.welcoa.org/wellworkplace/index.php?category=7>

Wellness Councils of America: <http://www.welcoa.org/worldclass.html>

6 *Other School-Based Activities to Promote Student Wellness*

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Policy Component: Communication and Promotion

Goal

School districts will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits. Districts will engage students, families, the community and the media in promoting a healthy school environment.

Rationale

The promotion of consistent messages in the school environment reinforces the district's commitment to students' health. Marketing materials in the cafeteria and classrooms should support the concepts and practices in the district's nutrition and physical activity policies. Marketing targeted to children through multiple media channels contributes to their choices about foods, beverages and physically active pursuits. Families have a significant influence on students' eating and physical activity habits. Partnering with the local community increases schools' effectiveness in providing consistent health messages.

Policy Recommendations

Policies for Communication and Promotion will address the following areas:

- Consistent Health Messages
- Engaging Families
- Engaging Students
- Partnering with Community Organizations
- Food Marketing in Schools
- Media

Specific guidance regarding the implementation of each policy recommendation for Marketing and Promotion follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

Each policy component section provides recommendations (not requirements) for policy language for Marketing and Promotion. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Policy Recommendations

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Engaging Families

The school district shall encourage family involvement to support and promote healthy eating and physical activity habits. The district shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school. The district shall offer nutrition education for parents which can include providing healthy eating seminars, sending home nutrition information, postings on district website, providing nutrient analyses of school menus in language families can understand and any other appropriate methods for reaching families. The district shall provide families with a list of foods that meet the district's nutrition standards and ideas for healthy celebrations, rewards and fundraising activities. The district shall provide opportunities for families to share their healthy food practices with others in the school community. The district shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

Note: Throughout this document the words "parent(s)" and "family(ies)" will be used in the broadest sense to mean those adults with primary responsibility for children. SDE prefers the use of "family" to "parent" because not all responsible agents are parents, but most are family, either by relationship or function.

Engaging Students

Schools shall consider student needs in planning for a healthy school nutrition environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Policy Recommendations

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Food Marketing in Schools

School-based marketing shall be consistent with nutrition education and health promotion. Thus, schools shall limit food and beverage marketing to the promotion of foods and beverages that meet the U.S. Department of Agriculture (USDA) nutrition standards for meals or the district's nutrition standards for foods and beverages. Schools shall promote healthy food choices and shall not allow advertising that promotes less nutritious food and beverage choices. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products, shall be encouraged.

Media

Schools shall work with a variety of media, such as local newspapers, radio and television stations, to spread the word to the community about healthy eating and physical activity behaviors, and a healthy school environment.



Implementation Guidance

Consistent Health Messages

Making healthy food choices and physical activity available for students is critical to providing a healthy school environment. It is also important to actively promote healthy eating and physical activity to students, families, school staff members and the community. Positive health messages can be promoted through a variety of activities, including:

- featuring regular messages about healthy eating, nutrition education and physical activity in school media (e.g., newsletters, announcements, bulletin board, communications folders and school menus);
- working with school and student organizations (e.g., student council, PTA/PTO and other parent volunteers/organizations) to develop promotional materials that include consistent nutrition and physical activity messages;
- conducting special nutrition and physical activity promotions and events that involve the entire school community, including classroom and cafeteria;
- providing nutrition and physical activity information and resources at registration, PTA/PTO meetings, open houses, health fairs and teacher in-service training;
- providing signage or labeling for healthy food and beverage options in the cafeteria and throughout the school (e.g., vending machines and school stores), via school menus, menu boards, tent cards, posters and other promotional signage;
- providing signage to encourage drinking water;
- providing materials in school and community venues (e.g., websites, offices of local health providers, School-Based Health Centers and after-school programs) that promote healthy eating and physical activity; and
- sending healthy lunch box ideas on a regular basis to families through communications folders.

Foods and beverages sold at school should not contradict nutrition messages in the classroom and school environment. School foods and beverages should meet the nutrition standards developed by the district. Information on nutrition standards for foods and beverages is contained in *Section 5 – Nutrition Standards*.

Note: Schools should provide bilingual signage and materials as appropriate to the local community. Messages should be culturally relevant and reflect the importance of good nutrition and healthy eating and physical activity habits.

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Engaging Families

Families have a significant influence on helping children to develop healthy eating and physical activity habits. They can also be effective allies in promoting support for the district's nutrition and physical activity policies and programs. It is important for districts to communicate with families in ways that respect families' cultural backgrounds and promote their participation in health-related activities at school and home. Districts also need to provide information that encourages families to teach their children about health and nutrition, to provide nutritious meals and to participate in regular physical activity.

Parents need to understand – and help communicate to other parents – the nutrition and physical activity issues that impact their children's health. Parents also need to ensure that healthy meals are served at home and brought to school, and they need to encourage their children to engage in healthy eating and regular physical activity.

Schools can encourage two-way communication by using effective strategies that allow sharing of information from school to home and home to school to better incorporate parents' perspectives in school-developed programs and materials. Strategies for schools to encourage communication, family involvement and support include:

- recruiting parents to serve on the district's School Health Team;
- working with PTA/PTO members and other parent volunteers/organizations to encourage parent involvement in nutrition and physical activity efforts at school;
- encouraging parents to plan, promote and conduct nutrition education activities and events in collaboration with school staff members;
- soliciting parent input prior to developing nutrition and physical activity programs and materials;
- providing information to families on nutrition and physical activity issues, e.g., newsletters, fact sheets, health fairs and workshops (see *Handouts for Children, Parents and School Staff Members* in *Section 3 – Nutrition Education and Promotion*);
- sending cafeteria menus and nutrition information home with students;
- providing a tear-off form at the bottom of newsletters, handouts and other informational materials that parents can use to respond with questions or concerns about specific issues;
- using local media (e.g., television, radio and newspapers) to provide information and resources on nutrition and physical activity issues, such as district policies, local health issues, programs and activities;
- including home activities on nutrition in student assignments, e.g., interviewing family members about personal food habits, recording food intake, looking at food labels, reading nutrition-related articles or newsletters, creating a healthy snack or meal, and talking about media's effect on food choices;
- including home activities on physical activity in student assignments, e.g., maintaining physical activity logs, planning games for a family picnic and helping with chores at home;
- providing ideas for healthy alternatives to fundraising, celebrations and food as a reward (see *Section 5 – Nutrition Standards for School Foods and Beverages*);
- encouraging parents to send healthy snacks and meals to school and refrain from sending or bringing in foods and beverages that do not meet the district's nutrition standards;

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- inviting parents and family members to eat with their children in the cafeteria;
- requesting parents' input on nutrition and physical activity issues through surveys, forums, focus groups, school committees, school organizations and other means;
- inviting families to attend exhibitions of student nutrition projects or health fairs;
- involving families in school garden projects;
- offering nutrition education activities at family nights and other school events;
- providing opportunities to share culturally diverse eating practices and traditions;
- providing nutrition workshops;
- providing opportunities for physical activity that involve the whole family, e.g., family sports night, dances, games that involve physical activity, walk-a-thons; and
- promoting opportunities for physical activity at school and in the community.

Engaging Students

Students can be a powerful force for creating change in the school community. Students can serve on the local School Health Team and be actively involved in the local policy development process. *Playing the Policy Game* (California Project Lean, 2003) is one resource to help districts involve students in developing nutrition and physical activity policies in the school and community. (<http://www.californiaprojectlean.org/>).

Schools may also want to consider encouraging the development of a Student Wellness Council, which brings students together to learn about and promote nutrition, physical activity and wellness. A Student Wellness Council also serves as a link between students, school nutrition personnel, administrators and the community.

In addition to inviting students to serve on the local School Health Team or Student Wellness Council, schools can encourage student involvement by empowering students to act on various nutrition and physical activity initiatives. Sample activities might include:

- conducting meetings to discuss nutrition and physical activity topics;
- conducting nutrition, health and wellness fairs;
- coordinating classroom and cafeteria education efforts;
- coordinating nutrition and/or physical activity contests;
- decorating the cafeteria and other areas of the school, e.g., nutrition and physical activity posters and displays;
- educating the school community about nutrition and physical activity, e.g., bulletin boards, newsletters, fact sheets, websites, assemblies and school events;
- providing input to school food service personnel on menu development;
- taste testing new food products;
- conducting student nutrition and fitness surveys;

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- planning special events for promotions, e.g., National Nutrition Month, National School Lunch Week;
- developing school wellness programs;
- researching a nutrition or physical activity topic for a report to the School Health Team, an article for the school newspaper or a feature story for school-operated television;
- planning and promoting food drives;
- planning and promoting healthy school fundraisers;
- participating in physical activity events to raise money for charity, e.g., walk-a-thons, bike-a-thons, jump roping and basketball tournaments;
- educating other students about timely nutrition and physical activity issues; and
- conducting peer-to-peer programs and peer mentoring programs.

Partnering with Community Organizations

Partnering with community organizations allows districts to more effectively promote consistent health messages. Many organizations are willing to work with local school districts to support and promote nutrition and physical activity initiatives. Examples of potential partners include:

- nonprofit health organizations, e.g., American Cancer Society, American Heart Association and American Diabetes Association;
- Cooperative Extension, Expanded Food and Nutrition Education Program (EFNEP);
- YMCA/YWCA;
- Boy Scouts and Girl Scouts;
- Boys and Girls Clubs, 4-H clubs;
- local civic organizations, e.g., Kiwanis, Lions or Rotary Club;
- faith-based groups;
- School Readiness Councils;
- local elected officials;
- law enforcement officials;
- armed services;
- town park and recreation programs;
- youth sports leagues;
- libraries;
- local hospitals, clinics and medical associations;
- local medical professionals;
- local health organizations and coalitions;
- local businesses;



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- commercial fitness centers;
- physical fitness programs for children with disabilities, e.g., Unified Sports and Special Olympics;
- local universities/colleges and their students; and
- local health departments/districts.

Schools can partner with community organizations to provide a variety of activities related to nutrition, physical activity and student wellness. Some ideas include:

- conducting meetings to discuss nutrition and physical activity topics;
- participating in community-based nutrition education campaigns (such as 5 A Day) sponsored by public health agencies or organizations;
- participating in educational physical activity fundraisers, e.g., the American Heart Association's *Jump Rope for Heart* and *Hoops for Heart*, and the American Diabetes Association's *School Walk for Diabetes*;
- working with local community leaders to provide *Kids Walk-to-School Program* (<http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>);
- working with community organizations and businesses to provide time and space for physical activities;
- working with nonprofit health organizations to promote consistent media messages at school and in the community;
- recruiting local organizations and businesses to participate in school health and fitness fairs;
- cosponsoring nutrition and physical activity events in local schools, e.g., Project ACES – *All Children Exercise Simultaneously* (<http://www.projectaces.com/>);
- obtaining local funding, services and other resources for local nutrition and physical activity programs and activities;
- working with local hospitals to provide wellness programs for students, families and school staff members;
- inviting local university/college students to conduct nutrition and physical activity initiatives;
- conducting outreach on nutrition and physical activity through Family Resource Centers and School-Based Health Centers;
- volunteering with Unified Sports (a division of Special Olympics) to help with local community events for children with cognitive and physical impairments (<http://www.casciac.org/ciacindex.shtml>); and
- promoting a “loaned executive” program between the school system and local hospitals, organizations and businesses in order to provide additional professional services to schools, e.g., a local hospital donating the time of a registered dietitian to work with the district on policy development policy.

Resources to assist with community-based initiatives are found in *Partnering with Community Organizations* under *Resources* at the end of this section.

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Food Marketing in Schools

Many marketing techniques target the promotion of foods of low-nutrient density, i.e., foods that are high in calories from fat and/or sugar but contain relatively few, if any, vitamins and minerals. In order to promote healthy food choices, schools should not allow advertising that promotes less nutritious food and beverage choices. Acceptable and unacceptable marketing techniques are summarized in the chart below.

Acceptable and Unacceptable Marketing Techniques

Acceptable Marketing Activities *(promote healthful behaviors)*

- Vending machine covers promoting water
- Pricing structures that promote healthy options in a la carte lines or vending machines
- Sales of fruit or other healthy foods for fundraisers
- Coupons for discount gym memberships
- Healthy eating messages provided in a variety of venues, e.g., posters, school newsletter, menu backs, school-operated television, intercom announcements, etc.

Not Acceptable *(promote foods and beverages of low-nutrient density)*

- Logos and brand names of foods and beverages of low-nutrient density on or in vending machines, books or curriculums, textbook covers, school supplies, scoreboards, school structures and sports equipment
- Educational incentive programs that provide food as a reward
- Programs that provide schools with supplies when families buy foods and beverages of low-nutrient density
- In-school television, e.g., Channel One
- Free samples or coupons for foods and beverages of low-nutrient density
- Fundraising activities using foods and beverages of low-nutrient density

Adapted with permission from *Model School Wellness Policies*. National Alliance for Nutrition and Activity, 2005. <http://www.schoolwellnesspolicies.org/>

Promoting School Meals

When marketing is used in schools, it should promote good nutrition, healthy foods and physical activity. School food service programs can use marketing to promote healthy school meals and food choices. Meals can be marketed in the classroom and related to the curriculum. They can also be marketed in the cafeteria using signage, food samples, giveaways and other promotional events such as theme days. Schools can also involve families through menus, take-home newsletters, invitations to family meals at school and presentations at parent organizations.

Promotions can be powerful marketing tools that have a direct, meaningful impact on customers and their purchasing decisions. As customers of the school food service program, students, faculty and

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staff members have choices to make in deciding what to purchase and what not to purchase. Effective nutrition promotions can encourage choices of healthy foods and beverages. Promotions can be used to:

- show customers that the school food service department cares about them and places a high priority on health and nutrition;
- get customers excited or interested in the programs so that they keep participating;
- highlight specific services or products;
- introduce new items on a continual basis, such as highlighting a new recipe on the menu or featuring a new item each month;
- introduce or reinforce an identity or a marketing theme, such as National School Lunch Week or School Breakfast Week;
- celebrate a nutrition and health awareness event, such as National Nutrition Month, National 5 A Day Month and National Diabetes Month;
- establish a distinctive image or “brand” for the school food service department; and
- reinforce the school food service department’s role in the total school environment by collaborating on special school activities and events.

Promotions are designed to cause action. Ultimately, a promotion is designed to change some attitude or belief and/or cause customers to buy something. For instance, a promotion may be designed to convince students that the fruits and vegetables on the school salad bar taste good or that they want to eat breakfast at school. National School Lunch Week and School Breakfast Week, for example, are designed around annual themes to promote the value of school meals to the entire school community. A promotion may strive to influence students to buy the reimbursable meal in general or to try a new product in particular.

For additional information, see *Marketing* under *Resources* at the end of this section and *Nutrition Promotion* in *Section 3 – Nutrition Education and Promotion*.

Media

The media can expand the reach of school district efforts, reinforce messages throughout the community, and increase public support for a healthy school nutrition environment. Some strategies for using the media include:

- announcing school menus daily on local radio and television programs, and having them printed in the local newspaper;
- writing an opinion piece on school nutrition and physical activity issues for the local paper;
- inviting local media to attend nutrition and physical activity events at your school;
- inviting a local radio station to broadcast from the school; and
- appearing on local television and radio talk shows to discuss local nutrition and physical activity issues, program and activities.

USDA’s *Changing the Scene* (<http://www.fns.usda.gov/tn/healthy/changing.html>) contains tips and resources to help schools work with the media. Additional resources are found in *Working with the Media* under *Resources* at the end of this section.

References

- Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000:
<http://www.fns.usda.gov/tn/healthy/changing.html>
- Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, MMWR, June 14, 1996/45(RR-9);1-33:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>
- Idaho Implementation Guide for School Wellness Policy*, Idaho Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/ID_ID-Implementation%20Guide%205-24-05.pdf
- New Mexico Action for Healthy Kids School Wellness Toolkit, Part I: Nutrition*, New Mexico Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/NM_AFHK%20Nutrition%20Toolkit%20-%20FINAL.pdf
- Wellness Policy Toolkit*, Wyoming Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/WY_WY-Wellness%20Policy%20Toolkit.pdf

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Engaging Families

- Family Involvement in Children's Education: Successful Local Approaches*. Features strategies used by 20 local Title I programs to overcome barriers to parent involvement.
<http://www.ed.gov/pubs/FamInvolve/index.html>
- Guidelines for Family-Friendly Schools*, The Institute for Responsive Education. A self-assessment that can be used to find out if a school is doing all it can to encourage a family-friendly atmosphere.
<http://www.responsiveeducation.org/tipGuidelines.html>
- Healthy Habits for Healthy Kids: A Nutrition and Activity Guide for Parents*, American Dietetic Association, 2003: http://www.wellpoint.com/healthy_parenting/index.html
- Making Family and Community Connections*. An on-line workshop that presents different ways to create partnerships among schools, parents and members of the local community. Participants begin in the "explanation" section, which describes the concept, then move along to the other sections where they go from concept to classroom. <http://www.thirteen.org/edonline/concept2class/familycommunity/index.html>
- Measure of School, Family, and Community Partnerships*. This instrument is designed to measure how a school is reaching out to involve parents, community members and students in a meaningful manner. The measure is based on the framework of six types of involvement developed by Epstein.
<http://www.nwrel.org/csrdp/Measurepartner.pdf>
- National Center for Family & Community Connections with Schools at Southwest Educational Development Laboratory*. Syntheses of research on school-family-community partnerships with a searchable database of research reports. <http://sedl.org/connections/>
- National Network of Partnership Schools*. Established by researchers at Johns Hopkins University, the National Network of Partnership Schools provides a number of tools and resources for developing and maintaining comprehensive programs of school-family-community partnerships. Dr. Joyce Epstein's research-based framework of six types of involvement is the basis of a comprehensive partnership program.
<http://www.csos.jhu.edu/p2000/default.htm>

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National Standards for Parent/Family Involvement Programs, PTA. Voluntary guidelines to strengthen parent and family involvement on behalf of children in schools and other programs. The standards embody practices shown to lead to success and high-quality parent involvement programs.
<http://www.pta.org/documents/assessment.pdf>

North Central Regional Educational Laboratory's Pathways to School Improvement Project. Synthesizes research, policy and best practice on issues critical to educators engaged in school improvement. See section on family and community involvement. <http://www.ncrel.org/sdrs/>

Parents' Views on School Wellness Practices, Action for Healthy Kids, 2005. Summary of a survey of parents of school-age children to determine their views on nutrition and physical activity in schools, as well as the changes they believe are most needed. The survey found a significant gap between what parents believe is happening and what is actually happening in terms of school nutrition and physical activity.
http://www.actionforhealthykids.org/special_exclusive.php

Preventing Childhood Overweight and Obesity: Parents Can Make a Difference, Penn State and Pennsylvania Department of Education, 2004. Includes a VHS tape, a DVD video and print materials which address community and school involvement in improving student wellness.
http://nutrition.psu.edu/projectpa/frames_html/frames_homepage.html (Scroll down to fourth header.)

The Family Involvement Network of Educators (FINE). Provides links to new family involvement resources on the FINE website as well as on other websites. Family Involvement Research Digests and Bibliographies highlight new research, methods and findings in family educational involvement.
<http://www.gse.harvard.edu/hfrp/projects/fine.html>

Engaging Students

Changing the Scene: Improving the School Nutrition Environment, U.S. Department of Agriculture, 2000:
<http://www.fns.usda.gov/tn/healthy/changing.html>

Helping Kids Create Healthier Communities. This opinion brief highlights the work of 10 groups of students who participated in making their schools and communities healthier places, and argues that such programs are vital to preparing students for their future lives as healthy adults.
<http://www.ascd.org/cms/index.cfm?TheViewID=1684>

New Mexico Action for Healthy Kids School Wellness Toolkit, Part I: Nutrition, New Mexico Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/NM_AFHK%20Nutrition%20Toolkit%20-%20FINAL.pdf

Playing the Policy Game, California Project Lean, 2003. Assists districts with involving students in developing nutrition and physical activity policies in the school and community. <http://www.californiaprojectlean.org/> (Click on "Resource Library," then "Advocacy and Policy Tools" and scroll down to bottom.)

Partnering with Community Organizations

Building Business Support for School Health Programs, National Association of State Boards of Education, 1999. Focuses on building support for coordinated school health among the business community, and provides a concrete, hands-on, step-by-step approach to accomplishing tasks such as assembling communications teams and strategies, working with business leaders, reaching out to the media and handling difficult or controversial topics.
http://www.nasbe.org/merchant2/merchant.mvc?Screen=PROD&Store_Code=N&Product_Code=BBS&Category_Code=SHSP

Community Action to Change School Food Policy: An Organizing Kit, Massachusetts Public Health Association. Resource to assist with organizing to pass policy to eliminate junk foods and sodas from school campuses. It includes many supporting documents that will help parents, school personnel and community members make a strong case to promote healthy foods in schools. <http://www.mphaweb.org/>

Community Nutrition Action Kit, U.S. Department of Agriculture, 1996. A kit for use with Grades 3-6, their families and community volunteers that contains youth activities, family/caregiver activities and community activities, with guidelines for implementation, reproducible handouts, resource information and references.
<http://www.fns.usda.gov/tn/Resources/cnak.html>

- Community Tool Box*, University of Kansas. Supports work in promoting community health and development by providing more than 6,000 pages of practical skill-building information on more than 250 topics. Topic sections include step-by-step instruction, examples, check-lists and related resources. <http://ctb.ku.edu/index.jsp>
- Do More-Watch Less!* California Obesity Prevention Initiative, California Department of Health Services, 2005. A toolkit for after-school programs and youth-serving organizations to encourage tweens (ages 10-14) to incorporate more screen-free activities into their lives while reducing the time they spend watching TV, surfing the Internet and playing video games. <http://www.dhs.ca.gov/ps/cdic/copi/>
- Evaluating Community Programs and Initiatives Community Toolbox*, University of Kansas: http://ctb.ku.edu/tools/en/tools_toc.htm
- Jump Rope for Heart*. This educational fundraising event by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance is held each year in elementary schools nationwide. Jump Rope for Heart teaches students the benefits of physical activity, how to keep their heart healthy, and that they can help save lives right in their own community. <http://216.185.112.5/presenter.jhtml?identifier=2360>
- Kids Walk-to-School Program*. A community-based program from the Centers for Disease Control and Prevention that aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults. <http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>
- Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils*, Iowa Department of Public Health, 2000. This guide is tailored to the planning needs of school district staff members charged with forming a Community-School Health Advisory Council. The guide also will be useful to school staff members who work with other health-related school committees, as well as parents and other community partners interested in promoting coordinated school health. http://www.idph.state.ia.us/hpcdp/promoting_healthy_youth.asp
- Promoting Physical Activity: A Guide for Community Action*, Centers for Disease Control and Prevention, 1999. This guide uses a social marketing and behavioral science approach to intervention planning, guiding users through a step-by-step process to address the target population's understanding and skills, the social networks, the physical environments in which they live and work, and the policies that most influence their actions. <http://www.cdc.gov/nccdphp/dnpa/pahand.htm>
- Resource Guide for Nutrition and Physical Activity Interventions to Prevent Obesity and Other Chronic Diseases*, Centers for Disease Control and Prevention, 2003. Provides selected references and resources for developing or updating community nutrition and physical activity programs. Topics include obesity prevention and control, increased physical activity, improved nutrition and reduced television time. <http://www.cdc.gov/HealthyYouth/physicalactivity/publications.htm>
- School Walk for Diabetes*. An educational school fundraising program that promotes healthy living, school spirit and community involvement. <http://schoolwalk.diabetes.org>
- Taking the Fizz out of Soda Contracts: A Guide to Community Action*, California Project LEAN, 2002. Also includes PowerPoint presentation on exclusive soda contracts. <http://www.californiaprojectlean.org/resourcelibrary/default.asp> (Click on "Advocacy and Policy Tools," then scroll down to bottom.)
- The Community Guide to Helping America's Youth*, Helping America's Youth Initiative, 2005. Developed by nine federal agencies focused on connecting at-risk youth with family, school and their community in order to help children and teens reach their full potential. The guide helps communities build partnerships, assess needs and resources and select from program designs that could be replicated locally. <http://www.helpingamericasyouth.gov/default.htm>
- The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, Food and Drug Administration and U.S. Department of Agriculture, 2003. Guidance for after-school program leaders working with young adolescents. http://teamnnutrition.usda.gov/Resources/power_of_choice.html

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Marketing

Are You a Blowhard? You Should Be! School Nutrition Association, February 2005. Marketing strategies for school nutrition programs. <http://www.schoolnutrition.org/Index.aspx?id=1194>

Communications and Marketing in Keys to Excellence, School Nutrition Association: <http://www.asfsa.org/keys/>

Food Marketing to Children and Youth: Threat or Opportunity? National Academies' Institute of Medicine, 2006: <http://books.nap.edu/catalog/11514.html>

National School Lunch Week. Resources to help schools promote National School Lunch Week. <http://www.asfsa.org/nslw/>

Promoting Healthy School Meals: Make Marketing Work for You, School Nutrition Association, November 24, 2004: <http://www.schoolnutrition.org/Index.aspx?id=907>

School Breakfast Week: <http://www.schoolnutrition.org/NSBW.aspx?id=1100>

Working with the Media

Active Communication: A Guide to Reaching the Media, National Coalition for Promoting Physical Activity: <http://www.ncppa.org/MediaGuide.pdf>

Changing the Scene: Improving the School Nutrition Environment, U.S. Department of Agriculture, 2000: <http://www.fns.usda.gov/tn/healthy/changing.html>

Getting Your Message Out: A Media Guide for Team Nutrition, U.S. Department of Agriculture, October 2003: <http://www.fns.usda.gov/tn/Resources/gettingmessageout.html>

National School Public Relations Association: <http://www.nspr.org/>

Public Relations Society of America: <http://www.prsa.org/>

Tools for Effective Communications, International Food Information Council. A series of communication tools designed to provide the skills needed to understand our audience and to promote healthful dietary practices using consumer-friendly language. <http://www.ific.org/tools/>

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Policy Component: Measurement and Evaluation

Goal

School districts will develop a plan for measuring implementation of the local district nutrition and physical activity policies, including designation of one or more persons with operational responsibility for ensuring that schools are addressing the policy.

Rationale

In order for policies to be successful, school districts must establish a plan for measuring implementation and sustaining local efforts, including evaluation, feedback and documentation based on sound evidence.

Policy Recommendations

Policies for Measurement and Evaluation will address the following areas:

- Monitoring
- Policy Review

Specific guidance regarding the implementation of each policy recommendation for Measurement and Evaluation follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

This section provides recommendations (not requirements) for policy language for Measurement and Evaluation. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Policy Recommendations

Monitoring

The superintendent or designee shall ensure compliance with established districtwide nutrition and physical activity policies. In each school, the principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the superintendent (or if done at the school level, to the school principal).

Policy Review

Districts shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, the school district shall review nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district and individual schools within the district shall, as necessary, revise the nutrition and physical activity policies and develop work plans to facilitate their implementation.



Implementation Guidance

Monitoring and Policy Review

Evaluation is critically important to education decision makers in a number of ways. It helps them to:

- develop well-designed policies and programs;
- ensure accountability to funding agencies;
- weigh and compare various solutions to identified problems;
- determine whether to support or oppose particular programs or policies;
- justify decisions to the general public, the legislature and the news media;
- build consensus among people with different political views; and
- make incremental improvements in policies and programs on a continuous basis.

USDA School Wellness Policy regulations require that districts establish a plan for measuring implementation of the local wellness policy, including the designation of one or more persons within the local education agency or at each school, as appropriate, charged with ensuring that the school meets the local wellness policy.

A good evaluation plan does not need to be intimidating, extensive and resource intensive or put undue burdens on school district staff members. Its critical function is to answer some basic questions that are very important to policymakers, school administrators, families and the general public, including:

- What changes in nutrition education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred in each school as a result of the district policy? For example:
 - ♦ Did the number of students participating in nutrition education change?
 - ♦ Did the students have a different number of minutes of physical activity?
 - ♦ Did any schools change available food options?
 - ♦ Did participation in the School Breakfast Program or National School Lunch Program change?
- Did the policy and implementation address the issues identified in the needs assessment? For example:
 - ♦ Is it making a difference? If so, how?
 - ♦ What's working?
 - ♦ What's not working?
- How can the impact of the policy be increased to enhance its effect on student health and academic learning?

The types of evaluation methods used will be locally determined by school districts based on the components of their local nutrition and physical activity policies. Evaluation can include descriptions of any relevant changes in nutrition and physical activity in the district using a variety of methods, such as student, staff and parent surveys and collection of quantitative data regarding school nutrition and physical activity programs and practices. Policy evaluation can include assessment of the level of satisfaction with policy implementation, qualitative and quantitative analysis of any

Implementation Guidance

changes produced, and assessment of the consequences and impact. Additional information on specific evaluation strategies used by Connecticut's 10 pilot districts is found in *Section 9 – School Nutrition Policies Pilots*.

Several types of evaluation are relevant to school nutrition and physical activity, including process evaluation and outcome-based evaluation.

- **Process evaluation** assesses whether a *program* was implemented and operated as intended. It also addresses the questions of “why” and “why not.” Process evaluation indicators include contrasting actual and planned performance. Student and family satisfaction surveys are examples of process evaluation. School districts can use process evaluation to identify whether their nutrition and physical activity policies are being implemented as planned.
- **Outcome-based evaluation** assesses the *results* or *impact* of a program on the participants, e.g., students' health status, absenteeism and dropout rates. Outcome evaluations depend on the stage of development of the program, and can be short-term, intermediate and long-term. Outcome evaluations represent a change that occurs as a result of the program and may include changes in the following outcomes:
 - ♦ knowledge
 - ♦ attitudes and beliefs
 - ♦ behavior
 - ♦ skills
 - ♦ risk or protective behaviors
 - ♦ life condition
 - ♦ environment (including public and private policies, formal and informal enforcement of regulations, and influence of social norms and other societal forces)

Outcome-based evaluation is a systematic way to determine if a project has achieved its goals. This approach helps organizations establish clear program benefits (outcomes), identify ways to measure the program benefits (indicators), and clarify the intended beneficiaries of the program.

Indicators

Evaluation requires the gathering of evidence or *indicators*. Indicators are specific, observable and measurable characteristics or conditions that indicate that a specific change has taken place. Indicators can be developed for activities (process indicators) and/or for outcomes (outcome indicators). Districts should choose indicators that relate to the local policy statements. Some examples of indicators are found in the chart on the next page.

School districts are encouraged to use outcome-based evaluation procedures to justify changes based on documented outcomes. Outcome-based evaluation helps school district staff members be better positioned to request and receive funding because the benefits and impact of the program can be described in very specific terms by identifying what the program will do for participants. It also helps school district staff members better communicate the benefits they intend to deliver to program participants.

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Evaluation Indicators

Process Evaluation

- Number of students reached/impacted
- Number of teachers and other school staff members reached/impacted
- Economic status and racial/ethnic background of students reached/impacted
- Quality of services
- Cost of implementation
- Revenues generated from healthy foods sold at school
- Changes in health and physical education curriculums
- Changes in amount of time spent on physical education and recess
- Changes in before- and after-school physical activity opportunities
- Staffing for services or programs
- Meal participation rates for school breakfast and lunch
- Number/percent of foods that meet nutrition standards
- Number of people reached through education efforts
- Number of activities/meetings/events
- Number of classes/training sessions/workshops conducted

Outcome-Based Evaluation

- Student fitness tests (e.g., percent of students passing all four Connecticut Physical Fitness Assessments, percent of students passing the national Physical Best Challenge)
- Student Body Mass Index (BMI)
- Changes in student food choices (e.g., increased consumption of fruits and vegetables)
- Children's nutrition status (e.g., prevalence of health conditions such as obesity, tooth decay, iron-deficiency anemia, diabetes)

Adapted with permission from *Fit, Healthy and Ready to Learn*, National Association of State Boards of Education, 2000, and *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, Centers for Disease Control and Prevention, 2005. <http://www.cdc.gov/eval/evalguide.pdf>

Evaluation Partnerships

Districts may consider partnering with local hospitals, universities, health departments and other institutions for help with the evaluation process. Evaluations with outside providers must be conducted in a way that is in compliance with state and federal confidentiality laws, such as the Family Education Rights and Privacy Act (FERPA) and other state statutes.

References

- Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*:
http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf
- Fit, Healthy and Ready to Learn: A School Health Policy Guide. Part I: Physical Activity, Healthy Eating and Tobacco-Use Prevention*, National Association of State Boards of Education, March 2000:
<http://www.nasbe.org/healthyschools/fithealthy.html>
- Framework for Program Evaluation in Public Health*, Centers for Disease Control and Prevention. MMWR 1999; 48(No. RR-11): <http://www.cdc.gov/eval/framework.htm>
- Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, Centers for Disease Control and Prevention, 2005: <http://www.cdc.gov/eval/evalguide.pdf>
- The Local Process: How to Create and Implement a Local Wellness Policy*, U.S. Department of Agriculture, Team Nutrition Website: http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Evaluation

- CDC Evaluation Working Group Resources*. Provides basic background information on program evaluation and links to hundreds of manuals, tools and resources from other organizations.
<http://www.cdc.gov/eval/resources.htm>
- Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000. A tool kit to help schools take action to improve students' eating and physical activity practices.
<http://www.fns.usda.gov/tn/healthy/changing.html>
- Criteria for Evaluating School Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, 2004: http://www.actionforhealthykids.org/special_exclusive.php
- Evaluating Community Programs and Initiatives Community Toolbox*, University of Kansas:
http://ctb.ku.edu/tools/en/tools_toc.htm
- Evaluation Primer: An Overview of Education Evaluation*. From *Understanding Evaluation: The Way to Better Prevention Programs*, Westat, Inc., 1993: <http://www.ed.gov/offices/OUS/PES/primer1.html>
- Framework for Program Evaluation in Public Health*, Centers for Disease Control and Prevention. MMWR 1999; 48(No. RR-11): <http://www.cdc.gov/eval/framework.htm>
- Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, Centers for Disease Control and Prevention, 2005: <http://www.cdc.gov/eval/evalguide.pdf>
- Logic Model Development Guide*, W.K. Kellogg Foundation, 2001. Developed to provide practical assistance in completing outcome-oriented evaluation of projects. Provides orientation in using the underlying principles of "logic modeling" to enhance program planning, implementation and dissemination activities.
<http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3669> or <http://www.wkkf.org> (Search for "Logic Model Development Guide.")
- Nutrition Education: Principles of Sound Impact Evaluation*, U.S. Department of Agriculture, 2005:
<http://www.fns.usda.gov/oane/MENU/Published/NutritionEducation/Files/EvaluationPrinciples.pdf>
- Opportunity to Learn Standards for Elementary Physical Education*, Council on Physical Education for Children, 2000. Addresses program elements essential for providing a full opportunity for students to learn physical education in elementary school. Includes a self-evaluation checklist that can be used in planning, evaluation, program development and advocacy efforts by anyone interested in the availability of quality physical education at the elementary level.
<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368§ion=5>

- Opportunity to Learn Standards for Middle School Physical Education*, Council on Physical Education for Children, 2000. Describes the elements that a quality middle school physical education program needs in order for all students to have full opportunity to meet content and performance standards.
<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726§ion=5>
- Opportunity to Learn Standards for High School Physical Education*, Council on Physical Education for Children, 2000. Describes the elements that a quality high school physical education program needs in order for all students to have full opportunity to meet content and performance standards.
<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=727§ion=5>
- Physical Activity Evaluation Handbook*, Centers for Disease Control and Prevention, 2002:
<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>
- Program Development and Evaluation*, University of Wisconsin Cooperative Extension:
<http://www.uwex.edu/ces/pdande/evaluation/index.html>
- Program Evaluation Resources*, Centers for Disease Control and Prevention:
<http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>
- School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005:
<http://apps.nccd.cdc.gov/shi/>
- Survey Procedures Quick Tips*, University of Wisconsin Cooperative Extension:
<http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet7.pdf>
- Surveys for Child Nutrition Programs*, National Food Service Management Institute. Several surveys to assess student, parent and school staff satisfaction with school food-service programs.
<http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>
- The Evaluation Exchange*, Harvard Family Research Project. Addresses current issues facing program evaluators of all levels and highlights innovative methods and approaches to evaluation, emerging trends in evaluation practice, and practical applications of evaluation theory.
<http://www.gse.harvard.edu/hfrp/eval.html>
- The 2002 User-Friendly Handbook for Program Evaluation*, National Science Foundation, 2002. Includes general evaluation information as well as strategies that address culturally sensitive evaluation.
<http://www.nsf.gov/pubs/2002/nsf02057/start.htm>
- Understanding Evaluation: The Way to Better Prevention Programs*, Westat, Inc., 1993:
<http://www.ed.gov/PDFDocs/handbook.pdf>

8 *Measurement and Evaluation*

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.

Overview of Connecticut's School Nutrition Policies Pilot

Background

The School Nutrition Policies Pilot was funded through a 2003-2005 Team Nutrition grant from the U.S. Department of Agriculture (USDA) to the Connecticut State Department of Education (SDE). It was one of four activities intended to positively impact children's healthy eating and physical activity habits through a statewide healthy school environment initiative. The initiative focused on:

- building statewide awareness of and support for a healthy school environment;
- promoting obesity prevention strategies for schools;
- motivating and empowering school leaders to take action; and
- providing the training, resources and assistance needed for successful implementation in local school districts.

From January 2004 through June 2005, 10 school districts participated in the Connecticut Team Nutrition School Nutrition Policies Pilot. The pilots worked to develop, adopt and implement school nutrition and physical activity policies. The districts included:

- Farmington Public Schools
- Franklin Elementary School
- Killingly Public Schools
- Milford Public Schools
- Norwalk Public Schools
- Putnam Public Schools
- Regional School District #10
- Ridgefield Public Schools
- Salem Public School
- Windham Public Schools

Goal

The goal of the pilot was to develop best practice models to help districts develop local policies and action plans for implementing healthy eating and physical activity practices in schools.

Application Process

The School Nutrition Policies Pilot application packet was mailed to school districts in October 2003 with an application deadline of December 1, 2003. The 10 pilot districts were selected from 27 applications based on a variety of criteria, including statement of need; expected benefits; potential impact; goals and objectives; evidence of partnerships and collaboration; evidence of administrative support; understanding of project scope; commitment of resources; composition of proposed School Health Team; and district size and geographical location.

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Pilot Requirements

The pilot districts were required to meet the criteria indicated below.

1. Enroll participating schools as USDA Team Nutrition Schools (<http://teamnutrition.usda.gov/team.html>).
2. Develop a School Health Team using the Coordinated School Health model, focusing on the nutrition and physical education components. Teams included at a minimum:
 - school or district administrator (e.g., superintendent, principal or school board member);
 - health education coordinator or teacher (e.g., health, family and consumer sciences);
 - physical education coordinator or teacher;
 - food service director;
 - school nurse or nurse supervisor; and
 - Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) parent representative.

School Health Teams were also encouraged to include other members appropriate to local needs, such as curriculum supervisors, school counselors, other school staff members, students, nutrition/health consultants and community members.

3. Develop an action plan to provide and support a healthy school environment, through implementation of nutrition and physical activity policies that address:
 - a commitment to nutrition and physical activity;
 - quality school meals;
 - other healthy food options (e.g., vending, fundraising, classroom parties);
 - pleasant eating experiences (e.g., clean, safe and pleasant cafeteria, time to eat);
 - nutrition education; and
 - physical education.

The action plan identified (1) the specific actions needed to meet each district objective; (2) the materials, resources and personnel needed for implementing each action; (3) timelines for achieving each action; and (4) how pilots would document each action was achieved. Each pilot submitted a draft of its action plan to SDE within the first six months of the project (by June 2004).

4. Promote Team Nutrition's four key messages and behavior outcomes for children:
 - eat a variety of foods;
 - eat more fruits, vegetables and grains;
 - eat lower-fat foods more often; and
 - be physically active.
5. Attend *Making the Connection: Healthy Kids Learn Better* summit (March 2004) and Team Nutrition quarterly support workshops (April 2004 to May 2005).

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6. Complete a pre- and post-assessment survey. All team members completed a survey to evaluate the school nutrition environment in their district, both before and after the pilot project.
7. Complete a School Health Team final evaluation survey regarding the policy development process to summarize all activities that took place and provide an overview of how the process worked in the district.

Support Training

School Health Teams attended the State Department of Education's two-day summit, *Making the Connection: Healthy Kids Learn Better* (March 2004), which focused on strategies to promote student achievement by improving the school environment and policies related to healthy eating and physical activity. Nationally renowned speakers addressed a variety of topics, including the relationship between health and academic success, the Coordinated School Health approach, student health and education reform, the role of student health in No Child Left Behind, action steps for success, and models that work.

Four quarterly support workshops were also provided during the project to assist the School Health Teams with the policy development process. The workshops focused on a variety of topics to provide resources and support for team members during the policy development process. Each workshop was four hours in length, with the exception of the first workshop, which was a day-long session.

- *Tools for Schools: Let's Get Practical* (April 2004): Oriented teams to the use of resources to help districts implement policies and practices for a healthy school nutrition environment, including the *School Health Index*, *Changing the Scene*, and *Fit, Healthy and Ready to Learn*.
- *Building School Partnerships for Academic Success* (September 2004): Overview of how districts can implement the Coordinated School Health model for better student health and learning.
- *Sharing Strategies for Success* (December 2004): Sharing and group discussion regarding each district's progress with the School Nutrition Policies pilot, including challenges, successes and strategies for districtwide adoption, support and promotion of local policies.
- *Putting the Pieces Together* (May 2005): Sharing and group discussion on completion of the policy development process, and next steps and resources for moving forward with policy implementation.

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Support Resources

School Health Teams received materials and other resources to support policy development and implementation. The pilots were provided with several key resources to assist with the policy development process.

- *School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide*. Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005. <http://apps.nccd.cdc.gov/shi/>
- *Fit, Healthy and Ready to Learn: A School Health Policy Guide. Part I: Physical Activity, Healthy Eating and Tobacco-Use Prevention*. National Association of State Boards of Education, March 2000. <http://www.nasbe.org/healthyschools/fithealthy.html>
- *Changing the Scene: Improving the School Nutrition Environment*. U.S. Department of Agriculture, 2000. <http://www.fns.usda.gov/tn/healthy/changing.html>
- *Stories from the Field: Lessons Learned About Building Coordinated School Health Programs*. Centers for Disease Control and Prevention, 2003. <http://www.cdc.gov/HealthyYouth/publications/stories.htm>
- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils*. Iowa Department of Public Health, 2000. http://www.idph.state.ia.us/hpcdp/promoting_healthy_youth.asp
- *Step by Step to Coordinated School Health Program Planning Guide*. ETR Associates, 2005. <http://pub.etr.org/>
- *Healthy School Environment Handout Series: Healthy Fundraising, Healthy Celebrations, Alternatives to Food as Reward*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>
- *Healthy School Nutrition Environment Resource List*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>
- *List of Nutrition-Related Websites*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

An e-mail distribution group provided another support resource for the School Health Teams. All team members received regular e-mails with updates on resources, programs and other information related to nutrition, physical activity, policy development and student achievement.

Funding

Each district received a stipend of \$3,500 for the 18-month pilot. These funds primarily covered substitute pay and travel for members of the School Health Team to attend trainings and meetings, both within the district and at the state level. Districts could also spend the funds on appropriate resources and copying, distribution and promotion of policy materials.

Pilot Results

Existence of School Health Team

The majority of the pilot districts (80 percent) did not have a School Health Team in place prior to the pilot project. Of the two districts that did have a School Health Team in place, neither addressed physical activity issues and only one addressed nutrition issues.

School Health Team Membership

The School Health Teams ranged in size from 6 to 11 members. Table 1 summarizes the percentages of the 10 teams with representation from each member group.

Table 1. Representation on School Health Teams

Team Member	Percent of Teams with Member
Health Educator	90%
Physical Education Teacher	90%
School Nurse	90%
School Food Service	90%
Parent Representative	90%
School Principal or Assistant Principal	70%
Health and Physical Education Coordinator	40%
Family and Consumer Sciences Teacher	40%
School Board Member	40%
Community Group Representative*	40%
Dietitian	30%
Social Worker	10%
School Superintendent	10%
Curriculum Director	10%
Other Teacher (math)	10%
Other Teacher (special education)	10%
Local Health Department Representative	10%
Chef	10%
Family Resource Center Staff	10%
School-Based Health Center Staff	10%
* Included representatives from the American Cancer Society, local health department and local hospitals	

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Importance of Member Representation

Each of the School Health Teams rated team member categories in terms of how critical it was to the policy development process to have representation from each group. Each member category was rated on a scale of “Not Critical” (0) to “Extremely Critical” (3). The top rated team members (indicated by a rating of 2.0 or higher) included school food service, parent representative, health educator, physical education teacher, school nurse and school principal or assistant principal. The results are summarized in Table 2.

Table 2. Rating of Importance of Member Representation

Scale: Not Critical (0), Somewhat Critical (1), Critical (2), Extremely Critical (3)	
Team Member	Average Rating
School Food Service	2.7
Parent Representative	2.5
Health Educator	2.4
Physical Education Teacher	2.3
School Nurse	2.3
School Principal or Assistant Principal	2.3
Health and Physical Education Coordinator	1.9
Family and Consumer Sciences Teacher	1.7
Dietitian	1.6
School Board Member	1.5
Community Group Representative	1.2
Local Health Department Representative	1.2
School Superintendent	0.9
Curriculum Director	0.9
Other Members (included PTO representative, Family Resource Center staff, students and School Store Advisor)	0.7
Social Worker	0.5
Guidance Counselor	0.5

Policy Adoption

Three of the pilot districts had their policies adopted by their boards of education by completion of the pilot project in September 2005. Of the seven districts that did not adopt the policies during the pilot timeframe, six will be completing the process in the 2005-2006 school year. One district’s policy was approved by the superintendent in December 2005 and five districts will be bringing the policies to their boards for adoption during the 2005-2006 school year. One district is still working on the policy development process.

Time for Team Meetings

During the pilot timeframe, the majority of School Health Teams met from 8 to 12 times with most meetings lasting 1 to 2 hours. Some districts also used longer sessions on professional development days for the School Health Team to complete a large portion of their work. Some teams developed small subcommittees to work on draft policy language outside of the scheduled team meeting time.

Continuation of School Health Team

Nine of the districts (90 percent) indicated that they would continue their School Health Team after completion of the pilot project. Plans for future tasks included policy promotion and implementation; staff training; planning events and activities for school and community; and expanding the team to include additional members and address new issues.

Barriers to Policy Development

Each School Health Team was asked to rate perceived barriers to the policy development process, on a scale of “never a barrier” (0) to “always a barrier” (2). The pilots indicated that the greatest barrier to policy development was irregular meeting attendance by team members, followed by finding time to hold team meetings. Insufficient administrative support, lack of “buy-in” or support from school staff members, and turnover of team members were not frequently encountered barriers. The pilot districts did not consider insufficient funding and insufficient training to be barriers to the policy development process. Some of the districts indicated other barriers, including:

- administration not making top-down recommendations;
- team members having their own agendas;
- lack of a physical education administrator;
- inflexibility of the food service department in making changes; and
- lack of health/nutrition curriculum information.

The results are summarized in Table 3.

Table 3. Perceived Barriers to Policy Development

Scale: Never (0), Sometimes (1), Always (2)	
Barrier	Average Rating
Irregular meeting attendance by School Health Team members	1.2
Finding time to hold School Health Team meetings	0.9
Insufficient administrative support for the policy development process	0.7
Lack of “buy-in” or support from school staff members	0.6
Turnover of School Health Team members	0.5
Insufficient funding for the policy development process	0.3
Insufficient training on policy development	0.3
Insufficient materials and resources on policy development	0.0

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Policy Development Resources

Each School Health Team was asked to rate the resources used in terms of their value to the policy development process (see Table 4 below). The *School Health Index* was rated as the most valuable resource, with 70 percent of the pilots rating it as “extremely valuable.” Other policy development resources rated as valuable (2.0 or higher) included resources at workshops, technical assistance provided by SDE, support workshops, e-mail information, *Fit, Healthy and Ready to Learn* and the SDE healthy school nutrition environment handout series.

Table 4. Usefulness of Policy Development Resources

Scale: Not Valuable (0), Somewhat Valuable (1), Valuable (2), Extremely Valuable (3)	
Resource	Average Rating
<i>School Health Index</i> (Centers for Disease Control and Prevention)	2.5
Resources provided at SDE’s workshops	2.4
Technical assistance provided by SDE (e.g., phone support, additional materials, etc.)	2.4
SDE’s support workshops (<i>Tools for Schools: Let’s Get Practical, Building School Partnerships for Academic Success, Sharing Strategies for Success, and Putting the Pieces Together</i>)	2.4
Resources provided via e-mail distribution group	2.3
<i>Fit, Healthy and Ready to Learn</i> (National Association of State Boards of Education)	2.1
<i>Alternatives to Food as Reward</i> Handout (Connecticut State Department of Education)	2.2
<i>Healthy Fundraising</i> Handout (Connecticut State Department of Education)	2.2
<i>Step-By-Step Guide to Coordinated School Health</i> (ETR Associates)	1.7
<i>Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils</i> (ACS and Iowa Department of Public Health)	1.3
<i>Changing the Scene</i> (U.S. Department of Agriculture)	1.1

Policy Promotion Strategies

The School Health Teams used a variety of strategies to promote their policies to students, families, school staff members and the community (see Table 5). All of the pilots held meetings for parents and provided a newsletter to update parents on activities related to the policy development process. Most districts (90 percent) held meetings with school staff members. The majority also used the media, parent mailings, school newsletter, school district website and e-mails to school staff members. Sixty percent held meetings with community groups, and 50 percent included information in staff and parent handbooks.

Table 5. Strategies Used to Promote Policies

Strategy	Percent of Pilots
Meetings with parents	100%
Newsletter for parents	100%
Meetings with school staff members	90%
Meetings with board of education	80%
Media (newspapers, television, radio)	80%
Mailings to parents	80%
Newsletter for school staff members	80%
School district website	70%
E-mails to school staff members	70%
Meetings with community groups	60%
Staff handbook	50%
Parent handbook	50%
Other (Staff informational packet on student nutrition and physical activity)	10%

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Benefits of Participating in the School Nutrition Policies Pilot

All of the pilots indicated that the following were benefits of participating in the policy development process:

- improved communication among different school staff disciplines;
- improved understanding regarding the challenges of different school disciplines, e.g., teaching, food service and nursing;
- formation of a School Health Team;
- improved coordination of school health activities;
- improved administrative support;
- increased awareness among school staff members regarding the importance of nutrition and physical activity;
- increased awareness among parents regarding the importance of nutrition and physical activity;
- improved school practices regarding nutrition and physical activity; and
- increased access to resources on nutrition, physical activity and health/achievement.

Eighty percent of the pilots also indicated that increased awareness among students regarding the importance of nutrition and physical activity was a benefit. Two districts indicated other benefits, including:

- seeing the changes and thought process involved in improving the school environment; and
- dramatic overall improvement in districtwide awareness, with plans for formation of a health team in all schools throughout the district.

Pilots' Perceptions of Results

The School Health Teams were asked to rate several statements regarding the pilot project on a scale of "strongly disagree" (1) to "strongly agree" (4). Table 6 ranks these statements by overall average rating. The teams rated the SDE technical assistance and the e-mail group as highly valuable to the policy development process. The majority of the pilots either "strongly agreed" (50 percent) or "agreed" (40 percent) that the district benefited from the pilot. Thirty percent of the districts "strongly agreed" and 60 percent "agreed" that they accomplished the pilot objectives. As indicated by a rating of 3.0 or higher, the pilots also agreed that:

- our administration provided the needed support to accomplish our goals;
- we have a more coordinated approach to promoting student health; and
- collaboration between different school groups (e.g., teachers, food service, nurse, administrators, etc.) is enhanced.

The pilots' ratings indicated that they felt it would have been more difficult to complete the project without the stipend or the support workshops.

Table 6. School Health Teams' Perception of Pilot Results

Scale: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)	
Statement	Average Rating
The technical assistance provided by the State Department of Education was valuable in helping us to complete the policy development process.	3.4
The School Nutrition Policies e-mail group provided valuable information to our team.	3.4
The pilot project has benefited our school district.	3.3
Our School Health Team accomplished the pilot project objectives.	3.2
Our administration provided the needed support to accomplish our goals.	3.1
We have a more coordinated approach to promoting student health.	3.0
Collaboration between different school groups (e.g., teachers, food service, nurse, administrators, etc.) is enhanced.	3.0
Our accomplishments will be sustainable after completion of the pilot project.	2.9
Without the pilot project, it would have been difficult for us to develop our policy.	2.9
School staff members provided the needed support to accomplish our goals.	2.7
We would have been able to accomplish the same results if we were not part of the pilot.	2.2
We could have completed the project without the stipend.	1.8
We could have completed the project without the support workshops.	1.8

OVERVIEW

Pilot District Profiles

This section contains an individual district profile for each of the 10 School Nutrition Policies pilot districts. These profiles provide information on the actual “how-to” of the policy development process, as experienced by each of the pilot districts. Each profile includes:

- contact information;
- district information (number of schools, enrollment and Education Reference Group*)
- composition of the local School Health Team;
- steps and strategies used;
- activities conducted;
- challenges encountered;
- successes achieved;
- critical resources;
- successful team characteristics;
- evaluation methods;
- recommendations for success; and
- resulting policy document, if available.

Each of the districts took an individualized approach to the policy development process. Some districts were not able to present the policies for board of education adoption during the pilot timeframe. Some policies are still in draft form, pending approval during the 2005-2006 school year.

Note: Inclusion of the pilot districts’ policies in the *Action Guide for School Nutrition and Physical Activity Policies* does not imply endorsement by the Connecticut State Department of Education. The sample policies included in this section contain various degrees of detail in the areas addressed. While not all of the policies contain all of the “model” language suggested in this guide, each district was successful in gaining an understanding of the steps, strategies and resources involved in policy development. Their challenges, successes and recommendations provide useful guidance for other districts to follow as they work through their own policy development process at the local level.

* The Education Reference Groups (ERGs) were developed by the State Department of Education to assist in reporting and analyzing school district data and compare groups of districts that have similar characteristics. The state’s school districts have been divided into nine groups, based on socioeconomic status, indicators of need and enrollment. Because both the socioeconomic status and needs of people in neighborhoods or schools within a district vary significantly, ERGs are only used to compare data which are aggregated to the district level. <http://www.csde.state.ct.us/public/csde/reports/ERGbyDistrict.asp>

School District Profile

School District: Farmington Public Schools	Grades: K-12	Enrollment: 4,400
Number of Schools: 7	Education Reference Group (ERG): B	
Team Leader: Ed Manfredi, K-12 Health and Physical Education Department Chair	Phone: (860) 673-2514 x1421	E-mail: manfredie@fpsct.org
Address: Farmington High School 10 Monteith Drive Farmington, CT 06032	Website: http://www.fpsct.org	

School Health Team in Place before Pilot Project: No

School Health Team Members:

School principal, school nurse, school food service director, parent representative, health and physical education coordinator, health educator, physical education teacher, family and consumer sciences teacher and dietitian

Other People Who Should Have Been Included on the School Health Team:

Elementary classroom teachers and school social worker

Policy Adoption:

The final policy draft will be reviewed for board adoption during the 2005-2006 school year.

Number of Times School Health Team Met: 8

Length of Each Meeting: 1.5 hours

Continuation of School Health Team after Pilot Completion:

The School Health Team will broaden its focus to include policy implementation as well as promotion and communication throughout the school district. The team will also move beyond nutrition and physical activity to other issues that impact student health and achievement.

Process for Identifying and Prioritizing Program Improvement Needs:

We used the *School Health Index* to get an initial sense of where we stood and to create the context for our discussions. We then used team member input and information gathering to prioritize our actions for policy development.

Steps Used for Policy Development and Adoption:

1. Developed the School Health Team.
2. Used the *School Health Index* (SHI) to identify areas of focus.
3. Expanded the team to include additional members for more representative input.
4. Reviewed the results of the SHI modules with the expanded team and brainstormed strategies.
5. Appointed a small subcommittee to draft initial policy statements using model language from existing resources (e.g., *Fit, Healthy and Ready to Learn* and Rhode Island's *School District Nutrition & Physical Activity Model Policy Language*).
6. Shared initial draft with team and made changes based on group feedback.
7. Brought draft policy to administration for review.
8. Planned for policy adoption during the 2005-2006 school year.

FARMINGTON PUBLIC SCHOOLS

Challenges to the Policy Development Process:

- Time to meet as a group.
- Getting representation on the School Health Team from all of the key people in the district.

Successes with the Policy Development Process:

- Increased awareness of nutrition and physical activity issues and possible alternatives to past practices.
- Increased communication and coordination among school staff members from different disciplines, which provides a foundation to continue our efforts.
- Increased coordination of district efforts around student health and learning.

Critical Resources Needed to Ensure Success with Policy Development:

- Getting the right people involved in the School Health Team.
- Materials to guide the work and time, e.g., policy development resources and model language.
- Administrative support.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Keep a solid focus on your priorities.
- Work hard to get everyone you want to the table.
- Use time wisely by keeping meeting agendas focused and on track.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Developed a high school parent newsletter which focuses on the work of the School Health Team and provides resources and information to support parents.
- Developed a staff wellness project based on a 10,000 steps program. Participants were given a pedometer and invited to take part in our "Walk Across America" program.
- Developed a nutrition PowerPoint presentation for PTO meetings.
- Supported a Grade 7 *World of Wellness Day* and a high school program for *Stress Free Connecticut Academic Performance Test (CAPT)*.
- Developed and implemented numerous curriculum revisions and program offerings within the context of wellness and school health. For example, health and physical education are combined into a full-year wellness course in Grades 9 and 10, with a focus on health literacy and physical activity promotion. For Grades 11 and 12, we have created semester-long electives (e.g., Personal Wellness, Social Dance and Strength and Conditioning) to better meet students' needs for increased autonomy and choice. We have also revised and enhanced the health program at the middle school with an introduction to the concepts of wellness.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- Parent newsletter.
- Information on the back of the school menu.
- Meetings with the board, the District Leadership Council and school staff members to provide implementation strategies and alternatives to previous practices.
- Distribution of a staff packet with essential information on policy implementation strategies and resources, e.g., alternatives to food as a reward, importance of recess, and physical activity guidelines.
- Districtwide "kickoff" event for families when policies are adopted, followed by support events at each local school.

Strategies for District Implementation of the Policies:

- The School Health Team will work with local school leadership through the District Leadership Council.

Methods for Evaluating Success of District Implementation of the Policies:

- Evaluation measures for physical activity will include parent surveys on students' physical activity and collecting pre- and post-assessment data on student recess logs (e.g., how much time is spent being active versus inactive time due to lack of play, make-up work, disciplinary action and instrumentals).
- Additional evaluation measures for nutrition and other policy areas will be determined after the policy has been adopted by the board of education.

Recommendations for Success with the Policy Development Process:

- Ensure that the School Health Team has good representation and includes all of the right people.
- Enlist the help of those individuals who can champion your efforts at the local school level.
- Communicate regularly with all schools regarding policy issues, e.g., problems, practices and solutions.
- Focus on policy implementation (e.g., developing resources and strategies for school-level implementation), not just the development of the policy document.

Policies

*Farmington Public Schools
Draft Physical Activity and Nutrition Policies*

Student Physical Activity and Nutrition

Policy Intent/Rationale

The Farmington School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and ensures that no child is left behind.

- A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high added fat, high added sugar, and low-nutrient foods to support school programs.

- B. Support and promote proper dietary habits contributing to students' health status and academic performance.

All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the district nutrition standards. Emphasis should be placed on foods that are nutrient-dense per calorie. To ensure high-quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.

- C. Provide more opportunities for students to engage in physical activity.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades pre-K through 12. Physical activity should include regular instructional physical education, in accordance with the Connecticut Physical Education Framework, as well as co-curricular activities, and recess.

Draft Student Physical Activity Policies

Physical Activity Opportunities

- Physical education classes and physical activity opportunities will be available for all students. Due to limited meetings per week, students will not be pulled out of physical education instruction for instruction in other content areas (e.g., music).
- Physical activity opportunities shall be offered daily before school, during school (recess) or after school. Intramural offerings should be maintained at present levels and steadily increased to accommodate lower grades and increased opportunity for all.
- Supervised recess time should be provided within each school day for preschool, kindergarten and elementary school students (K-6). Active play and socialization should be encouraged. Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment*, nor shall it be taken for instructional purposes.

*Unless the safety of students is in question.

Physical Education Instruction

As recommended by the National Association for Sport and Physical Education (NASPE), school leaders of physical activity and physical education shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness through the following:

- expose youngsters to a wide variety of physical activities;
- teach physical skills to help maintain a lifetime of health and fitness;
- encourage self-monitoring so youngsters can see how active they are and set their own goals;
- individualize intensity of activities;
- focus feedback on process of doing your best rather than on product;
- be active role models; and
- introduce developmentally appropriate components of a health-related fitness assessment (Connecticut Physical Fitness Assessment) to the students at an early age to prepare them for future assessments. Collect and analyze fitness and physical activity data over time. Forward student fitness and performance data across grade levels.

FARMINGTON PUBLIC SCHOOLS

Physical Activity Guidelines

Begin fitness or activity logging in elementary school. Assist students to interpret their personal attainments and compare them to national physical activity recommendations.

The 2004 Guidelines from NASPE recommend:

- Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most, days of the week.
- Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
- Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
- Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.
- NASPE recommendations for physical education are 150 minutes per week for elementary students and 225 minutes per week for middle and high school students.

Health Fitness Assessment

Beginning in middle school and through high school, administer a health-related fitness assessment with students. Students shall receive results and use this as a baseline in understanding their own level of fitness, creating fitness goals and plans, and logging activities identified to achieve the goals. Logs should include day, time, type and length of activity, whether the activity was done alone or with others, and how the student felt before and after the activity.

- Physical education classes shall be sequential, building from year to year, and content will include movement, personal fitness, and personal and social responsibility.
- Students should be able to demonstrate competency through application of knowledge, skill, and practice.
- Increasingly, the connection of health and physical education content and standards to a wellness education model focused on positive choice, decision making, constant long term improvement and goal setting shall be developed and implemented.

Draft Nutrition Policies

School Lunch Meal Planning

All menus will be written in accordance with the National School Lunch Program (NSLP) guidelines. These guidelines follow a traditional food-based meal pattern. This pattern meets specific food components including meat/meat alternate, vegetables/fruits, grains/breads and milk. For each food item the meal patterns specify a minimum number and size of servings. All of these food components will be made available each day for all students.

A La Carte Food Sale Program

The snacks sold at the K-8 level should follow an established standard minimizing the content of fat, sodium and sugar. These standards are as follows and are sold at a limitation of one snack per child per day.

- Fat <9 g
- Sodium <250 mg
- Sugar <12 g

Competitive Foods

Connecticut state regulation prohibits schools from the sale of tea, coffee, soft drinks and candy to students anywhere on school premises for 30 minutes prior to the start of the NSLP until 30 minutes after the end of the program. In addition, income from the sale of any foods (including vending machines, school stores, student fundraisers, etc.) sold or distributed anywhere on the school premises during the same timeframe must be accrued to the food service account.

Foods of Minimal Nutritional Value

Foods defined as having minimal nutritional value will not be sold in the cafeterias or anywhere on school premises.

1. soda water (excluding the excepted products)
2. water ice
3. chewing gum
4. candies (excluding the excepted fruit snack products)

POS Cash Register System

The Point of Sale (POS) Cash Register system will be used to maintain a pre-payment program; a confidential system for managing the eligibility of students participating in the free/reduced-price lunch program; and extend the ability of parents to restrict and monitor the purchase of food items in the school cafeterias.

Other Food-Related Events

All foods provided by the school during instructional hours will meet the dietary and snack guidelines stated above. It will be strongly encouraged that all food-related events which take place in the classroom, during fundraising activities, PTO events, etc., will meet the same snack standard as defined by the present a la carte program at the K-4 level (see standard above). The food service department will support this effort by extending its purchasing practices and buying power at bid pricing for such events. This buying power is also extended to all grade teams that wish to purchase snacks for students on a regular basis. Whether foods served at special events (ethnic fairs, etc.) meet this guideline is left to the discretion of the building principal.

FARMINGTON PUBLIC SCHOOLS

Nutrition Education

Science-based, behavior-focused nutrition education will be integrated into the curriculum from pre-K through grade 12 and in after-school programs. All staff members involved in nutrition education will have appropriate training.

Teacher-to-Student Incentive

The use of food items as part of a student incentive program is strongly discouraged. Should teachers feel compelled to use food items as an incentive, they are required to adhere to the District Nutrition Standards.

Marketing Healthful Foods and Beverages

Food service programs and others selling foods and beverages in schools will market nutrient-rich options to students and staff members through the basic P's of marketing – product, placement, price, and promotion.

Vending Machine Policy

A committee will research vending policies and recommend action not covered by above policies.

FRANKLIN ELEMENTARY SCHOOL

School District Profile

School District: Franklin Elementary School	Grades: K-12	Enrollment: 236
Number of Schools: 1	Education Reference Group (ERG): E	
Team Leader: Jenny Spellman	Phone: (860) 642-7063	
Address: School Nurse Franklin Elementary School 206 Pond Road Franklin, CT 06254	E-mail: jspellman@franklin.k12.ct.us	Website: Unavailable

School Health Team in Place before Pilot Project: No

School Health Team Members:

School board member, school principal, school nurse, school food service, parent representative and health and physical education coordinator

Other People Who Should Have Been Included on the School Health Team:

Parent Teacher Organization

Policy Adoption:

The nutrition and health policy was adopted in December 2004, but has since been revised and will be presented again for adoption in January 2006. The physical activity policy is also scheduled for consideration in January 2006.

Number of Times School Health Team Met: 10 **Length of Each Meeting:** ½ to 3 hours

Continuation of School Health Team after Pilot Completion:

Future plans for the School Health Team include (1) exercise room and equipment; (2) endorse policies already in effect; (3) continue to review policies (School Wellness Policy, incorporate student component); (4) review guidelines for nutrition/physical education curriculum; (5) implement School Policy Handbook; and (6) continue to collaborate with PTO and community.

Process for Identifying and Prioritizing Program Improvement Needs:

The *School Health Index* modules were used to identify needs. The School Health Team prioritized needs based on resources and feasibility.

Steps Used for Policy Development and Adoption:

1. Identified needs.
2. Reviewed old and current policies.
3. Obtained sample policies from Connecticut Association of Boards of Education (CABE).
4. Team chose most applicable policies and added new information.
5. Presented draft policies to board of education.
6. Board of education approved policies.

FRANKLIN ELEMENTARY SCHOOL

Challenges to the Policy Development Process:

- Implementing healthier cafeteria choices without negatively impacting the food service budget.

Successes with the Policy Development Process:

- The policy development process ran smoothly due in large part to dedicated team members.
- We felt a great sense of accomplishment in meeting all deadlines and completing and adopting our policies. It was satisfying to see the team progress toward our goals.
- We feel our greatest success is increased awareness of the need for policy development (and the changes that are associated with it) within our school and community.

Critical Resources Needed to Ensure Success with Policy Development:

- Critical resources include helpful materials (e.g., *School Health Index; Fit, Healthy and Ready to Learn*; SDE's *Healthy Fundraising* and *Alternatives to Food as Reward* handouts; and CAFE sample policies), dedicated team members, and support of the staff and administration.
- We felt that parent/guardian contribution and support is one of the most critical resources because they will be enforcing the healthy lifestyle ideas taught in school. We find that parents continue to pack "junk food" and soda in students' lunches.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Members who are dedicated to the initiative.
- Members who work well together.
- Representation from a variety of specialties.
- Regularly scheduled meetings.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Policies for healthy eating (including fundraising policy) and physical activity approved by board of education.
- School Wellness Policy is almost complete – we need to add student component.
- Conducted *Food Play* assembly in June 2005 for students, staff and parents (www.foodplay.com/).
- Informational brochures on healthy eating and physical activity on display in school.
- School Health Team attended workshops throughout the pilot project.
- *Healthy Fundraising* and *Alternatives to Food as Reward* handouts provided to staff members and community.
- *Health Education Assessment Project* (HEAP) training conducted for staff in August 2005.
- Developed School Health Policy handout to educate school staff members.
- Planned and promoted fitness room for the 2005-2006 school year.
- Promoting recess before lunch and working on implementation in the 2005-2006 school year.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- We have been promoting awareness through the school newsletter, information in teachers' mailboxes, bulletin boards, pamphlets, staff health handbook, *Food Play* assembly and school newspaper.
- We plan to continue these communication strategies, as well as involve students and parents in questionnaires regarding lunch menu choices.
- We are also planning an in-service day for all staff members in 2005-2006.

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Strategies for District Implementation of the Policies:

- Staff members will be informed as policies are adopted.
- A staff handbook of health and nutrition policies will be available for staff review and sign-off.

Methods for Evaluating Success of District Implementation of the Policies:

- Assess whether lunches brought from home are healthier.
- Assess participation in School Lunch Program.
- Follow up with teachers on success with alternatives to food as a reward and healthy alternatives for fundraisers.
- Review questionnaire that will be sent home to students and parents.

Recommendations for Success with the Policy Development Process:

- Plan consistent meeting schedules (regular meetings).
- Stick to goals and timeframes for meeting them.
- Promote communication between team members, school staff members and the community.
- Ensure that team members are committed to the team's purpose and goals.
- Have a parent on the team to spread the word to other parents.
- Involve a board member or any person who is knowledgeable about policy development.

FRANKLIN ELEMENTARY SCHOOL

Policies

*Franklin Public Schools
Approved Policy*

**Business/Non-Instructional Operations
Food Sales by Students/Others**

Food Sales Other than National School Lunch Program

Only food or drinks which do meet the minimal nutritional values set by the Food and Nutrition Service of the United States Department of Agriculture (Section 17 of Public Law 95-166 amending Section 10 of the Child Nutrition Act of 1966) may be sold or made available for sale in any school of the district between the beginning of the school day and the close of the last lunch period at that school. No food or drink distributing machine shall be accessible to students during those hours unless the food or drink being sold meets the minimal nutritional values specified.

Sale of food or drinks during the period from the beginning of the school day until the end of the last lunch period is regarded as being competitive with the National School Lunch Program or the School Breakfast Program. Food or drinks which do meet or exceed the minimal nutritional values of the USDA and which are sold during the period above are, however, not considered as being competitive with those programs. These may be sold during the times cited above, but all profits from such sales must go to the school's nonprofit meal program.

The Secretary of the United States Department of Agriculture has approved a list of competitive foods which may be sold, and the State of Connecticut may extend that list, but only foods approved by the State of Connecticut and/or the Secretary may be sold in the schools of the district during the hours cited.

The listing of categories of foods of less than minimal nutritional value shall be used as a guide to sales of competitive foods and drinks in the schools, with the understanding that the listing may be modified by the USDA and/or the State of Connecticut. The list follows:

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Categories of Foods of Minimal Nutritional Value

1. **Soda Water** -- As defined by 21 CFR 165.175 FDA regulations, except that artificial sweeteners are an ingredient that is included in this definition.
2. **Water Ices** -- As defined by 21 CFR 135.160 FDA regulations, except that water ices which contain fruit or fruit juices are not included in this definition.
3. **Chewing Gum** -- Flavored products from natural or synthetic gums and other ingredients which form an insoluble mass for chewing.
4. **Certain Candies** -- Processed foods made predominantly from sweeteners with a variety of minor ingredients which characterize the following types:
 - A. Hard candy, such as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - B. Jellies and gums, such as gum drops, jelly beans, jellied and fruit-flavored slices.
 - C. Marshmallow candies.
 - D. Fondant, such as candy corn, soft mints.
 - E. Licorice -- a product made mostly from sugar and corn syrup which is flavored with an extract made from the licorice root.
 - F. Spun candy.
 - G. Candy coated popcorn, a product made by coating popcorn with a mixture made predominantly from sugar and corn syrup.

Legal Reference: National School Lunch Program and School Breakfast Program;
Competitive Foods. (7 CFR Parts 210 and 220, Federal Register,
Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

Regulation approved: April 5, 2000
Regulation revised: December 1, 2004

FRANKLIN PUBLIC SCHOOLS
Franklin, Connecticut

FRANKLIN ELEMENTARY SCHOOL

Approved Policy

**Business/Non-Instructional Operations
Food Sales by Students/Others**

Bake Sales

All bake sales or any food-related sales will occur after all lunches have been served.

Policy Adopted: June 9, 2004

FRANKLIN PUBLIC SCHOOLS
Franklin, Connecticut

FRANKLIN ELEMENTARY SCHOOL

Draft Policy Pending Board Approval

Business/Non-Instructional Program

Nutrition Program

The Board recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. To help ensure students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the Superintendent shall prepare and implement a comprehensive District nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The input of staff members, students, parents and public health professionals will be encouraged.

The program shall reflect the Board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at District schools, developing food-use guidelines for staff members and establishing liaisons with nutrition service providers, as appropriate. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through Grade 8, and coordinated with the District's nutrition and food services operation.

It is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served on District grounds or at District-sponsored events shall meet administrative regulation requirements for nutritional standards and/or other guidelines as may be recommended by District and school health and nutrition committees.

Foods and beverages sold or served in District schools shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

The Superintendent shall ensure that nutritious foods are available as an affordable option whenever food is sold or served on District property or at district-sponsored events; that schools limit the sale or serving of foods or snacks high in fat, sodium or added sugars; and competition with nutritious meals served by the school nutrition and food services operation is minimized.

Although the Board believes that the District's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the District's NSLP [and SBP] shall be nonprofit.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, and fundraising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation.

(cf.6142.6 – Physical Education)

(cf.3542 – Food Service)

(cf.3542.33 – Food Sales Other Than National School Lunch Program)

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(cf.3542.34 – Nutrition Program)

(cf.3452.45 – Vending Machines)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation.

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

Draft Regulations Pending Board Approval

The District's comprehensive, age-appropriate nutrition program will be implemented in the Franklin School in accordance with the following requirements:

Definitions:

1. **"Lunch Period"** means the entire time given for students to get to and from the cafeteria, and purchase and eat their food. The lunch period must be no less than twenty minutes and applies to full school days only.
2. **"Competitive Foods"** means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) in food service areas during the meal periods.
3. **"Dietary Guidelines for Americans"** means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks.
4. **"Nutrition Education"** means a planned, sequential, instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
5. **"Foods of Minimal Nutritional Value (FMNV)"** means:
 - a. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
 - b. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium and iron.
 - c. Food that is classified into four categories:
 - (1) Carbonated soft drinks;
 - (2) Chewing gum;
 - (3) Water ices; and
 - (4) Certain candies made predominantly from sweeteners such as hard candy, licorice, jelly beans, gum drops, marshmallows, fondant, cotton candy and candy-coated popcorn.

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6. **“Food Service Area”** means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
7. **“Meal period”** means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

Nutrition Education

Nutrition education shall focus on students’ eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the District’s curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. how to assess one’s personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support district nutrition education efforts, the building Principal is responsible for ensuring:

1. Nutrition instruction is closely coordinated with the school’s nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;
2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., food stamps, local food pantries, summer food service program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;
3. In keeping with the District’s nutrition program goals, all classroom reward or incentive programs involving food items are reviewed for approval to ensure that the foods served meet the requirements of the District’s nutrition policy and regulation (i.e., all foods served fit in a healthy diet as recommended in the Dietary Guidelines for Americans, and contribute to the development of lifelong healthy eating habits for the district’s students).

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Nutrition and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the District and its role in the District's comprehensive nutrition program, the building Principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP [and SBP] meal opportunities.
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply.
3. The school's NSLP [SBP] [SMP] maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals [or free milk] in accordance with the National School Lunch Act.
4. The school's NSLP [SBP] [SMP] operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994 as amended and applicable state laws and regulations, including P.A. 04-224, "An Act Concerning Childhood Nutrition in Schools, Recess and Lunch Breaks."
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans. Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning. A nutrition committee comprised of students, family members and school personnel will be encouraged to provide input in menu planning for districts operating their own food service component of the NSLP and SBP (i.e., food services purchasing, menu planning, food production and meal service). Cultural norms and preferences will be considered.
6. As required by state statute, low-fat milk, 100 percent fruit juice, water, low-fat dairy products such as, but not limited to, low-fat yogurt and low-fat cheese shall be available for purchase by students during mealtimes. This requirement does not apply to the After-School Snack Program, because these programs are not considered part of the "regular school day."
7. Schools operating the Special Milk Program are required, by state statute, to offer 100% fruit juice and water for purchase in addition to the low-fat milk being served.
8. Food prices set by the District are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items.
9. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.
10. Modified meals are prepared for students with special food needs:
 - a. The District will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted;
 - b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served.

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11. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety.
12. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. tables and chairs are of the appropriate size for students;
 - b. seating is not overcrowded;
 - c. students have a relaxed environment;
 - d. noise is not allowed to become excessive;
 - e. rules for safe behavior are consistently enforced;
 - f. tables and floors are cleaned between meal periods;
 - g. the physical structure of the eating area is in good repair; and
 - h. appropriate supervision is provided.

Foods of Minimal Nutritional Value (FMNV) and Competitive Food Sales (Implications for Other Food Sales in School)

In keeping with federal regulations and state statute, the District controls the sale of FMNV and all competitive foods.

Though federal regulations permit FMNV to be sold in food service areas before and after school meal periods, and outside of food service areas at any time, District schools are directed to [prohibit such sales on district premises and at district-sponsored events, at any time] [minimize such sales by requiring that [half] of all such food items and beverages sold by any organization or entity at any location on district premises and at district-sponsored events (e.g., vending machine offerings, student stores, school or district events, food sales at activity/athletic events, etc.) meet applicable Dietary Guidelines for Americans.

Accordingly, the District will select from the following nutritional food items offered or included in all such sales:

1. canned fruits;
2. fresh fruit (e.g., apples and oranges);
3. fresh vegetables (e.g., carrots);
4. fruit juice and vegetable juice, [at least 50 percent full strength], and bottled water, [within established district guidelines];
5. low-fat crackers and cookies, such as fig bars and ginger snaps;
6. pretzels;
7. bread products (e.g., bread sticks, rolls, bagels and pita bread);
8. ready-to-eat, low-sugar cereals (e.g., granola bars made with unsaturated fat);
9. low-fat (one percent) or skim milk;
10. low-fat or non-fat yogurt;
11. snack mixes of cereal and dried fruit with a small amount of nuts and seeds;
12. raisins and other dried fruit;
13. low-fat crackers.

This is a suggested list only. Modify as necessary, following nutrition committee input.

The sale of all other foods, other than FMNV, in competition with the District's NSLP [SBP] meals shall be permitted in school food service areas during school meal periods only when all income from the food sales accrues to the benefit of the District's nutrition and food services operation.

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School Cafeterias

1. Any student may eat in the school cafeteria or other designated place.
2. Students may bring or otherwise provide their own lunch. Milk or other beverages may be purchased in the cafeteria, if desired. These students may eat their lunch in the school cafeteria or a designated area. Vending machine (“junk food”) items shall not be consumed in the cafeteria.
3. Meal prices will be established by the Superintendent and any Food Service Supervisor, with the approval of the Board of Education, at the beginning of each year.
4. Meal prices will be conspicuously posted in each cafeteria.
5. A guest must be cleared through the Food Service Supervisor by his/her host to be eligible to eat in the cafeteria.
6. Use of cafeteria facilities by nondistrict organizations or individuals must have approval of the Superintendent.
7. The Food Service Supervisor will develop in-service training programs, approved by the Superintendent, for the food service staff.
8. Under federal law, a school that operates on a commodity program is prohibited from serving free meals to any adult, including employees of the district.
9. Qualifications for free and reduced-price lunches will vary annually in accordance with the annual eligibility schedule.

Other Food Offered or Sold

The District recognizes that federal government standards requiring schools to provide NSLP [SBP] meals consistent with applicable Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas as defined in this regulation.

Foods offered in classrooms or school-sponsored activities and food and beverages sold as part of approved school fundraising events shall be nutritious foods as determined by the District’s nutrition committee and in conformity with state statute.

Accordingly, effective July 1, 2004, whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must be available in the school at the same time for purchase by students. Also, whenever any group makes drinks available for purchase during the school day, low-fat milk, water and 100 percent fruit juices must be available in the school at the same time for purchase by students.

“Foods and drinks available for purchase” includes foods sold in vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a candy bar fundraiser is held during the school day, the school must have low-fat dairy products and fresh or dried fruit available for purchase while the fundraiser is being held.
- If soda is available for purchase from a vending machine, 100 percent fruit juices and low-fat milk must also be made available for purchase at the same time. For example, schools may have milk vending machines and juice/water vending machines available to students if the cafeteria is closed and soda is available for purchase from a vending machine. Further, state law specifies that water must be available for purchase. Therefore, the availability of a water fountain does not meet this requirement.

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- If a snack machine with chips, cookies and other snack foods is available for use by students during the school day, they must also have low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer low-fat dairy products and fresh or dried fruit during the school day.
- School stores that sell food must ensure that low-fat dairy products and fresh or dried fruit are available for purchase either in the food store itself or elsewhere in the school, while the school store is selling food. Low-fat milk, water and 100 percent fruit juices must be available for purchase by students if other drinks are sold.

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, maintaining safe, orderly and pleasant eating environments and other topics directly relevant to the employee's job duties. The building Principal is responsible to ensure such training is made available, including, but not limited to, the following:

1. personnel management;
2. financial management and record keeping;
3. cost- and labor-efficient food purchasing and preparation;
4. sanitation and safe food handling, preparation and storage;
5. planning menus for students with special needs and students of diverse cultural backgrounds;
6. customer service and student and family involvement;
7. marketing healthy meals;
8. principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:

1. nutrition education materials and cafeteria menus are sent home with students;
2. parents are encouraged to send healthy snacks/meals to school;
3. parents and other family members are invited to periodically eat with their student in the cafeteria;
4. families are invited to attend exhibitions of student nutrition projects or health fairs;
5. nutrition education workshops and screening services are offered;
6. nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.); and
7. school staff members are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

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Program Evaluation

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the building Principal is responsible for ensuring:

1. board policy and this administrative regulation are implemented as written;
2. all building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. nutrition education is provided throughout the student's school years as part of the District's age-appropriate, comprehensive nutrition program;
4. teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. teachers have received curriculum-specific training; and
7. families and community organizations are involved, to the extent practical, in nutrition education.

(cf.6142.6 – Physical Education)

(cf.3542 – Food Service)

(cf.3542.33 – Food Sales Other Than National School Lunch Program)

(cf.3542.34 – Nutrition Program)

(cf.3452.45 – Vending Machines)

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-221 Boards of education to prescribe rules, policies and procedures.
10-215a Non-public school participation in feeding program.
10-215b Duties of state board of education re: feeding programs.
10-216 Payment of expenses.
10-215b-1 State board of education regulation.
PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

FRANKLIN ELEMENTARY SCHOOL

Approved Policy

Business/Non-Instructional Operations

Vending Machines

The Board of Education delegates to the Superintendent the authority to make decisions on the placement of food and beverage vending machines in the schools. This includes whether such machines may be installed, where they would be placed, what items would be dispensed, and during which hours they might be used.

Price differentials: Vending prices should not favor carbonated beverages, isotonics or juice drinks over water or 100 percent juice.

Advertising limitations: Advertising associated with product vending shall be limited to signage on equipment, paper cups and other serving containers and a banner at student stores and booster sale locations. Any signage, logo, container, banner or other item that the district may construe as advertising associated with vending must be approved by the Superintendent or his/her designee before distribution or placement on District property.

Required nutritional foods: In compliance with state law, if soda is made available from a vending machine, 100 percent fruit juices and low-fat milk must also be made available for purchase at the same time. Further, if a vending machine offers chips, cookies and other snack foods for purchase by students during the day, low-fat dairy products and fresh or dried fruit must also be available for purchase.

Legal Reference: State Board of Education Regulations
10-215b-1 Competitive foods.
P.A. 04-224, An Act Concerning Childhood Nutrition in Schools, Recess and Lunch Breaks

Policy Adopted: April 5, 2000
Policy Revised: December 1, 2004
Policy Revised: November 9, 2005

FRANKLIN PUBLIC SCHOOLS
Franklin, Connecticut

FRANKLIN ELEMENTARY SCHOOL

Approved Policy

Instruction

Health Education Program

The Board recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students are not healthy and fit physically, mentally and socially. In order to play a proactive role in preventing disabling chronic health conditions, unnecessary injury and disease, to help students learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors, the District shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The District's program will be developed in cooperation with staff, parents, members of the community and state and local agency representatives, as appropriate, and adopted by the Board.

The input of students will be encouraged. Development of the District's program will be guided by the following goals:

1. each District school shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement and growth of character;
2. all students shall be taught the essential knowledge and skills they need to become health literate – that is, to make health-enhancing choices and avoid behaviors that can damage their health and well-being;
3. each District school shall be organized to reinforce students' adoption of health-enhancing behaviors, and staff members shall be encouraged to model healthy lifestyles; and
4. school leaders shall ensure that the nutrition health services and social services students need in order to learn are provided, either at the school site or in cooperation with other community agencies.

Contributing to the fulfillment of the above-stated goals and in conformity with state statute, the Board requires that in all District schools, full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. In addition, all students enrolled in grades kindergarten through five, inclusive, shall have included in the regular school day, a period of physical exercise, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

Note: The new legislation requiring the daily period of physical activity for students in grades K through 5 does not spell out an amount of time or types of activity. It can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

In addition, it is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served in District schools shall include nutritious food choices. Food and beverages sold or served in District Schools shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

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The Superintendent will develop administrative regulations as necessary to implement this policy, including specific provisions for the responsibilities of staff under the District's program and for evaluation of each component of the school's health program on a regular basis.

(cf.6142.6 – Physical Education)

(cf.3542 – Food Service)

(cf.3542.33 – Food Sales Other Than National School Lunch Program)

(cf.3542.34 – Nutrition Program)

(cf.3452.45 – Vending Machines)

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-215a Nonpublic school participation in feeding program.
10-215b Duties of state board of education re: feeding programs.
10-216 Payment of expenses.
10-215b-1 State board of education regulation.
PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

Policy Adopted: January 12, 2005

FRANKLIN PUBLIC SCHOOLS
Franklin, Connecticut

FRANKLIN ELEMENTARY SCHOOL

Draft Policy Pending Board Approval

Instruction

Physical Activity

The Board believes every student shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, the staff is encouraged to participate in and model physical activity as a valuable part of daily life.

District schools have a responsibility to help students and staff members establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being.

The Superintendent shall develop and implement a comprehensive plan to encourage physical activity that includes the following:

- a sequential program of physical education that involves moderate to vigorous physical activity on a daily basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives; is taught by well-prepared and well-supported staff members; and is coordinated with the health education curriculum;
- time in the elementary school day for supervised recess;
- opportunities and encouragement for students to voluntarily participate in before and after-school physical activity programs, such as intramurals, clubs and, at the high school level, interscholastic athletics;
- joint school and community recreation activities;
- opportunities and encouragement for staff members to be physically active; and
- strategies to involve family members in program development and implementation.

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff members, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

Physical Education

Every student in each grade, pre-kindergarten through 8th, shall participate in daily physical education for the entire school year, including students with disabling conditions and those in alternative education programs. Students in the elementary grades shall participate in physical education for at least 150 minutes during each school week, and students in middle schools shall participate for at least 225 minutes per week. (Optimum recommendation-modified as desired)

A sequential, developmentally appropriate curriculum shall be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives.

Teachers shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Physical education staff members shall not order performance of physical activity as a form of discipline or punishment.

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Suitably adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

Assessment

All students shall be regularly assessed for attainment of the physical education learning objectives. Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in calculations of grade point average, class rank, and academic recognition programs such as honor roll.

Health-related physical fitness testing shall be integrated into the curriculum as an instructional tool, except in the early elementary grades. Tests shall be appropriate to students' developmental levels and physical abilities. Such testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. The staff will maintain the confidentiality of fitness test results, which will be made available only to students and their parents/guardians.

Exemptions

Physical education teaches students essential knowledge and skills; for this reason, exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team, community recreation program, or other school or community activity. A student may be excused from participation in physical education only if (1) a physician states in writing that specific physical activities will jeopardize the student's health and well-being or (2) a parent/guardian requests exemption from specific physical activities on religious grounds.

Educational Reinforcement

The physical education program shall be closely coordinated with the other components of the overall school health program.

Physical education topics shall be integrated within other curricular areas. The benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.

Extracurricular Physical Activities

Intramural programs, physical activity clubs, and interscholastic athletics are valuable supplements to a student's education. Schools shall endeavor to provide students with opportunities to voluntarily participate in extracurricular physical activities that meet his or her needs, interests, and abilities. A diverse selection of competitive and noncompetitive, structured and unstructured activities shall be offered to the extent that staffing permits. The primary focus of extracurricular physical activity programs will be on facilitating participation by all interested students, regardless of their athletic ability. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.

The District encourages and supports the participation of all students in extracurricular activities; yet such participation is a privilege and not a right. Eligibility requirements and appeal procedures shall be published in the student handbook.

A student with a chronic health problem or other disabling condition shall be permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications that all other students must satisfy. The school shall make reasonable accommodations to allow the student to participate.

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Intramural Programs

Elementary, middle, and high schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.

Interscholastic Athletics

The middle school and high school shall offer interscholastic athletic programs that shall adhere to the rules and regulations of the Connecticut Interscholastic Athletic Conference (CIAC).

Staffing

All interscholastic/intramural programs, physical activity clubs, and athletic teams shall be supervised by qualified staff members.

Other Opportunities for Physical Activity

Recess

Recess in elementary schools provides opportunities for physical activity which helps students stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for preschool, kindergarten, and elementary school students to enjoy supervised recess. Recess shall complement, not substitute for, physical education classes. Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional makeup time.

School/Community Collaboration

Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff members for physical activity during their out-of-school time.

Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep district-owned facilities open for use by students, staff members, and community members during nonschool hours and vacations. School policies concerning safety shall apply at all times.

Supervision

Student physical activity on school grounds during school hours shall be supervised to enforce safety rules and prevent injuries. Supervision shall be by adults trained in first aid, cardiopulmonary resuscitation, and infection control who have easy access to appropriate first aid supplies. Records shall be kept of all injuries and analyzed at least annually so that patterns of causes can be determined and steps can be taken to prevent further injuries.

Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.

(cf.3542.34 – Nutrition Program)

(cf.6142.6 – Physical Education)

(cf.6142.10 – Health Education Program)

(cf.6142.62 – Recess/Unstructured Break Time)

FRANKLIN ELEMENTARY SCHOOL

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-220 Duties of boards of education.
PA 04-224 An Act Concerning Nutrition in Schools, Recess, and Lunch Breaks.

Recess/Unstructured Break Time

The physical activity during recess should involve physical exertion of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students.

Note: The following language includes policy options that will be considered by the Board of Education for approval. The final policy language has not been approved.

Option #1:

The Board of Education takes the position that recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers. Recess is a break during the school day set aside to allow children for active free play.

or

Recess, while separate and distinct from physical education, is viewed as an essential component of the total educational experience for elementary aged children. Recess provides children with discretionary time and opportunities to engage in physical activity that help to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills, such as conflict resolution, cooperation, respect for rules, taking turns, sharing, communication skills, and problem solving in real situations. It also can facilitate improved attention and focus on learning in the academic classroom.

Therefore, the Board allows the scheduling of unstructured break time/recess for students in kindergarten and grades 1 through 5. Students in grades K through 5 in all schools shall have one fifteen/twenty-minute break/recess each day.

The school Principal shall issue regulations regarding the timing and location of breaks/recesses at each school. In determining the schedule for unstructured break time/recess for students, the Principal shall consult with appropriate instructional personnel at the school and system level, as appropriate, to ensure that break time/recess does not interfere with and provides support for academic learning. The Principal shall also issue directions or regulations concerning the responsibility of supervision of students so that break time/supervision will be a safe experience for them.

Breaks/recess may/may not be withheld from students for disciplinary or academic reasons. Decisions to withhold break/recess time shall not be inconsistent with any behavioral plan developed by the school for the student, including a Section 504 plan or an Individualized Education Plan (IEP).

or

Alternative language: *Recess should not be viewed as a reward but as a necessary educational support component for children. Students shall not be denied recess as a means of punishment or to make up work.*

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Option #2:

The Board of Education supports the research that suggests that recess can play an important role in the learning, social development and health of elementary school children.

The Board allows the scheduling of unstructured break/recess time for students in kindergarten and grades 1 through 8. The school Principal is authorized to determine its length, frequency, timing, and location of breaks at each school.

In determining the schedule for unstructured break/recess time for students, the Principal shall consult with appropriate instructional personnel at the school and district level, as appropriate, to ensure that break/recess time does not interfere with and provides support for academic learning. The Principal shall also issue directions concerning the responsibility for supervision of students so that break/recess time will be a safe experience for them.

Breaks/recesses may be withheld from students for disciplinary or academic reasons if prior notice of such is provided to the students. (Also see the language in option #1.)

(cf.3542.34 – Nutrition Program)
(cf.6142.6 – Physical Education)
(cf.6142.10 – Health Education Program)
(cf.6142.6 – Physical Activity)

Legal Reference: Connecticut General Statutes
 10-16b Prescribed courses of study.
 10-220 Duties of boards of education.
 PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess,
 and Lunch Breaks.

KILLINGLY PUBLIC SCHOOLS

School District Profile

School District: Killingly Public Schools	Grades: K-12	Enrollment: 3,556
Number of Schools: 5	Education Reference Group (ERG): H	
Team Leader: Sandra Maynard Nurse Supervisor	Phone: (860) 779-6755	E-mail: smaynard@killinglyschoools.org
Address: Killingly Central School 60 Soap Street Dayville, CT 06241	Website: http://www.killingly.k12.ct.us	

School Health Team in Place before Pilot Project: No

School Health Team Members:

School principal, school nurse, social worker, health and physical education coordinator, health educator, physical education teacher and math teacher

Other People Who Should Have Been Included on the School Health Team

Food service director

Policy Adoption:

We were unable to complete the policy development process during the pilot timeframe. The policy will be brought to the board once all assessment surveys are completed and policy language is finalized.

Number of Times School Health Team Met: 10 **Length of Each Meeting:** 1½ hours

Continuation of School Health Team After Pilot Completion:

The School Health Team will continue to work on policy development as time allows in order to complete the process.

Process for Identifying and Prioritizing Program Improvement Needs:

We used the *School Health Index* (SHI) to identify areas of strengths and weaknesses.

Steps Used for Policy Development and Adoption:

1. Using the eight SHI module questionnaires, we identified the areas that were rated "2" (partially in place).
2. Each area was reviewed to see why it was rated "2" and what was missing that kept it from being a "3" (fully in place).
3. Once all "2" areas were examined, the committee requested staff feedback on how to implement the missing parts of the components.
4. The committee developed questionnaires for parents, staff members and students. Data from the questionnaires will be used to identify the district deficits in physical activity and nutrition.

KILLINGLY PUBLIC SCHOOLS

Challenges to the Policy Development Process:

- Ongoing problems with regular meeting attendance by team members.
- Lack of interest and participation from some team members who were critical to the policy development process.
- Other priorities for administrative attention and support due to new building project and accreditation issues.

Successes with the Policy Development Process:

- We formed a School Health Team for the first time in our town.
- We evaluated our schools through the *School Health Index*.

Critical Resources Needed to Ensure Success with Policy Development:

- Time to conduct surveys, collect and analyze data, and conduct staff meetings to develop and finalize policy language.
- If team needs to be reimbursed for meeting times outside of school hours, money is needed.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- A full working committee representing the entire school community.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Compiled assessment surveys for students, parents and school staff members.
- Instituted Project ACES – *All Children Exercise Simultaneously* (<http://www.projectaces.com/>).
- Participated in *Connecticut at PLAY! Promoting Lifestyle Activity for Youth*.
- Encouraged heightened awareness of health, nutrition and physical activity through a variety of programs, including running clubs at school, a morning exercise program, healthy snack alternatives, a hand-washing program, and a grant that supported an after-school program.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- We will continue to involve staff members, students and parents, and communicate with the board of education.

Strategies for District Implementation of the Policies:

- Implementation strategies will be determined upon completion of the policies.

Methods for Evaluating Success of District Implementation of the Policies:

- We plan to integrate our teacher and student surveys with our technology department. Student surveys will eventually be part of a lesson in the computer labs that will allow for greater use and tabulation of data.
- Specific evaluation measures and processes will be identified when the policies are completed.

Recommendations for Success with the Policy Development Process:

- Enlist cooperation and support from administrators to ensure that there is sufficient staff time to complete the work.
- Go slowly.

Policies

The Killingly policies are not available.

MILFORD PUBLIC SCHOOLS

School District Profile

School District: Milford Public Schools	Grades: K-12	Enrollment: 7,616
Number of Schools: 14	Education Reference Group (ERG): F	
Team Leader: Eileen Faustich Food Service Director	Phone: (203) 783-3490	E-mail: efaustich@milforded.org
Address: Food Service Department Milford Public Schools 70 West River Street Milford, CT 06460	Website: http://www.milforded.org	

School Health Team in Place before Pilot Project: No

School Health Team Members:

School principal, school food service, school nurse, parent representative, health educator, physical education teacher and local health department representative

Other People Who Should Have Been Included on the School Health Team:

We would expand the group to include school-based staff members.

Policy Adoption:

The policy was approved by the superintendent on December 16, 2005.

Number of Times School Health Team Met: 8

Length of Each Meeting: 1.5 hours

Continuation of School Health Team after Pilot Completion:

The School Health Team will continue. Future plans include working on a three-year action plan for continued policy implementation and evaluation.

Process for Identifying and Prioritizing Program Improvement Needs:

We used the *School Health Index* (Centers for Disease Control and Prevention).

Steps Used for Policy Development and Adoption:

1. Completed the *School Health Index*.
2. Prioritized the areas of improvement through group discussion.
3. Reviewed sample policies for language consideration, e.g., *Fit, Healthy and Ready to Learn* and Rhode Island's *School District Nutrition & Physical Activity Model Policy Language*.
4. Developed an action plan for policy development.
5. Wrote the draft policy. Each team member took his or her area of expertise and drafted language, and we involved school administration for guidance as needed.
6. Discussed and revised draft policy language during several team meetings.
7. Submitted final draft to superintendent for review and approval.
8. Continue to meet as a committee to promote school-based and district policies.

Challenges to the Policy Development Process:

- Scheduling meetings was challenging, but we agreed upon a common meeting date (once per month) so it became a routine monthly meeting.

Successes with the Policy Development Process:

- Collaboration between different school departments, such as teachers, food service and nurse. Getting the School Health Team together was the best part of the pilot. It was really beneficial to have everyone on the same team.
- Provided the momentum for school staff members to coordinate with each other on additional activities within the school district.
- Provided good public relations and communication within the school community regarding nutrition and physical activity programs.

Critical Resources Needed to Ensure Success with Policy Development:

- Time was the most critical issue. We found that money was not as much of an issue as time.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Get everyone's input.
- Prioritize your actions and just get started. The process is as important as the final draft.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Breakfast implemented at half of the Milford schools.
- Conducted health fair for students.
- Provided nutrition information to parents at orientation.
- Developed parent brochure to promote the policies.
- Pedometer program for elementary grade levels.
- Pedometer program for staff wellness at West Shore Middle School.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- We will promote the policies in numerous publications throughout the school district, including district and school newsletter, a separate policy brochure, PTA meetings, board meetings and community forums.

Strategies for District Implementation of the Policies:

- The policies will be implemented by making a standing health and wellness committee. We have general board approval, but the superintendent is charged with carrying out the specifics.
- Our committee will make recommendations each year to implement and develop continued efforts to move toward a healthier community.

Methods for Evaluating Success of District Implementation of the Policies:

- The policies were approved by the superintendent in December 2005. We were waiting for final approval before determining the specific evaluation methods for policy implementation.
- We are thinking about requiring an annual report from the schools to show the number of activities and procedures implemented to track their progress.

MILFORD PUBLIC SCHOOLS

Recommendations for Success with the Policy Development Process:

- Make the commitment to the process.
- Involve the central office and school staff.
- Assign a specific “to do” list for each meeting to keep the agenda on track and make productive use of time.
- Gain administrative support. Enlist a few key leaders and make it simple.

Policies

Wellness (ADM-P005) Milford Public School District

1.0 SCOPE:

1.1 This procedure describes the process taken by the Milford Board of Education to deliver a districtwide wellness practice based on the Coordinated School Health Model. The policy is required by the Child Nutrition and WIC Authorization Act of 2004 (Public Law 108-265).



2.0 RESPONSIBILITY:

- 2.1 Superintendent of Schools
- 2.2 Building Principals

Signature

Date

3.0 APPROVAL AUTHORITY:

- 3.1 Superintendent of Schools

4.0 DEFINITIONS:

- 4.1 WIC-Women, Infant and Children
- 4.2 USDA-United States Department of Agriculture
- 4.3 NASPE-National Association for Sport and Physical Education
- 4.4 NPAAC-Nutrition and Physical Activity Advisory Council

5.0 PROCEDURE:

- 5.1 Establish and maintain a districtwide NPAAC with the purposes of:
 - 5.1.1 developing guidance to explain this policy
 - 5.1.2 monitoring the implementation of this policy
 - 5.1.3 evaluating policy progress
 - 5.1.4 serving as a resource to school sites, (e.g. providing lists of healthy incentives, snacks, birthdays, etc.)
 - 5.1.5 revising policy as necessary
- 5.2 The NPAAC would meet a minimum of two times annually with Council membership including, but not limited to:
 - 5.2.1 District Administrative Representative, Co-Chair
 - 5.2.2 Physical Education/Program Leader, Co-Chair
 - 5.2.3 Health Program Leader, Co-Chair
 - 5.2.4 District Food Service Director/Manager
 - 5.2.5 Local Health Practitioner (e.g., pediatrician, dentist, or other appropriate certified medical professional)
 - 5.2.6 School Nurse
 - 5.2.7 A parent representative from each school
 - 5.2.8 A student representative from each school
 - 5.2.9 Staff member representative from each school
 - 5.2.10 A School Committee/Board member
 - 5.2.11 Family & Consumer Sciences Teacher

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- 5.3 Responsibilities of the NPAAC may include, but not be limited to, overseeing the following:
 - 5.3.1 Implementation of district nutrition and physical activity standards.
 - 5.3.2 Integration of nutrition and physical activity in the overall curriculum.
 - 5.3.3 Assurance that staff professional development includes nutrition and physical activity issues.
 - 5.3.4 Assurance that students receive nutrition education and engage in vigorous physical activity.
 - 5.3.5 Pursuance of contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of minimal nutritional value.
 - 5.3.6 Consistent healthful choices among all school venues that involve the sale of food.

- 5.4 The NPAAC will be responsible for preparing an annual report by June 15 of each year that includes, but may not be limited to, the following information:
 - 5.4.1 Monthly district menus and meal counts.
 - 5.4.2 Listing of all a la carte, vending, and competitive foods sold by school food service.
 - 5.4.3 Listing of all other sales of foods throughout the district including vending machines, school stores, culinary and special education programs, in-school and in-class fundraisers, etc.
 - 5.4.4 Listing of physical activity programs and opportunities for students throughout the school year.

- 5.5 NPAAC will:
 - 5.5.1 Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors based on the Coordinated School Health Model.
 - 5.5.2 Support and promote proper dietary habits contributing to students' health status and academic performance.
 - 5.5.3 Provide more opportunities for students to engage in physical activity.

- 5.6 Student Nutrition will consist of:
 - 5.6.1 The School Breakfast/Lunch Programs:
 - 5.6.1.1 The full meal school breakfast and lunch programs will continue to follow the USDA Requirements for Federal School Meals Programs.
 - 5.6.2 A la Carte food sale program:
 - 5.6.2.1 Beginning School year 2005-06, beverages sold during the day will consist of milk, 100 percent juice and water in the elementary and middle schools. High schools will sell PowerAde in maximum of 12 oz size.
 - 5.6.3 Competitive Foods:
 - 5.6.3.1 Connecticut state regulations prohibit schools from the sale of tea, coffee, soft drinks and candy to students anywhere on school premises for 30 minutes prior to the start of the National School Breakfast or Lunch Program until 30 minutes after the end of the program.
 - 5.6.3.2 Income from the sale of any foods sold or distributed anywhere on the school premises during the same timeframe must be accrued to the food service account.

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- 5.6.4 Foods of Minimal Nutritional Value:
 - 5.6.4.1 Foods defined as giving minimal nutritional value will not be sold in the cafeterias to anywhere on school premises, to include but are not limited to:
 - 1. Soda Water (excluding the excepted products)
 - 2. Italian Ice
 - 3. Chewing Gum
 - 4. Candies (excluding the excepted products)
 - 5.6.5 Cafeteria Environment
 - 5.6.5.1 A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed.
 - 5.6.5.2 The cafeteria environment is a place where students have:
 - 5.6.5.2.1 Adequate space to eat in clean, pleasant surroundings.
 - 5.6.5.2.2 Adequate time to eat meals. (The School Nutrition Association recommends at least 20 minutes for lunch from the time students are seated with their food.)
 - 5.6.5.2.3 Convenient access to hand washing or hand sanitizing facilities before meals.
 - 5.6.6 Fundraising:
 - 5.6.6.1 Fundraising activities will emphasize the sale of nonfood items.
 - 5.6.7 Teacher-to-Student Incentive:
 - 5.6.7.1 Food will not be used as a reward or punishment.
 - 5.6.7.2 Restriction of physical activity will not be used as a punishment.

5.7 Nutrition Education

- 5.7.1 Student Nutrition Education:
 - 5.7.1.1 The Milford School District will train staff members and implement the principles of the Health Education Assessment Project (4) across curriculum on all grade levels.
- 5.7.2 Parent Nutrition Education:
 - 5.7.2.1 Nutrition education will be provided to parents beginning at the elementary level.
 - 5.7.2.2 The goal will be to continue to educate parents throughout middle and high school levels.
 - 5.7.2.3 Nutrition education may be provided in the form of handouts, postings on the district website, articles and information provided in district or school newsletters, presentations that focus on nutritional value and healthy lifestyles, and through any other appropriate means available for reaching parents.

MILFORD PUBLIC SCHOOLS

- 5.7.3 Staff Nutrition and Physical Activity Education, with the purposes of:
 - 5.7.3.1 Encouraging all school staff members to improve their own personal health and wellness.
 - 5.7.3.2 Improving staff morale.
 - 5.7.3.3 Creating positive role modeling.
 - 5.7.3.4 Building the commitment of staff members to promote the health of students.
 - 5.7.3.5 Building the commitment of staff to help improve the school nutrition and physical activity environment.

5.8 Student Physical Activity Policies

- 5.8.1 Physical Activity Opportunities:
 - 5.8.1.1 Physical education classes and physical activity opportunities will be available for all students.
 - 5.8.1.2 Physical activity opportunities shall be offered daily before school, during school (recess) or after school.
- 5.8.2 Physical Education Instruction:
 - 5.8.2.1 As recommended by the National Association for Sport and Physical Education, school leaders of physical activity and physical education shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness through the following:
 - 5.8.2.1.1 Expose youngsters to a wide variety of physical activities.
 - 5.8.2.1.2 Teach physical skills to help maintain a lifetime of health and fitness.
 - 5.8.2.1.3 Encourage self-monitoring so youngsters can see how active they are and set their own goals.
 - 5.8.2.1.4 Individualize intensity of activities.
 - 5.8.2.1.5 Focus feedback on process of doing your best rather than on product.
 - 5.8.2.1.6 Be active role models.
 - 5.8.2.1.7 Introduce developmentally appropriate components of a health-related fitness assessment, (e.g., Fitness Gram, Physical Best, Milford Physical Fitness Test or President's Council) to the students at an early age to prepare them for future assessments.
- 5.8.3 Physical Activity Guidelines:
 - 5.8.3.1 Begin fitness or activity logging in elementary school.
 - 5.8.3.2 Assist students to interpret their personal attainments and compare them to national physical activity recommendations.
 - 5.8.3.3 Current guidelines from NASPE are recommended to be followed.

MILFORD PUBLIC SCHOOLS

5.8.4 Health Fitness Assessment:

- 5.8.4.1 Beginning in middle school and through high school, administer a health-related fitness assessment with students. Students shall receive results and use this as a baseline in understanding their own level of fitness, creating fitness goals and plans, and logging activities identified to achieve the goals.
- 5.8.4.2 Physical education classes shall be sequential. Students should be able to demonstrate competency through application of knowledge, skill, and practice.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Child Nutrition and WIC Authorization Act of 2004 (Public Law 108-265)
- 6.2 Coordinated School Health Model
- 6.3 Non-Food Fundraising Ideas
- 6.4 Alternatives to Using Food as a Reward
- 6.5 Health Education Assessment Project (HEAP)
- 6.6 CT General Statutes/Sections 1 and 2 Subsection (a) of Sec. 10-215b-1 and Sec. 10-215b-23

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Minutes of NPAA Council meetings	Admin. Rep. office	3 years	Shred	File cabinet
Annual Report	Food Service Director's office	3 years	Shred	File cabinet

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
12/16/2005	A	Initial Release

* * * E n d o f p r o c e d u r e * * *

NORWALK PUBLIC SCHOOLS

School District Profile

School District: Norwalk Public Schools

Grades: K-12

Enrollment: 10,835

Number of Schools: 19

Education Reference Group (ERG): H

Team Leader: Leah H. Turner, RN, MSN
Address: Coordinator of School Health
Services, Central Office
Norwalk Public Schools
125 East Avenue
Norwalk, CT 06852

Phone: (203) 854-4128

E-mail: leaht@norwalkpublicschools.net

Website: <http://www.norwalkpublicschools.net>

School Health Team in Place before Pilot Project: No

School Health Team Members: School board member, school nurse, school food service, parent representative, health educator, physical education teacher, local health department representative and chef

Other People Who Should Have Been Included on the School Health Team:

Administrator in charge of physical education and health curriculums and elementary school principal

Policy Adoption:

The policies were adopted by the Board of Education on May 3, 2005.

Number of Times School Health Team Met: 9

Length of Each Meeting: 1¼-1½ hours

Continuation of School Health Team after Pilot Completion:

The superintendent has not requested that the School Health Team continue.

Process for Identifying and Prioritizing Program Improvement Needs:

1. The committee used the *School Health Index* in the six pilot schools to identify the needs of the district. We also conducted a vending machine survey to gather baseline data on the number of machines and the types of foods that were currently offered.
2. The committee went through the publication *Fit, Healthy and Ready to Learn*. We specifically used the *Physical Activity* and *Healthy Eating* chapters page-by-page.
3. We discussed the applicability to our district and used it as a template.
4. We were practical, focusing on items that didn't increase costs; for example, recess before lunch, integrating health and nutrition into the current curriculum and preserving current levels of physical education.

Steps Used for Policy Development and Adoption:

1. The committee developed draft policies.
2. The draft policies were presented to the Policy Committee of the Board of Education. The Team Leader (TL) and the School Health Coordinator (SHC) clarified specific clauses and answered questions.
3. The TL and/or SHC met with high school, middle school and elementary school principals and the superintendent to gain their support.
4. The TL and SHC went before the board of education twice. The first time the final draft was on the agenda for Report and Discussion. The second time (a month later) the policies were voted on and adopted.

Challenges to the Policy Development Process:

- Gaining global awareness of district staff members who needed to be asked for input in order to draft successful policies.
- Learning the timing of the board of education's work schedule.
- Identifying resistance among key players and learning how to change challenges into opportunities.
- Lack of a professional nutrition resource person within the district.

Successes with the Policy Development Process:

- Adoption of proposed policies by the Board of Education.
- Enrolling nine schools as Team Nutrition Schools (<http://teamn nutrition.usda.gov/team.html>).
- Receiving valuable input from committee members and becoming a working committee.
- Establishing new relationships between school health and the board of education and the PTO Council.

Critical Resources Needed to Ensure Success with Policy Development:

- Team members committed to the project.
- A district that supports the necessity for change.
- Funding for travel, resources and staff time.
- PowerPoint presentations with current student health and achievement statistics as tools for educating parents and administrators.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Committee members who are interested in changing policy.
- Members who are committed, passionate and willing to work toward a common goal.
- Having a consistent time and place to meet.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Conducted a districtwide Body Mass Index (BMI) study of kindergarten and sixth grade students to ascertain obesity levels.
- Obtained Pedometer Grant to buy 150 pedometers for students.
- Increased PTO involvement, including presentations to PTO Council, distribution of handouts on fundraising and healthy celebrations, and showing excerpts of "SuperSize Me" film.
- Interviewed by news media and received publicity for the policies in local papers.

NORWALK PUBLIC SCHOOLS

- Presented healthy eating information to English as a second language (ESL) parents.
- Presented at statewide forum on obesity.
- Attended *Health Education Assessment Program* (HEAP) training.
- Presented policy development process and results in a poster presentation at the National Association of School Nurses annual conference in Washington, D.C. (June 2005). Received poster presentation award for the category of "Policy Change."

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- Meetings with school staff members, board of education and parents.
- Mailings and newsletters for parents.
- Staff e-mails and newsletter.
- School district website.
- Newspaper articles to promote awareness to the community.
- Topic-related posters purchased and distributed to all schools in the district.

Strategies for District Implementation of the Policies:

- The new policies are included in the school district Policies and Procedures Manual and implemented by administrators.
- Distributed booklet *Promoting Healthy Eating & Physical Activity* to school administration, PTO Council, school nurses and central office administration.

Methods for Evaluating Success of District Implementation of the Policies:

- A majority of elementary schools have successfully implemented recess before lunch.
- The contents of vending machines have only nutritious choices.
- A majority of schools have established school-based committees to set nutritional standards for school-sponsored events.
- Curriculum supervisors state that nutrition, health and physical education revisions have been completed.
- The PTOs or principals state that their schools have adopted healthy celebrations, healthy fundraising and/or healthy rewards practices.
- The food service achieves gold or silver status from the U.S. Department of Agriculture's HealthierUS School Challenge (<http://www.fns.usda.gov/tn/HealthierUS/index.html>).
- Food is offered as a reward less often.
- Physical activity is not used as a punishment.

Recommendations for Success with the Policy Development Process:

- Find people you can work with.
- Set realistic goals.
- Gain an understanding of the local process for policy development.
- Foster a supportive environment at the board level and at the school level.

Policies

Norwalk Public Schools Healthy Eating Policy

Adopted May 3, 2005

The Board of Education intends that all students possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime.

Therefore, it is desired that the schools provide:

- A food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods.
- Pleasant eating areas for students with adequate time for unhurried eating.
- A sequential program of nutrition instruction that is integrated within a comprehensive school health education curriculum and coordinated with the food service program; that is taught by well-prepared and supported staff members; and that is aimed at influencing students' knowledge, attitudes and eating habits.
- During each school day the school food service program shall offer breakfast and lunch. Snacks for students in organized after-school education or enrichment programs shall be offered to the extent possible.

In addition, the Board of Education intends that students have limited opportunities to drink beverages of minimal nutritional value or eat snacks high in fat, sodium and added sugars during school hours.

Therefore, there shall be:

- No beverage (with the exception of water) or snack vending available to elementary or middle school students.
- Vending available to high school students which is limited to nutritious drinks and snacks.

It is desired that the administration make use of in-service training sessions for both certified and noncertified staff members to achieve the goals of this policy, and that full cooperation with community agencies be given whenever such cooperation can be advantageous to the students.

Legal Reference: Connecticut State Statutes:
House Bill No. 5344 Childhood Nutrition in Schools.
Sec. 10-215b-1; Sec. 10-215b-23 (Competitive Foods)
National School Lunch Reauthorization Act of 2004

NORWALK PUBLIC SCHOOLS

Regulations:

1. Offer all full-day students a daily lunch period of not less than 30 minutes.
2. Elementary schools shall schedule recess before lunch.
3. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through twelfth.
4. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's and district's health education standards.
5. The district shall make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and that eligible families are encouraged to apply.
6. Procedures shall be in place for providing lunch debit cards to all secondary school students.
7. Schools shall offer varied and nutritious food and beverage choices that are consistent with the federal government's Dietary Guidelines for Americans. This includes but is not limited to:
 - low-fat milk
 - 100 percent fruit juices
 - water
 - low-fat dairy products
 - fresh or dried fruit
8. Food and beverages sold in vending machines shall not be available to students during school hours (with the exception of water and milk products). Food and beverages sold in school stores shall not compete during breakfast and lunch hours. Profits generated from vending machine sales or school stores during nonrestricted hours will accrue to the student organizations approved by the appropriate school-based committee.
9. Competitive foods sold in vending machines shall be limited to:
 - low-fat milk
 - 100 percent fruit juices
 - water
 - low-fat dairy products
 - fresh or dried fruit
 - sport drinks that contain no more than 100 calories
 - snack foods items that have no more than 200 calories per portion
10. Food or beverages sold or served on school grounds or school-sponsored events shall meet nutritional standards set by a school-based committee/school health council. This includes:
 - food and beverage choices at snack bars, school stores and concession stands.
 - food and beverages sold as part of school-sponsored fundraising activities.
 - refreshments served at parties, celebrations and meetings.

*Norwalk Public Schools
Physical Activity Policy*

Adopted May 3, 2005

The Board of Education intends that every student be physically educated – that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, understand the short- and long-term benefits of physical activity and value and enjoy physical activity as an ongoing part of a healthful lifestyle.

Therefore, it is desired that:

- Every student in grades kindergarten through 8 participates in physical education for the entire school year, and high school students participate at least eight quarters out of 16. Participation shall include students with disabling conditions and those in alternative education programs.
- The teaching and physical education staffs shall not order performance of physical activity as a form of discipline or punishment.
- Exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team.
- Schools endeavor to provide every secondary school student with opportunities to voluntarily participate in intramural programs, physical activity clubs and/or interscholastic athletics. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.
- School authorities develop schedules that provide time within every school day for preschool, kindergarten and elementary school students to enjoy supervised recess. Staff members shall not deny participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional time.

In addition, the Board of Education intends that injuries and illnesses related to physical activity be the joint responsibility of everyone: district and school leaders, school staff members, students and their families.

Therefore, the district shall:

- Establish rules and procedures concerning safety, infection control, provision of first aid, and the reporting of injuries and illnesses to students' families and appropriate school and community authorities.

It is desired that the administration make use of in-service training sessions for both certified and noncertified staff members to achieve the goals of this policy, and that full cooperation with community agencies be given whenever such cooperation can be advantageous to the students.

Legal Reference: Connecticut General Statutes
House Bill No. 5344

NORWALK PUBLIC SCHOOLS

Regulations:

1. Students in the elementary grades shall participate in physical education for at least 60 minutes during each school week/cycle; students in middle schools at least 40 minutes every other day; and high school students 44 minutes every other day for each of eight quarters.
2. Elementary schools shall schedule recess before lunch.
3. The physical education program shall devote at least 50 percent of class time to actual physical activity in each week/cycle, with as much time as possible spent in moderate to vigorous physical activity.
4. The benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes (secondary level) and with instruction about personal health behaviors in health education class (both levels).
5. Middle schools shall offer intramural/interscholastic physical activity programs that feature a broad range of competitive and cooperative activities.
6. High schools shall offer interscholastic athletic programs that adhere to rules and regulations of FCIAC. All coaches shall comply with the policies, regulations, rules and enforcement measures codified in a regularly updated coaches' handbook.
7. Exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team, community recreation program, ROTC, marching band, or other school or community activity
8. Qualified staff members who may or may not be certified teachers, shall supervise all intramural programs, physical activity clubs, and athletic teams.

Glossary of Terms

Interscholastic athletics refers to organized individual and team sports that involve more than one school.

Intramural refers to physical activity programs that provide opportunities for all students to participate in sport, fitness and recreational activities within their own school.

Moderate physical activity refers to activities that are equivalent in intensity to brisk walking.

Physical education refers to a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills and confidence needed to adopt and maintain physically active lifestyles.

Qualified staff members refers to persons that shall satisfactorily complete courses or other professional development programs that address child and adolescent physical development; sports-related injury prevention and safety guidelines; infection control procedures; first aid and cardiopulmonary resuscitation techniques; promotion of healthy student behaviors; safe and unsafe methods for youth weight management and conditioning; and how to provide students with experiences that emphasize enjoyment, sportspersonship, skill development, confidence building and self-knowledge.

Recess refers to regularly scheduled periods within the school day for unstructured physical activity and play.

Vigorous physical activity refers to exertion that makes a person sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing and similar aerobic activities.

PUTNAM PUBLIC SCHOOLS

School District Profile

School District: Putnam Public Schools	Grades: K-12	Enrollment: 1,258
Number of Schools: 3	Education Reference Group (ERG): H	
Team Leader: Margo Marvin Superintendent	Phone: (860) 963-6900	E-mail: marvinm@putnam.k12.ct.us
Address: Putnam Public Schools 126 Church Street Putnam, CT 06260	Website: http://www.putnam.k12.ct.us	

School Health Team in Place before Pilot Project: Yes

School Health Team Members:

Superintendent, school board member, school principal, school nurse, school food service, parent representative, physical education teacher, family and consumer sciences teacher, special education teacher, community group representative and Family Resource Center staff

Other People Who Should Have Been Included on the School Health Team:

High school student council representative, after-school and summer program representative and health teacher

Policy Adoption:

The draft policy is currently being revised and will be presented to the board for adoption during the 2005-2006 school year.

Number of Times School Health Team Met: 12 **Length of Each Meeting:** 1 hour

Continuation of School Health Team after Pilot Completion:

The School Health Team will continue to meet monthly to finalize the policy and plan additional implementation activities.

Process for Identifying and Prioritizing Program Improvement Needs:

We used the *School Health Index*.

Steps Used for Policy Development and Adoption:

1. Identified areas for improvement using the *School Health Index*.
2. Reviewed sample policy language using existing resources.
3. Drafted policy language.
4. Reviewed and revised draft policy language with committee input.
5. Submitted draft policy to superintendent and district administrative team for review and input.
6. Revised draft based on input from superintendent and administrative team.
7. Provided revised draft to board attorney for review.
8. Submitted draft policy to board policy subcommittee. The policy subcommittee will review the revised policy during the 2005-2006 school year, and submit to board for approval.

PUTNAM PUBLIC SCHOOLS

Challenges to the Policy Development Process:

- Irregular attendance at School Health Team meetings.
- Involving all appropriate staff members in the policy development process.

Successes with the Policy Development Process:

- Changes in cafeteria menu.
- Conducted Putnam Family Resource Center activities centered around 5 A Day.
- Changes in Family Resource Center parent education curriculum to include primary prevention through nutrition and physical exercise.
- Increased awareness among staff members regarding the importance of nutrition and physical activity.
- Added Health and Safety Goal to Putnam's Strategic Plan.

Critical Resources Needed to Ensure Success with Policy Development:

- Input from Connecticut Association of Boards of Education (CABE) and board counsel.
- Support of administration.
- Staff cooperation.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Education of committee members regarding policy issues, student health needs and current problems, solutions and resources.
- Committee members with enthusiasm, commitment and broad representation.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Conducted Family Fun Day with nutrition/activity theme.
- Conducted taste testing of new and healthy foods in the cafeteria.
- Provided open house reception with new menu samples and healthy snack handouts.
- Worked on revising physical education curriculum and health curriculum.
- Conducted Putnam Kids Get Healthy Day.
- Formed a partnership with United Natural Foods, Inc. and school food service for healthier food options.
- Presented plan to PTO and the school staff.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- Communication to staff members, students, parents and board of education via e-mail, website and local radio station.

Strategies for District Implementation of the Policies:

- Implementation has already begun for many of the policy components. After the board has adopted the policies, the district will continue to communicate with school staff members regarding specific implementation strategies and resources.

Methods for Evaluating Success of District Implementation of the Policies:

- Specific evaluation methods will be determined when the policies have been adopted by the board of education.

PUTNAM PUBLIC SCHOOLS

Recommendations for Success with the Policy Development Process:

- Keep goals simple and attainable.
- Solicit support of administrators.
- Involve someone with policy development experience early on in the process.
- Start with those things that can change without much approval or disruption; for example, menu changes that include fresh fruit, dark greens, whole grains and low-fat milk.
- Educate staff members and parents, expand awareness and provide for ongoing evaluation.
- Celebrate each success and communicate successes to the school community.

PUTNAM PUBLIC SCHOOLS

Policies

The Putnam policies are not available, as they are currently in the process of being revised. The policies will be available after they have been adopted by the Board of Education during the 2005-2006 school year.

REGIONAL SCHOOL DISTRICT #10

School District Profile

School District: Regional School District #10	Grades: K-12	Enrollment: 2,800
Number of Schools: 4	Education Reference Group (ERG): C	
Team Leader: Phyllis Jones, K-12 Health and Physical Education Coordinator	Phone: (860) 673-0423	
Address: Lewis Mills High School 26 Lyon Road Burlington, CT 06013	E-mail: jonesp@region10ct.org	
	Website: http://www.region10ct.org	

School Health Team in Place before Pilot Project:

Yes, but the team did not address nutrition or physical activity issues.

School Health Team Members:

Curriculum director, school nurse, school food service, parent representative, health and physical education coordinator, health teacher, physical education teacher and representative from the American Cancer Society

Other People Who Should Have Been Included on the School Health Team:

We could have included someone from the guidance, social work, school psychologist area. We have asked an elementary school psychologist to join our School Health Team.

Policy Adoption:

The policies were adopted by the board of education on March 14, 2005.

Number of Times School Health Team Met: 8 **Length of Each Meeting:** 30-45 minutes

Continuation of School Health Team after Pilot Completion:

The School Health Team will meet two or three times per year to strategize methods of promoting the new policy.

Process for Identifying and Prioritizing Program Improvement Needs:

We looked at the state guidelines, upcoming state policy changes, the Connecticut frameworks in health and physical education, and the *School Health Index*.

Steps Used for Policy Development and Adoption:

1. Existing model drafts were used to write a draft policy. We used a draft that was provided at one of our policy workshops, along with another policy for its language. NASPE's *Appropriate Practices in Physical Education*, Connecticut state standards in health and physical education and the *School Health Index* were also used as references.
2. The draft policy was distributed to the team. We spent two meetings revising the draft policy.
3. The revised draft policy was submitted to the superintendent.
4. The superintendent distributed it to school principals and school district attorneys for review and editing.
5. The revised policy was brought to the board of education for approval.

REGIONAL SCHOOL DISTRICT #10

Challenges to the Policy Development Process:

- We had few challenges due to the commitment by the board of education and the school staff.
- Our next challenge will be educating staff members and parents about healthy choices for snacks and celebrations.

Successes with the Policy Development Process:

- We held our meetings at 6:45 am. Because of the early hour, our meetings were very organized and focused. We had an agenda distributed beforehand and a very specific amount of time allotted for our meetings, due to teaching responsibilities. This kept us very focused and on-task, making our meetings very productive.
- We started our policy development work with an existing policy and then made revisions. Revisions at each stage were made and distributed before each meeting to allow participants to read and make suggestions before the next meeting.
- We increased our district's awareness of school lunch and its importance. Our lunch program is now offering a wider selection of healthy food choices.

Critical Resources Needed to Ensure Success with Policy Development:

- Administrative support – without it, the process can't work.
- A strong commitment from the team. Our team's cooperation and input was fantastic.
- Money is also a factor, because healthy food costs more.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Keep the size of the team workable, e.g., 8 to 10 members. We thought our team of eight members was a good size.
- Make sure the team is committed to a wellness philosophy and providing a healthier lifestyle for students.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Promotional activities are ongoing, and we plan on continued work using our district goal.
- We have scheduled monthly informational e-mails to our faculty and parents containing a brief introduction with one or two attachments. The attachments include the *Healthy Celebrations* and *Alternatives to Food as Rewards* handouts along with other informational notices. Our plan is to keep the information short, focused and ongoing throughout the year.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- Meetings at district in-service days.
- Article for the district's newsletter which contains the same information and attachment notice that is going out monthly by e-mail. A hard copy is sent in each building's or district's newsletter.
- Monthly e-mails with informational attachments to keep faculty and parents focused on the new policy.

Strategies for District Implementation of the Policies:

- We conduct promotional activities with the School Health Team serving as consultants for each building. Each month, the School Health Team member e-mails two implementation strategies to school staff members. These strategies are from the State Department of Education handouts *Alternatives to Food as Reward*, *Healthy Celebrations* and *Healthy Fundraising*.
- Information was provided to parents through a parent newsletter.
- Policy implementation is discussed and promoted along with the other district goals.

REGIONAL SCHOOL DISTRICT #10

Methods for Evaluating Success of District Implementation of the Policies:

- Staff and school feedback.
- Student work.
- Teacher observations.
- School lunch assessments.

Recommendations for Success with the Policy Development Process:

- Make sure you have administrative support and involvement.
- Start with a model draft policy and work from that.
- Keep your school health team to 8 to 10 members.
- Plan each meeting with an agenda, distribute it and stick to it.

REGIONAL SCHOOL DISTRICT #10

Policies

*Regional School District #10
Approved Policy*

Regional School District #10

5141.5
4141

Students

WELLNESS

The Regional School District #10 Board of Education recognizes the importance of promoting good student/staff nutrition and a healthy school environment. To this end, the Board authorizes the administration to develop an integrated nutrition program to provide students/staff with the skills and support to adopt healthy eating behaviors, obtain positive nutritional status and achieve improved academic success.

Additionally, the district shall take the appropriate measures to implement a comprehensive nutrition/health curriculum, promote healthful student eating through the provision of a well-balanced and nutritionally sound school lunch program, promote the consumption of appropriate portions of healthy foods and beverages at designated times in classrooms, and encourage increased physical activity for students during and after the school day, where appropriate.

Regional School District #10 is determined to create a healthful environment for our students and staff. With a collaboration of health, physical education, support services and food services, we believe that we can educate our community to make healthy and positive choices regarding physical activity and nutrition.

The school administration and nutrition committee shall develop guidelines indicating a plan of action for implementing this policy.

Legal Reference: Public Act 04-224 (An Act Concerning Childhood Nutrition in Schools, Recess and Lunch Breaks).

Policy Adopted: March 14, 2005

REGIONAL SCHOOL DISTRICT #10

*Regional School District #10
Approved Regulations*

**Regional School District #10
Administrative Regulations**

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Students

WELLNESS GUIDELINES

The Regional School District #10 Public School District shall undertake the following actions to promote sound nutrition and health practices for students in school consistent with Board policy.

The nutrition curriculum will provide comprehensive and sequential nutrition education as part of the wellness curriculum and include:

- Promote positive nutritional standards dealing with healthy lifestyle management, eating disorders, body image, and adequate nutrient intake (such as carbohydrates, proteins, fats), and weight management practices.
- Promote consumer education in developing skills, such as label reading and evaluating influence of media on food selection, enabling students to evaluate food products.
- Consider recommendations from the Nutrition Advisory Committee in developing curriculum.

The physical education curriculum will be in compliance with state physical education and health requirements, and in addition will promote:

- The benefits of physical activity, good nutrition and fitness.
- Physical activity being incorporated into classroom routines where appropriate.
- All physical education classes to include at least 50 percent of moderate to vigorous activity in all or most lessons.
- Recess games and activities in the K-5 curriculum.
- Rubrics that objectively evaluate and encourage active participation in physical education in all classes K-12.
- During inclement weather, efforts should be made to provide an indoor back-up plan for physical education and recess.
- Periodic and ongoing programs to increase the activity and positive nutritional choices for faculty and staff members.
- Use by faculty and staff of facilities and equipment before and after school.
- Nutritional snacks during meetings, workshops and school functions.

REGIONAL SCHOOL DISTRICT #10

**Regional School District #10
Administrative Regulations**

**5141.5A
4141A
Page 2**

WELLNESS GUIDELINES (cont.)

Regional School District #10 will maintain a Nutrition Advisory Committee that will meet periodically. Members shall include Board of Education representative(s), teachers, nurse, wellness coordinator, representative of the cafeteria food services provider, students and community members. The mission of the committee will be as follows:

To combat the current obesity and obesity related diseases in children and adolescents, by creating an environment that promotes physical activity and establishes a healthy foundation that allows students to reach their full academic potential.

The committee should create and review school food practices in the following areas to support its mission statement:

A. Food Service Program

1. Review and recommend to Superintendent annually a price structure that encourages healthy choices and maintains the quality of the food service program.
2. All full-day students will have a daily lunch period of not less than 20 minutes.
3. Encourage menu choices linked with nutrition education curriculum.
 - Promote pre-cut raw fruit and vegetable offerings.
 - Limit high-fat choices.
 - Eliminate oil-fried foods.
 - Increase vegetarian choices.
 - Provide drink choices to include water, milk (whole, flavored low-fat milk, skim, etc.) and 100 percent juices in appropriate serving sizes.
 - A la carte items will meet the following criteria:
 - High-fat, high-sugar and lower-nutrient snack foods will be limited to no more than twice per month.
 - Low-fat, low-sugar, high-nutrient snacks (such as baked chips and crackers, graham crackers, frozen fruit bars, low-fat string cheese, low-fat yogurt, dried fruits) will be promoted.
 - Fresh fruits and/or vegetables will be offered daily.
 - Inclusion of snack-bar foods of minimal nutritional value should not be promoted.
4. Provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu.
5. Conduct student and family food preference surveys to develop and revise school lunch menu items.

WELLNESS GUIDELINES (cont.)

6. Maximize use of food service provider resources such as nutritional planning, healthy eating promotions, dietitian consultation, special events, etc.
7. Recognize and accommodate individual students' cultural and medical concerns.
8. When feasible, coordinate participation with local farmers to promote locally grown fruits and vegetables.

B. Nutrition Practices in Classroom

- Encourage the use of healthy snacks in appropriate portion sizes.
- Discourage the use of food as either an incentive or a reward for good behavior or academic performance.
- Encourage healthy party menus and nonfood alternatives for birthday celebrations.

C. Fundraising Activities

- Encourage nonfood promotional activities.

D. Parent/Guardian/Staff Information

Nutritional information should be provided to parents and staff members through newsletters, publications, health fairs, and other activities focusing on, but not limited to:

- Healthy snack ideas
- Healthy lunch ideas
- Healthy breakfast ideas
- Nonfood birthday celebration ideas
- Calcium needs of children
- Healthy portion sizes
- Food label reading guidelines
- Fun activities to encourage increased physical activity inside and outside of school

February 4, 2005

REGIONAL SCHOOL DISTRICT #10

*Regional School District #10
Approved Policy*

Regional School District #10

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Personnel – Certified/NonCertified

WELLNESS

The Regional School District #10 Board of Education recognizes the importance of promoting good student/staff nutrition and a healthy school environment. To this end, the Board authorizes the administration to develop an integrated nutrition program to provide students/staff with the skills and support to adopt healthy eating behaviors, obtain positive nutritional status and achieve improved academic success.

Additionally, the district shall take the appropriate measures to implement a comprehensive nutrition/health curriculum, promote healthful student eating through the provision of a well-balanced and nutritionally sound school lunch program, promote the consumption of appropriate portions of healthy foods and beverages at designated times in classrooms, and encourage increased physical activity for students during and after the school day, where appropriate.

Regional School District #10 is determined to create a healthful environment for our students and staff members. With a collaboration of health, physical education, support services and food services, we believe that we can educate our community to make healthy and positive choices regarding physical activity and nutrition.

The school administration and nutrition committee shall develop guidelines indicating a plan of action for implementing this policy.

Legal Reference: Public Act 04-224 (An Act Concerning Childhood Nutrition in Schools, Recess and Lunch Breaks).

Policy Adopted: March 14, 2005

School District Profile

School District:	Ridgefield Public Schools	Grades:	PK-12	Enrollment:	5,626
Number of Schools:	9	Education Reference Group (ERG):	A		
Team Leader:	Barbara Lohse Health Educator	Phone:	(203) 438-3744		
Address:	East Ridge Middle School 10 East Ridge Ridgefield, CT 06877	E-mail:	blohse@ridgefield.org		
		Website:	http://www.ridgefieldpublicschools.org		

School Health Team in Place before Pilot Project: No

School Health Team Members:

School principal, school food service, parent representative, health educator, physical education teacher and family and consumer sciences teacher

Other People Who Should Have Been Included on the School Health Team: None

Policy Adoption:

The policies are still being revised and will be brought to board of education by June 2006.

Number of Times School Health Team Met: 10 **Length of Each Meeting:** 1 hour

Continuation of School Health Team after Pilot Completion:

The School Health Team will include new members and will work on completion of the School Wellness Policy.

Process for Identifying and Prioritizing Program Improvement Needs:

Areas for improvement were identified based on the School Health Team’s knowledge of current school programs and practices. Our areas of focus included cafeteria food selections and incorporating nutrition into the curriculum.

Steps Used for Policy Development and Adoption:

1. Evaluated current inequities and district needs related to nutrition and physical activity, and determined key areas for improvement.
2. Used existing resources to draft policy language, including *Fit, Healthy and Ready to Learn* (NASBE), *School District Nutrition & Physical Activity Model Policy Language* (Rhode Island) and sample policies from other school districts.
3. Provided draft policy language to administration. Revisions were suggested and School Health Team was requested to focus on developing policy language for two key areas, educator/curriculum and cafeteria.
4. Developed two policy subcommittees (curriculum and cafeteria) that will continue to work on policy language for review in January 2006.
5. Will provide policy draft to school district attorney for review in February 2006.
6. Draft back to committees in March 2006 for final revisions.
7. Bring policy to board for approval by June 2006.

RIDGEFIELD PUBLIC SCHOOLS

Challenges to the Policy Development Process:

- Complete district support would better promote our efforts and help gain more momentum for school-level support of policies, particularly in the areas of classroom parties, socials and PTA fundraisers.
- We could not incorporate our health goals (wellness, nutrition and physical activity) with our academic school goals.

Successes with the Policy Development Process:

- Curriculum writing to include nutrition in Grades 6-8.
- Curriculum writing in physical education which incorporates best practice standards.
- Better communication about our plans and goals to school and community.
- We worked hard to keep the school-to-home link well connected because this is vital to our success.

Critical Resources Needed to Ensure Success with Policy Development:

- Staff.
- Time to meet and get the work done.
- Funding, if implementation of a policy will cost money.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Be proactive and not reactive.
- Be persistent and committed.
- Get to the parent population – they are your best advocates.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Held two presentations for faculty and students by Dr. David Katz, Yale University.
- Held meetings and presentations for parents.
- Created new nutrition curriculum.
- Formed a permanent school health committee.
- Conducted Staff Wellness Day, followed up with continuous programs for staff members.
- Appearance on local television show to promote health, nutrition and physical activities.
- Received good publicity in local newspaper (four times during the 2004-2005 school year) and in the *Danbury News Times* about what we are doing in our schools to promote health, wellness and physical activity.
- Conducted nutritious food sampling for students using outside vendors during National Nutrition Month (March 2005).

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- PTA newsletter.
- Local television show, *Ridgefield: Now We're Talking*.
- Parent forums on nutrition and physical activity.
- Presentations at PTA meetings to promote Team Nutrition and how parents can help build a healthier school community.

Strategies for District Implementation of the Policies:

- Many of our implementation strategies will be determined once the policy has been adopted. Our vision is that it will start in the cafeteria by offering healthier choices for our students and removing those products that are less healthy. Then we would like to see a change in the way classroom parties and socials provide snacks, because unhealthy foods and beverages are prevalent.
- We plan to focus on the connection between nutrition and academic performance because our district's goals are tied to academic performance. Providing concrete evidence that supports a link between academic performance and nutrition will be a priority.
- We will also be working on getting the support of parents and administration, because their support is a key factor in policy implementation.

Methods for Evaluating Success of District Implementation of the Policies:

- Each school will be forming a Wellness Committee, and each school will design and implement programs based on the district policies.
- Each school will conduct a self-evaluation. They will monitor practices and programs and survey staff members, students and parents to see if their expectations were met.

Recommendations for Success with the Policy Development Process:

- Include administration and parents on the School Health Team. They are critical to making the process work effectively.
- Provide continued communication between home and school to share information and give updates on the team's progress.
- Work closely with the food service director when determining policies that relate to the school food service program and what foods and beverages should be served in the cafeteria.

Policies

Ridgefield Public Schools Proposed Nutrition and Physical Activities Policies 2005-2006

Student Nutrition & Physical Activity

Policy Intent/Rationale:

The Ridgefield Public School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. Ridgefield Public Schools supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Our individual schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance and ensures that no child is left behind.

1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence the student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. Ridgefield Public Schools intends that all students possess the knowledge and skills necessary to develop and maintain healthy habits for a lifetime.

Our plan includes representation from the entire school community. It will include administrators, teachers, students, parents, staff members, food services, nurses, counselors, school board member and members of the community. This will be a necessary component to ensuring that our students maintain wellness and health because it is a team effort.

2. Support and promote proper dietary habits to students' health status and academic performance.

All foods available in our schools and at school-sponsored activities during the instructional day should meet or exceed the district nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high-quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.

3. Provide more opportunities for students to engage in physical activity.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program for grades K through 12. Physical activity should include regular instructional physical education, in accordance with the Connecticut Physical Education Framework, as well as co-curricular activities, and recess.

4. The Ridgefield Public School District is committed to improve academic performance in high-risk groups so that no child is left behind.

Educators, administrators, parents, health practitioners and members of our community must consider the critical role student health plays in academic stamina and performance. The Ridgefield Public Schools will adapt our environment to ensure students' basic nutritional needs and physical needs are met. Developing the understanding within the entire school community of the benefits and the relationship between physical activities, good nutrition and learning will only serve to enhance the well-being of our students. Maximizing the potential of our students to

learn and develop as productive, healthy individuals in our society is one of the many goals of Ridgefield Public Schools.

5. Establish and maintain a districtwide Nutrition and Physical Activity Advisory council with the purposes of:

- developing guidance to explicate this policy;
- monitoring the implementation of this policy;
- evaluating the policy progress;
- serving as a resource to school sites (e.g., providing lists of healthy incentives, snacks, birthdays, etc.); and
- revising policy as necessary.

It is recommended that a districtwide Nutrition and Physical Activity Advisory Council be established. The Council would meet a minimum of two times annually with Council membership including, but not limited to:

- district food services manager
- dietitian
- local health practitioner
- school nurse representative
- a parent representative from each school
- a student representative from each school
- staff representative from each school
- a school board member
- physical education teacher (co-chair)
- health education teacher (co-chair)
- family and consumer sciences teacher
- district administrative representative (co-chair)
- local community member

Responsibilities of the Nutrition and Physical Activity Advisory Council may include, but not be limited to, oversight of the following:

- implementation of District Nutrition and Physical Activity Standards (See Addendum);
- integration of nutrition and physical activity in the overall curriculum;
- assurance that staff professional development includes nutrition and physical activity issues;
- assurance that students receive nutrition education and engage in rigorous physical activity;
- pursuit of contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of minimal nutritional value; and
- consistent healthful choices among all school venues that involve the sale of food.

The Nutrition and Physical Activity Advisory Council will be responsible for preparing an Annual Report by June 15 of each year that includes, but is not limited to, the following information:

- monthly district menus and meal counts;
- listing of all a la carte, vending, and competitive foods sold by school food service;
- listing of all other sales of foods throughout the district including vending machines, school stores, culinary and special education programs, in-school and in-class fundraisers, etc.; and
- listing of physical activity programs and opportunities for students throughout the school year.

RIDGEFIELD PUBLIC SCHOOLS

Student Nutrition

The School Lunch Program:

- The school lunch program will continue to follow the USDA Requirements for Federal School Meals Programs.
- The Food Service Program provider will follow Ridgefield Public School District's Nutritional Standards when determining the items a la carte and "competitive foods" sales.
 - A la carte and "competitive foods" items that do not meet the District Nutrition Standards may be acceptable when offered on a very infrequent, intermittent basis and must be recorded in the Annual Report submitted by the Nutrition & Physical Activity Council on or before June 15.
- The food service director will work closely with the Nutrition & Physical Advisory Council.

Cafeteria Environment

- A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed.
- The cafeteria environment is a place where students have the following:
 - adequate space to eat with clean and pleasant surroundings;
 - adequate time to eat meals. (The American Food Service Association recommends at least 20 minutes for lunch from the time students are seated with their food); and
 - convenient access to hand washing or hand sanitizing facilities before meals.

Fundraising

- All fundraising projects are encouraged to follow the District Nutrition Standards.
- All fundraising projects for sale and consumption within and prior to and after the instructional day will follow the District's Nutritional Standards when determining the items being sold.
- PTA activities should abide by the District's Nutrition Standards

Teacher to Student Incentives

- The use of food items as part of a student incentive program is strongly discouraged. Should teachers feel compelled to use food items as an incentive, they are required to adhere to the District's Nutrition Standards.

School Snacks

Snacks brought from home by students should be nutritious, including beverages. Teachers should encourage students to adhere to the list of snacks recommended by the District's Nutritional Standards.

Student Nutrition Education

The Ridgefield Public School District has a comprehensive curriculum approach to nutrition in kindergarten through 12th grade. Beginning with the 2006-2007 school year, all K-12 staff members will be encouraged to integrate nutritional themes from the Connecticut Department of Education Health Education Framework and/or the Connecticut Family and Consumer Sciences Framework into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include, but are not limited to:

- | | |
|--|-----------------------------------|
| Knowledge of the Food Guide Pyramid | Healthy heart choices |
| Sources and variety of foods | Dietary Guidelines for Americans |
| Diet and disease | Healthy breakfast |
| Healthy snacks | Understanding calories |
| Healthy beverages | Food labels |
| Healthy diet | Multicultural influences |
| Major nutrients | Proper food safety and sanitation |
| The importance of making good food choices | Serving sizes |
| Identifying and limiting foods of low nutrient density | |

The District Nutrition Policy reinforces nutrition education to help students practice these themes in a supportive school environment.

Parent Nutrition Education

- Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout middle and high school levels.
- Nutrition education may be provided in district or school newsletters, presentations that focus on nutritional value and healthy lifestyles and through any other appropriate means available for reaching parents.
- Ridgefield Public Schools maintains the belief that the home-school communication link is vital to providing a well-rounded education to our students.

Staff Nutrition and Physical Activity Education

With the purpose of:

Encouraging all school staff members to improve their own personal health and wellness.

- Improving staff morale.
- Creating positive role modeling.
- Building the commitment of staff members to promote the health of students.
- Building the commitment of staff members to help improve the school nutrition and physical activity environment.

Nutrition and physical activity education opportunities will be provided to all school staff members at the elementary, middle and high school levels. These educational opportunities may include, but not be limited to, the distribution of educational and informational materials and the arrangement of presentations and workshops that focus on nutritional value and healthy lifestyles, healthy assessments, fitness activities and other appropriate nutrition and physical related topics.

RIDGEFIELD PUBLIC SCHOOLS

Addendum

District Nutritional Standards

The Ridgefield Public School district strongly encourages the sale and distribution of nutrient-dense foods for all school meals, functions and activities. This includes before- and after-school activities, including PTA functions. Nutrient-dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient-dense foods in the school setting, the district has adopted the following nutrition standards governing the sale of food, beverage and candy on school grounds. Schools are encouraged to study these standards and develop building policy using the following District Nutrition Standards as minimal guidelines.

Food

- Encourage the consumption of nutrient-dense foods, i.e., whole grains, fresh fruits, vegetables and dairy products.
- Any given food item for sale prior to the start of the school day and throughout the instructional day will have not more than 30 percent of its total calories derived from fat.
- It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these Standards, but those special occasions must be recorded and included in the Nutrition & Physical Activity Council Annual Report.

Beverages

- Only milk, water and beverages containing 50-100 percent fruit juices with no added artificial or natural sweeteners may be sold on school grounds both immediately prior to and throughout the instructional day. This standard will be phased in over the next three school years in the following way:
 - 2006-2007 School Year: Only milk, water and beverages containing 50-100 percent fruit juices with no added artificial or natural sweeteners may be sold or distributed on school grounds both prior to and during the instructional day in the district's elementary and middle schools.
 - 2007-2008 School Year: Only milk, water and beverages containing 50-100 percent fruit juices with no added artificial or natural sweeteners may be sold or distributed on school grounds both prior to and during the instructional day in the district's high school.

Candy

Candy is defined as any processed food item that has:

1. Sugar – including brown sugar, corn sweetener, fructose, glucose (dextrose), high fructose corn syrup, honey, lactose, maltose, molasses, raw sugar, table sugar (sucrose) – listed as one of the first two ingredients; and
2. Sugar is more than 25 percent of the item by weight.
 - Vending sales of candy will not be permitted on school grounds
 - Nonvending sales of candy will be permitted ONLY at the conclusion of the instructional day.

Student Physical Activity

The Ridgefield Public School District shall provide physical activity and physical education opportunities aligned with the Connecticut Physical Education Framework that provide students with the knowledge and skills to lead a physically active lifestyle.

The Ridgefield Public School district shall use the following Implementation Strategies:

1. Physical education and physical activity opportunities will be available for all students.
2. Physical activity opportunities shall be offered.
3. As recommended by the National Association for Sport and Physical Education (NASPE), school leaders of physical activity and physical education shall guide students through a process that will enable them to achieve and maintain a high level of physical fitness through the following:
 - expose youngsters to a wide variety of physical activity;
 - teach physical skills to help maintain a lifetime of health and fitness;
 - encourage self-monitoring so youngsters can see how active they are and set their own goals;
 - individualize intensity of activities;
 - focus feedback on process of doing your best rather than on a product; and
 - be active role models.
4. Introduce developmentally appropriate components of a health-related fitness assessment (e.g., Fitness Gram, Physical Best or President's Council) to the students at an early age to prepare them for future assessment.
5. Begin fitness logging in elementary school. Assist students to interpret their personal attainments and compare them to national physical activity recommendations. The 2004 Guidelines from NASPE recommend:
 - Children should accumulate at least 60 minutes and up to several hours of age-appropriate physical activity on all, or most, days of the week.
 - Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
 - Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.
 - Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.
6. Beginning in middle school and through high school, administer a health-related fitness assessment with students. Students shall receive results and use this as a baseline in understanding their own level of fitness, creating goals and plans, and logging activities identified to achieve goals. Logs should include day, time, type and length of activity, whether the activity was done alone or with others, and how the student felt before and after the activity.
7. Physical education classes shall be sequential, building from year to year; content will include movement, personal fitness, and personal and social responsibility. Students should be able to demonstrate competency through application of knowledge, skill and practice. (NASPE recommends physical education 150 minutes/week for elementary students and 225 minutes/week for middle and high school students.)

SALEM PUBLIC SCHOOL

School District Profile

School District: Salem Public School	Grades: PK-8	Enrollment: 547
Number of Schools: 1	Education Reference Group (ERG): C	
Team Leader: Barbara Bashelor, Health and Physical Education Teacher	Phone: (860) 859-0267 x 3122	E-mail: bbashelor@saalem.cen.ct.gov
Address: Salem Public School 200 Hartford Road Salem, CT 06420	Website: http://www.salemschools.org	

School Health Team in Place before Pilot Project: No

School Health Team Members:

School principal, school nurse, school food service, parent representative, health educator and physical education teacher

Other People Who Should Have Been Included on the School Health Team:

School board member (policy committee) and elementary classroom teacher

Policy Adoption:

The policies will be piloted in rough draft form during the first half of the 2005-2006 school year. They will then be critiqued by members of the newly formed Salem School Health Council and offered to the board of education for review and adoption as part of the Salem School Wellness Policy.

Number of Times School Health Team Met: 23 **Length of Each Meeting:** 1 hour

Continuation of School Health Team after Pilot Completion:

Future plans include a team expansion that will encompass all eight components of the Coordinated School Health Model and satisfy the membership requirements necessary for the development of the 2006 USDA School Wellness Policy.

Process for Identifying and Prioritizing Program Improvement Needs:

We identified our areas of need by completing the CDC *School Health Index* as a team. We then used the sample policies from *Fit, Healthy and Ready to Learn* (NASBE) to prioritize those needs. As a group, we also spent many hours brainstorming ideas regarding current nutrition and physical activity practices at our school and how we could make a difference.

Steps Used for Policy Development and Adoption:

1. Identified Salem School's greatest areas of need by completing the CDC *School Health Index*.
2. Developed a rough draft using the sample policies addressing nutrition and physical activity in *Fit, Healthy and Ready to Learn* (NASBE).
3. Presented our timeline and plans to the board to raise awareness (November 2004). The presentation included PowerPoint, open discussion and a handout on the timeline for policy development at Salem School.
4. Presented the policy development information at a meeting of the Parent Teacher Organization (PTO) to raise awareness and ask for support (January 2005).
5. Presented overview and objectives to the middle school and elementary school staffs (January 2005). At both PTO and faculty meetings we used the Penn State and Pennsylvania Department of Education video *Preventing Childhood Overweight and Obesity: Parents Can Make a Difference*, which addresses community and school involvement in improving student wellness (http://nutrition.psu.edu/projectpa/frames_html/frames_homepage.html).
6. Team leader presented the superintendent with a rough draft of the policy (April 2005). The team leader met with the superintendent two weeks later to discuss and critique the rough draft.
7. Distributed the policy rough draft to the faculty prior to the May 2005 faculty meeting and asked for suggestions. The draft was then discussed at the faculty meeting one week later. It was decided that the policy would be piloted in the first half of the 2005-2006 school year.
8. Presented at the May 2005 PTO meeting to ask for its support when planning next year's fundraisers by using healthy alternatives for school fundraising.

Challenges to the Policy Development Process:

- Initially we were very unclear about the development of policy and about the difference between school policy and board policy. We continued to ask questions at the pilot support workshops and our understanding increased.
- We found the start date of the pilot difficult with summer arriving shortly after we had just begun the task.
- An administrator's input is critical when developing policy. The administrator's schedule should be a priority when planning regular meeting dates and times.

Successes with the Policy Development Process:

- Development of a School Health Team.
- Development of a draft policy.
- Dedicated and supportive team and team leader.
- Increased awareness level at Salem School and in the community about the importance of student wellness.
- Increase in the amount of middle school physical education.
- Increase in health education to include fifth grade taught by a specialist.
- Positive feedback and support from Salem School superintendent.

SALEM PUBLIC SCHOOL

Critical Resources Needed to Ensure Success with Policy Development:

In priority order: (1) time; (2) staff commitment; (3) policy development resources and materials; and (4) funding.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Committed and focused members
- Clear agendas for each meeting
- Setting goals, objectives and a timeline
- Convenient meeting times

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Held Open House. Invited nutritionist to speak with parents and invited food services to promote healthy lunch choices. Also included a representative from the Salem Recreation Committee to promote activity in the community.
- Presentation to board to raise awareness about student wellness and the development of the policy.
- Two presentations to PTO to (1) increase awareness and discuss our policy objectives and (2) ask for support for healthy fundraising in the 2005-2006 school year.
- Two meetings with Salem School faculty to (1) increase awareness and discuss our policy/grant objectives and (2) review and discuss draft policy.
- Faculty member offered to teach cardio-kickboxing to staff members to increase employee wellness.
- The inclusion of Project ACES – *All Children Exercise Simultaneously* (www.projectaces.com/) as a Salem School annual event (began May 2004).
- Made healthy changes in the cafeteria a la carte offerings to include nutritionally dense snack choices and reduced-fat items.
- Introduced more whole-grain bread in sandwich selections.
- Added nutrition tips to monthly menus.
- Increased middle school physical education time in the 2005-2006 school schedule.
- Increased health education to include fifth grade health taught by a specialist in the 2005-2006 school schedule.
- Purchased 25 pedometers for staff use.
- Staff members designed indoor walking routes with mileage for winter walking/jogging.
- Offered yoga classes after school to staff members.
- Made scheduling changes in 2005-2006 to allow for a full 30-minute lunch period for students in Grades 1-5.
- Made scheduling changes in 2005-2006 to include a 20-minute recess before lunch in Grades 2-5.
- Principal and health teacher met with classroom parents (fall 2005) requesting support and offering ideas for healthy alternatives to classroom celebrations.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

Met with faculty and parents at two different faculty and PTO meetings during the 2005 school year. The draft policy will be piloted in the fall of 2005 and then be offered to the board in January with the intent that it is used to develop an overall student wellness policy.

Strategies for District Implementation of the Policies:

The policies will be piloted in fall 2005 and then offered for board approval in winter 2006. Implementation strategies will be developed based on our final School Wellness Policy.

Methods for Evaluating Success of District Implementation of the Policies:

- Survey teachers concerning the changes in classroom party menus and celebration alternatives.
- Survey teachers concerning the change in recess as punishment.
- Survey teachers and lunch aides concerning the success of recess before lunch.
- Survey the parent community about the changes made in school concerning wellness.

Recommendations for Success with the Policy Development Process:

- Find a committed team and team leader.
- Involve your food service organization.
- Meet with the board policy committee in your town to increase awareness about the creation of policy at the local level.
- Review existing resources on policy development.
- Use the CDC *School Health Index* to prioritize school needs.
- Get the word out to faculty and parents. Be visible at monthly meetings and discuss your ideas with people in the school community.
- Contact appropriate state staff members as needed for assistance with questions and concerns.

Policies

Salem School Draft Nutrition and Physical Activity Policies

Draft Healthy Eating Policy

Purpose and Goals

Intent: All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, all staff members are encouraged to model healthy eating as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- a food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- pleasant eating areas for students and staff members with adequate time for unhurried eating and proper hand-washing facilities nearby;
- a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum and coordinated with the food service program; that is taught by well-prepared and well-supported staff members; and that is aimed at influencing students' knowledge, attitudes, and eating habits;
- an overall school environment that encourages students to make healthy food choices, which would include allowing water bottles in classrooms;
- opportunities and encouragement for staff members to model healthy eating habits;
- services to ensure that students and staff members with nutrition-related health problems are referred to appropriate services for counseling or medical treatment; and
- strategies to involve family members in program development and implementation.

The school nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

Rationale: The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff members establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

Nutrition Education

Instructional Program Design: Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through eighth grade. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the State of Connecticut's health education standards/guidelines/framework. Nutrition education shall be designed to help students learn:

- nutritional knowledge, including, but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling, and storage;
- nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutritional information, misinformation, and commercial food advertising; and
- how to assess one's personal eating habits, set goals for improvement, and achieve these goals.

Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.

Staff Qualifications: Staff members responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

Educational Reinforcement: School personnel shall not offer food as a performance incentive or reward and shall not withhold food from students as punishment.

Nutrition instruction shall be closely coordinated with the food service program and other components of the school health program. Nutrition concepts shall be integrated into the instruction of other subject areas.

School instructional staff members will strive to collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers invited to address students shall receive appropriate orientation to the relevant policies of Salem School.

School officials should disseminate information to parents, students, and staff members about community programs that offer nutrition assistance to families.

Staff as Role Models: School staff members are encouraged to model healthy eating behaviors. Schools should offer wellness programs that include personalized instruction about healthy eating and physical activity.

SALEM PUBLIC SCHOOL

The Food Service Program

Intent: The State of Connecticut acknowledges that the feeding of children is primarily a family responsibility. To supplement their efforts, Salem School shall operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.

The food service program shall aim to be financially self-supporting. However, the program is an essential educational and support activity, and budget neutrality or profit generation must not take precedence over the nutritional needs of students.

Program Requirements: During each school day the school food service program shall offer lunch as well as snack items for students. Salem School shall make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and those eligible families are encouraged to apply. The program shall maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

The school food service program shall operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of the State of Connecticut. Schools shall offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. Menus should be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies shall be designed to encourage students to purchase nutritious items. Procedures shall be in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.

Upon a physician's written request, modified meals shall be prepared for students with food allergies or other special food needs. Parents shall be notified about this option.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

Eating as a Positive Experience: Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax and socialize; at least 20 minutes after sitting down for lunch. Safe drinking water and convenient access to facilities for hand washing and oral hygiene shall be available.

Staffing: All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Dining room supervisory staff shall receive appropriate training in how to maintain a safe, orderly, and pleasant eating environment, including CPR certification, Heimlich maneuver training and bloodborne pathogen training.

Contracted Services: Specified elements of the school food service program may be contracted out to food service management companies or other vendors following established open bidding procedures. The contractor shall fully comply with the nutritional standards established by the U.S. Department of Agriculture for school food programs and be subject to district auditing processes. Salem School shall be responsible for administering the contract. The district retains the responsibility for meeting all USDA requirements.

Coordination with Other Programs: The food service program shall be closely coordinated with nutrition instruction to allow students to apply critical thinking skills taught in the classroom. Food service staff members shall also work closely with responsible teachers for other components of the school health program to achieve common goals.

Other Food Choices at School

Nutritious Food Choices: Nutritious and appealing foods, such as fruits, vegetables, low-fat dairy foods, and low-fat grain products, shall be available wherever and whenever food is sold or otherwise offered at Salem School. Salem School shall take efforts to encourage students to make nutritious choices.

Food and beverages sold or served on school grounds or at school-sponsored events shall meet nutritional standards and other guidelines set by the Salem Coordinated School Health Team. This includes:

- a la carte offerings in the food service program;
- food and beverage choices in vending machines, snack bars, school stores, and concession stands;
- food and beverages sold as part of school-sponsored fundraising activities; and
- refreshments served at parties, celebrations, and meetings.

Food Sales: The sale of all foods on school grounds shall be under the management of the school food service program, except foods sold as part of a fundraising activity. All foods sold as a fundraiser must be nutritionally sound and be pre-approved by the Salem Coordinated School Health Team.

Only student organizations and legally constituted, nonsectarian, nonpartisan organizations approved by Salem School Administration are permitted to engage in fundraising on school grounds at any time. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fundraising purposes shall not be sold while school food service meals are being served. Each organization raising funds by selling foods is limited to one event per month during school hours.

Services for Nutrition-Related Health Problems

Nutrition-Related Health Problems: School counselors and school health services staff members shall consistently promote healthy eating to students and other staff members. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff members and be able to refer them to appropriate services.

SALEM PUBLIC SCHOOL

*Salem School
Draft Physical Activity Policy*

Purpose and Goals

Intent: Every student shall be physically educated – that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, the staff is encouraged to participate in and model physical activity as a valuable part of daily life.

School leaders shall develop and implement a comprehensive plan to encourage physical activity that includes the following:

- a sequential program of physical education that involves moderate to vigorous physical activity on a regularly scheduled basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and students can pursue throughout their lives; is taught by well-prepared and well-supported staff members; and coordinates with the health education curriculum;
- time in the elementary school day for supervised recess;
- opportunities and encouragement for students to voluntarily participate in extracurricular physical activity programs, such as intramurals, clubs and interscholastic athletics;
- joint school and community recreation activities;
- opportunities and encouragement for staff members to be active; and
- strategies to involve family members in program development and implementation.

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff members, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

Rationale: Schools have a responsibility to help students and staff members establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes, in particular. Promoting a physically active lifestyle among young people is important because:

- through its effects on mental health, physical activity can help increase students' capacity for learning;
- physical activity has substantial health benefits for children and adolescents, including favorable effects on endurance capacity, muscular strength, body weight, and blood pressure; and
- positive experiences with physical activity at a young age help form the basis for being regularly active throughout life.

All Students Enrolled: Every student in each grade, prekindergarten through eighth, shall participate in a weekly physical education program for the entire school year, including students with disabling conditions and those in alternate education programs. Students in the elementary grades shall participate for at least two periods each school week, and students in middle school will participate for a minimum of two periods per week.

Instructional Program Design: The school will strive to establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum will be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. The physical education program shall:

1. emphasize knowledge and skills for a lifetime of regular physical activity;
2. be consistent with state/district's standards/guidelines/framework for physical education and with national standards that define what students should know and be able to do;
3. devote at least 50 percent of class time to actual physical activity in each week, with as much time as possible spent in moderate to vigorous activity;
4. provide many different physical activity choices;
5. feature cooperative as well as competitive games;
6. meet the needs of all students, especially those who are not athletically gifted;
7. take into account gender and cultural differences in students' interests;
8. teach self-management skills as well as movement skills;
9. actively teach cooperation, fair play, and responsible participation in physical activity;
10. have student/teacher ratios comparable to those in other curricular areas;
11. promote participation in physical activity outside of school; and
12. be an enjoyable experience for students.

All teachers and staff members shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Physical education staff members shall not order performance of physical activity as a form of discipline or punishment.

Suitably adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

Assessment: All students shall be regularly assessed for attainment of the physical education learning objectives. Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in academic recognition programs such as honor roll.

Health-Related Fitness Testing: The Connecticut Mastery Physical Fitness Tests will be integrated into the curriculum as an instructional tool, except in the early elementary grades. Tests will be appropriate to students' developmental levels and physical abilities. Such testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. Staff members will maintain the confidentiality of fitness test results, which will be made available only to students and their parents/guardians.

As health-related physical fitness is influenced by factors beyond the control of students and teachers (such as genetics, physical maturation, disabling conditions, and body composition), test results shall not be used to determine course grades or to assess the performance of individual teachers.

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Exemptions: Physical education teaches students essential knowledge and skills; for this reason, exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team, community recreation program, marching band, or other school community activity. A student may be excused from participation in physical education only if: (1) a physician stated in writing that specific physical activities will jeopardize the student's health and well-being or (2) a parent/guardian requests exemption from specific physical activities on religious grounds.

Teaching Staff: Well-prepared specialists who are certified by the state to teach physical education shall teach physical education. All physical education teachers shall be adequately prepared and regularly participate in professional development activities to effectively deliver the physical education program. Preparation and professional development activities shall provide basic knowledge of the physical development of children and adolescents combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.

Adequate Facilities: School leaders shall endeavor to ensure the cost-efficient provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical education program.

School authorities shall minimize the use of physical education facilities for non-instructional purposes, such as using the gymnasium for school assemblies during times scheduled for physical education classes.

Educational Reinforcement: The physical educational program will strive to closely coordinate with the other components of the overall school health program. Physical education topics will be integrated within other curricular areas whenever possible. In particular, the benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.

The physical education program will strive to actively engage families as partners in their children's education and collaborate with community agencies and organizations to provide ample opportunities for students to participate in physical activity beyond the school day.

Extracurricular Physical Activity Programs

Extracurricular Physical Activities: Intramural programs, physical activity clubs, and interscholastic athletics are valuable supplements to a student's education. Schools shall endeavor to provide every student with opportunities to voluntarily participate in extracurricular physical activities that meet his or her needs, interests and abilities. The primary focus of extracurricular physical activity programs will be on facilitating participation by all interested students, regardless of their athletic ability. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.

Each extracurricular physical activity program sponsored by in-school and non-school organizations shall be approved by Salem School administration. The integrity and purpose of the physical education program shall not be compromised by such extracurricular activities, nor shall they interfere with the regular school schedule.

Extracurricular Program Eligibility: School authorities should encourage and support the participation of all students in extracurricular activities, yet such participation is a privilege and not a right. Salem School may establish and equitably enforce reasonable eligibility requirements and probationary periods for participation in extracurricular activities. Such requirement may be based on:

- appropriate grade;
- satisfactory academic performance;
- acceptable attendance record;
- good conduct; and
- suitable health status or physical condition.

Eligibility requirements and appeal procedures shall be published in a regularly updated student activities handbook that is distributed to students and families annually. Students denied permission to participate in an extracurricular activity shall receive a prompt explanation of the reasons, have an opportunity to respond, and be provided with opportunities to reestablish their eligibility.

Interscholastic Athletics: Salem School offers interscholastic athletic programs that adhere to the rules and regulations of the Southeastern Connecticut Middle School Athletic Conference. All coaches, whether volunteer or employed by Salem School, shall comply with the policies, regulations, rules and enforcement measures codified in the Southeastern Connecticut Middle School Athletic Conference Bylaws.

Administrators, coaches, and other staff members shall model sportsmanlike attitudes and behaviors. Student athletes shall be taught good sportsmanship, such as treating opponents with fairness, courtesy, and respect, and shall be held accountable for their actions. School authorities should evict spectators who do not handle themselves in a sportsmanlike way.

Required Records: The parents or legal guardians of students who choose to participate in intramural, interscholastic athletics or school-linked community recreation programs shall be informed in writing of potential risks associated with a given activity. Schools must keep documentation on file for each participating student that includes:

1. a statement signed by the student's parent/guardian granting permission for the student's participation;
2. emergency contact information for the students' parents/guardians and health care providers;
3. a thorough health appraisal (physical examination) certifying the student's fitness to participate that is appropriate to the activity or sport, conducted within the past 12 months and signed by a licensed physician;
4. information of current accident or health insurance coverage; and
5. a release signed by a parent/guardian that absolves the school or district from liability for injuries that may result from participation in school-sponsored physical activities unless negligence on the part of staff members or coaches is proven.

Staffing: All intramural programs, physical activity clubs, and athletic teams shall be supervised by qualified staff members, who may or may not be certified teachers.

Interscholastic head coaches shall satisfactorily complete courses or other professional development programs that meet the requirements of the Connecticut Interscholastic Athletic Conference.

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Other Opportunities for Physical Activity

Recess in Elementary Schools: Recess provides opportunities for physical activity, which helps students stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for elementary school students to enjoy supervised recess. The school shall have playgrounds, other facilities, and equipment available for free play. Recess shall complement, not substitute for, physical education classes. Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional make-up time.

School/Community Collaboration: The school shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff members for physical activity during their out-of-school time. The school is encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school- or district-owned facilities open for use by students, staff members, and community members during nonschool hours and vacations. School policies concerning safety shall apply at all times.

Staff Physical Activity: The school will strive to plan, establish, and implement activities to promote physical activity among staff members and strive to provide opportunities for staff members to conveniently engage in regular physical activity

Safety Guidelines

Intent: To minimize injuries and illnesses related to physical activity

Health and Safety Rules: Salem School has rules and procedures concerning safety, infection control, provision of first aid, and the reporting of injuries and illnesses to student's families and appropriate school and community authorities. School administrators shall enforce compliance with these rules and procedures by all students, school personnel, volunteers, and community members who use school facilities. Students and their families shall be informed of their schools' health and safety rules at least annually.

Safe Facilities: Play areas, facilities, and equipment used for physical activity on school grounds shall meet accepted safety standards for design, installation, and maintenances. Spaces and facilities shall be kept free from violence and exposure to environmental hazards. All spaces, facilities, and equipment used by students and spectators to athletic events shall be thoroughly inspected for health and safety hazards on a regularly scheduled basis, at least twice per year. Written inspection reports shall be kept on file for 10 years. Schools shall correct any hazards before the facilities or equipment may be used by students, staff members, or community members.

Supervision: Student physical activity on school grounds during school hours shall be supervised to enforce safety rules and prevent injuries. A first aid kit should be made available containing basic first aid supplies and gloves. Records shall be kept of all injuries and analyzed at least annually so that patterns of causes can be determined and steps can be taken to prevent further injuries.

Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.

School District Profile

School District:	Windham Public Schools	Grades:	PK-12	Enrollment:	3,633
Number of Schools:	6	Education Reference Group (ERG):	I		
Team Leader:	Shawn Grunwald School-Based Health Center Coordinator	Phone:	(860) 465-2465		
		E-mail:	sgrunwald@wcmh.org		
		Website:	http://www.windham.k12.ct.us		
Address:	Windham High/Middle School 355 High Street Willimantic, CT 06226				

School Health Team in Place before Pilot Project: No

School Health Team Members:

School board member, school nurse, school food service, parent representative, health educator, physical education teacher, family and consumer sciences teacher, community group representative, dietitian and school-based health center staff

Other People Who Should Have Been Included on the School Health Team:

Superintendent and school store advisor

Policy Adopted by Board of Education: The policy concepts were approved by the board of education in June 2005. Policy adoption will take place in the 2005-2006 school year, after the board completes a review of all district policies.

Number of Times School Health Team Met: 8

Length of Each Meeting: $\frac{3}{4}$ -3 hours

Continuation of School Health Team after Pilot Completion:

The School Health Team will continue as part of an overall school health advisory committee which is much broader in scope but will have a set agenda item dedicated to school nutrition and physical activity.

Process for Identifying and Prioritizing Program Improvement Needs:

We based program improvement needs on the results of the *School Health Index*, coupled with discussion with the various administrators and board of education members to determine how realistic it would be to actually effect change.

WINDHAM PUBLIC SCHOOLS

Steps Used for Policy Development and Adoption:

1. Conducted *School Health Index*.
2. Surveyed parents, students, principals and cafeteria managers.
3. Presented results to districtwide PTO and superintendent.
4. Assigned one person (team leader) to write draft policies. Shared draft policies with team, superintendent and assistant superintendent. Solicited and incorporated feedback.
5. Draft policies presented at Student Services Committee of Board of Education, which approved content.
6. Policies given to Policies Subcommittee for format change (administrator in charge approved content).
7. Format modified but no content changes made. Policies were sent to full board of education for adoption. Board approved policy concepts in June 2005.
8. Policy adoption will take place in the 2005-2006 school year, after the board completes a review of all district policies.

Challenges to the Policy Development Process:

The biggest challenge was moving forward from the information gathering stage to the actual policy writing stage. This was solved by assigning one person to write the policy draft and the group trusting that person to complete the task. Checks and balances were built in by allowing each team member to review and comment on the initial draft, and then review the final draft document.

Successes with the Policy Development Process:

The biggest success was the gathering together of different people from different schools and disciplines to work together on the tasks. We were also successful in connecting with the districtwide PTO to work together on student health and achievement goals.

Critical Resources Needed to Ensure Success with Policy Development:

Allocated staff time that is funded through this grant so staff members are not “donating” time to this project when they are already overcommitted on other things.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Build in social time so members can get to know one another (if they don't already) and build some camaraderie.
- Schedule sufficient time for meetings.
- Have a clear leader who is empowered and willing to set the agenda and do some extra work.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- One of the team members developed a staff wellness program that included a walking program, BMI and weight monitoring, blood pressure checks and incentives for participation.
- Worked with a class advisor on piloting a healthy fundraiser. The fundraiser was successful and will be incorporated as a yearly event.
- Started a parent resource library via the districtwide PTO and a resource library for staff members via the Curriculum Office with materials procured through this project.
- The board of education is exploring incorporating Connecticut-grown foods into the cafeteria.
- The board of education is looking at scheduling recess before lunch in at least one of the elementary schools (K-4).

Strategies for Promoting Adoption and Districtwide Support of the Policies:

Throughout the whole process, the team leader sent out periodic informational memos to each building representative, principals, superintendent, assistant superintendents and department heads to keep them informed of the process, and to allow them to keep staff members updated and informed. Parents were informed through the districtwide PTO and PTO newsletters. Students will be informed in the same manner as every other board policy, through student handbooks.

Strategies for District Implementation of the Policies:

The relevant parts of the policies will be part of the school staff handbook and student handbook. One of the high school classes has made a commitment to doing at least one healthy fundraiser (citrus fruits). Information was distributed at a districtwide PTO meeting for inclusion in PTO newsletters.

Methods for Evaluating Success of District Implementation of the Policies:

We will monitor a variety of areas, such as the number of fundraisers done next year involving either nonfood items or healthy food choices; whether Connecticut-grown foods are instituted in the school lunch program; and whether at least one school has recess before lunch. The policies recommend but do not mandate these things, so if they are done implementation will be considered successful.

Recommendations for Success with the Policy Development Process:

- Be realistic about what you hope to accomplish in a certain timeframe and with local funding constraints. It is better to take on a small amount, be successful and build on your success to move on the next step than to set a large goal and not reach it.
- Choose your team members carefully. It is critical for success that team members are willing to work hard to get the job done.

Policies

Windham Public Schools Draft Student Nutrition and Physical Activity Policies

Policy Intent/Rationale

Windham Public Schools promote healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. Windham Public Schools supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and ensures that no child is left behind.

- A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high-added fat, high-added sugar and low-nutrient foods to support school programs.

- B. Support and promote proper dietary habits contributing to students' health status and academic performance.

To the extent possible, all foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the nutritional guidelines set forth by the USDA (U.S. Department of Agriculture). Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high-quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety and packaging.

- C. Provide opportunities for students to engage in physical activity.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity will include regular instructional physical education as well as co-curricular activities and recess.

- D. Windham Public Schools are committed to improving academic performance in high-risk groups so that no child is left behind.

Educators, administrators, parents, health practitioners and communities must consider the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met.

Student Nutrition

The Board recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. The link between nutrition and learning is well documented. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff members establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

The School Breakfast/Lunch Programs

Although the Windham Board of Education believes that the district's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the District's National School Lunch Program (NSLP) and School Breakfast Program (SBP) shall be nonprofit. The district National School Lunch Program (NSLP) and School Breakfast Program (SBP) and After-School Snack Program will comply with all the federal requirements for program operation.

Cafeteria Environment

Students will be provided with a pleasant and safe environment for eating meals. In accordance with state law, a minimum of 20 minutes will be allowed for lunch. The consumption of soda is strongly discouraged. School dining areas will be periodically reviewed by building principals to ensure that the physical structure of the eating area is in good repair, seating is not overcrowded, noise is not allowed to become excessive, rules for safe behavior are consistently enforced, tables and floors are cleaned between meal periods and appropriate supervision is provided.

Fundraising

All fundraising projects involving sale and consumption of food within and prior to the instructional day will adhere to the federal NSLP and SBP regulations. Nutrient-dense food items will be encouraged as products sold for fundraising projects. The sale of nonfood items is strongly encouraged to be used for fundraisers.

Nutrition Practices in Classroom

Healthy snacks in appropriate portion sizes are strongly encouraged. The use of food items as part of a student incentive program is strongly discouraged. Nonfood alternatives are strongly encouraged for classroom celebrations.

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Parent/Guardian Information

Wherever possible, nutritional information will be provided to parents on healthy snack, breakfast and lunch ideas, nonfood birthday celebration ideas, calcium needs of children, healthy portion sizes, food label reading guidelines, and fun activities to encourage physical activity outside of school. Dissemination vehicles can include, but not be limited to, newsletters, publications, open houses, speakers through the PTO and health fairs.

Faculty Information

Nutritional information will be available to staff members through a variety of means such as in-service training, publications, the school-based health center program, curriculum and publications which will include, but not be limited to, alternative birthday celebrations, activities to increase physical activity in the classroom, healthy snacks, alternative nonfood reward options and alternatives to withholding recess as a consequence for student actions.

Nutrition Education

Nutrition education topics shall be integrated within the health education program and be consistent with the State of Connecticut's health education standards/guidelines/framework. Nutrition education shall be designed to help students learn:

- nutritional knowledge, including but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling and storage;
- nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutritional information, misinformation, and commercial food advertising; and
- how to assess one's personal eating habits, set goals for improvement and achieve these goals.

Nutrition education will be supported and supplemented whenever possible by the school health and school-based health center programs.

Physical Activity

The Board recognizes that schools have a responsibility to help students and staff members establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among young people is important because it can help increase students' capacity for learning, it has substantial health benefits and it helps lay the foundation for being regularly active throughout life.

Windham Public Schools shall provide physical activity and physical education opportunities, aligned with the state physical education requirements, which provide students with the knowledge and skills to lead a physically active lifestyle.

Physical Education

Developmentally appropriate components of a health-related fitness assessment will be introduced to students at an early age to prepare them for future assessments. Physical education classes shall be sequential, building from year to year, and content will include movement, personal fitness, and personal and social responsibility. Students should be able to demonstrate competency through application of knowledge, skill and practice. A health-related fitness assessment will be administered with students beginning in grade 3. Students shall receive results and use this as a baseline in understanding their own level of fitness and for creating fitness goals and plans. For students with medical issues, adaptive/alternative plans will be made. Students cannot have physical education withheld for disciplinary reasons. During inclement weather, there is a back-up plan for physical education. Wherever appropriate, physical activity will be incorporated into classroom routines.

Extracurricular Physical Activity Programs

School staff members should encourage and support the participation of all students in extracurricular activities, including but not limited to, interscholastic athletics and intramural sports, yet such participation is a privilege and not a right. Windham Public Schools may establish and equitably enforce reasonable eligibility requirements based on appropriate grade, enrollment status or residency, satisfactory academic performance, acceptable attendance record, good conduct and suitable health status or physical condition. Students denied permission to participate in an extracurricular activity shall receive a prompt explanation of the reasons, have an opportunity to respond and be provided with opportunities to reestablish their eligibility.

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Other Opportunities for Physical Activity

Recess

Recess provides opportunities for physical activity, which helps students stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for preschool, elementary and middle school students to enjoy supervised recess. The schools shall have playgrounds or other facilities and equipment available for free play. Recess shall complement, not substitute for, physical education classes. Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional make-up time.

School/Community Collaboration

Windham Public Schools shall work with the Windham Recreation Department and other community organizations to coordinate and enhance opportunities available to students and staff members for physical activity during their out-of-school time.

Staff Wellness

All school staff members are encouraged to improve their own personal health and wellness. Windham Public Schools will strive to plan, establish and implement activities to promote physical activity among staff members and strive to provide opportunities for staff members to conveniently engage in regular physical exercise.

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