



# ***5-2-1-0 Goes to School*** **Wellness Policy Guide**

A guide to help schools integrate *Let's Go!* strategies for healthy eating and active living into strong Wellness Policies.





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**Additional Funders**

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Fairchild Semiconductor

# Acknowledgements

**We would like to thank the following individuals for their commitment and support in developing the 5-2-1-0 Goes to School Wellness Policy Guide:**

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# Overview

This guide is designed to be a user-friendly tool to assist schools in developing and implementing model Wellness-Related Policies that include *Let's Go!*'s priority strategies and HealthierUS School Challenge (HUSC) strategies which support healthy eating and active living within the school community. Below is an overview of the process we've outlined and what each section of this guide provides.

**What:** The development and implementation of model Wellness-Related Policies that include *Let's Go!*'s five priority strategies and two USDA HealthierUS School Challenge (HUSC) strategies for supporting healthy eating and active living.

**Why:** Strong Wellness Policies create learning environments that allow students to achieve their full academic potential and also teach students healthy behaviors that will benefit them for years to come.

**How:** See below

## Start With The Basics

### Step 1: Develop a Team

- Who to include on your team.
- Who your team will need to engage.

### Step 2: Get to Know Your District Policies and Process

- Identify your district's policies and where to find them.
- Assess the strength and implementation of district policies.

## Strengthen Wellness Policies

### Step 3: Write Policies for Success

- Guidance for model policy language and placement.

### Step 4: Begin & Complete the Approval Process

- Advocate for policy improvements.
- Overview of the school policy change process.

## Implement and Monitor Strengthened Policies

### Step 5: Develop an Effective Plan to Implement Your Policies

- Write an effective policy implementation plan.
- Engage your school community in implementation.

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- Assess implementation for success and report annually.
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“Let’s Go! can help you develop and implement local Wellness Policies that go above and beyond federal mandates with minimal impact on your school budget.”

*William Shuttleworth, Superintendent of Monhegan Plantation*

# Introduction

Dear Wellness Policy Supporter,

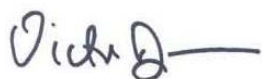
In 2012, *Let's Go!* announced a recognition program for schools that distinguish themselves by implementing strong policies related to our five priority strategies. Please see the overviews for *Let's Go!* and our recognition program on pages ii and iii for more information. As part of that effort, we have designed this guide to **assist school administrators and staff in the development and implementation of model Wellness-Related Policies that include *Let's Go!*'s priority strategies and HealthierUS School Challenge (HUSC) strategies for supporting healthy eating and active living.** Strong Wellness-Related Policies create learning environments that allow students to achieve their full academic potential and also teach students healthy behaviors that will benefit them for years to come.

While this guide is primarily focused on helping you strengthen policies related to *Let's Go!*'s priority strategies and HUSC strategies, we also have provided a sample of an overall model Wellness Policy and resources to help schools and districts meet federal regulations that reach beyond the *Let's Go!* and HUSC strategies.

This guide is part of *Let's Go!*'s *5-2-1-0 Goes to School* program and should be used in conjunction with your *5-2-1-0 Goes to School* toolkit. The toolkit will be a key resource in helping you successfully implement your Wellness-Related Policies.

Developing strong policies can take some time. Hang in there – *Let's Go!* and our partners across the state are here to help! Please share any feedback, questions or comments you have with your local *Let's Go!* contact by visiting our website: [www.letsgo.org](http://www.letsgo.org).

Sincerely,



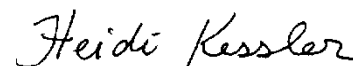
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## What is Let's Go!?

*Let's Go!* is a nationally recognized childhood obesity prevention program. Our goal is to increase physical activity and healthy eating for children from birth to 18 through policy and environmental change. *Let's Go!* has six programs, otherwise known as sectors, to reach families where they live, learn, work and play to reinforce the importance of healthy eating and physical activity.



### CORE PRINCIPLES:

- Environmental and policy change influences behavior change
- Interconnectivity across sectors is essential
- Strategies are evidence based and continuously evaluated



The 5-2-1-0 message is used consistently across all sectors. This consistent message is an important part of our strategy to help people make healthy eating and physical activity choices.



\*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

*Let's Go!*, a program of The Kids CO-OP at The Barbara Bush Children's Hospital at Maine Medical Center, is implemented in partnership with MaineHealth. In addition, *Let's Go!* and Maine CDC/DHHS have engaged in a public-private partnership to improve the health of youth and families through the work of the Healthy Maine Partnerships.

## **Recognition Program Overview**

### **For Let's Go! Schools, After School Programs and Child Care Programs**

We are excited to announce the *Let's Go!* recognition program for schools, after school programs and child care programs. This has been created as a way to acknowledge all the hard work that is happening out there! Beginning in Spring 2012, we will recognize three levels of accomplishment, described below. While we hope lots of schools and after school and child care programs will be energized by this program, we know that achieving recognition, especially at the higher levels, will take time. We are here to help! It is our goal to provide the tools and support needed to help schools and after school and child care programs sustain the great work they are doing and be recognized for it!

#### **Bronze Level**

Any school or program that implements all five *Let's Go!* priority strategies.

#### **Silver Level**

Any school or program that:

- implements all five *Let's Go!* priority strategies;
- requires at least one and up to four of the priority strategies in written policy; and
- enforces the written policy.\*

#### **Gold Level**

Any school or program that:

- requires all five *Let's Go!* priority strategies in written policy, and
- enforces the written policy.\*

We will use the surveys that we send out in the Spring to determine which schools and programs have met the recognition criteria, and those sites will receive a certificate from *Let's Go!* and will be recognized on *Let's Go!*'s website. If you have any questions about the recognition program, please contact your local *Let's Go!* partner or the *Let's Go!* Home Office at 207.662.3734.

### **Five Priority Strategies**

1. Provide healthy choices for snacks and celebrations; limit unhealthy choices.
2. Provide water and low fat milk; limit or eliminate sugary beverages.
3. Provide non-food rewards.
4. Provide opportunities for children to get physical activity every day.
5. Limit recreational screen time.

\*We will ask Principals or directors to sign a statement verifying that the policy is enforced.

"The health and wellness of our children is vital and important  
as we strive to improve student achievement."

*Bill Webster, Superintendent of Lewiston Public Schools*

# Start With the Basics

## Step 1: Develop a Team

In order for your school district's Wellness-Related Policies to be effective it is essential to involve a diverse group of stakeholders to serve as a policy development team. **The first step is to notify your Superintendent of your plans and get his/her direction about the development of the team.** Essentially, the team's role will be to help:

- Assess your school environment and policies.
- Design new or strengthened policies and an effective policy implementation plan based on assessment results.
- Educate decision makers/supporters around the new or strengthened policies and advocate for those policies to be instituted.
- Implement the new policies.
- Evaluate how well your policies are being implemented and improve plans when needed.

As part of the Healthy Hunger-Free Kids Act of 2010, each school district is required to develop a policy team. **This team can be part of an existing wellness team.** *Let's Go!* recommends that the team include:

- |                           |                               |
|---------------------------|-------------------------------|
| • Administrator(s)*       | • Members of the Public*      |
| • School Board Member(s)* | • Teachers                    |
| • Food service personnel* | • Physical education teachers |
| • Students*               | • School health professionals |
| • Parents*                | • Guidance Staff              |

Also invite your school physician to join the team, to provide health and wellness expertise and support advocacy efforts. Having diverse and adequate representation will help reduce workload for each individual, make the policy development process easier, and ensure successful implementation. **Having committed school administrators on the team is vital to moving a school system's policy into action.**

**Quick Tip:** See *Appendix A: Definitions* to better understand the terms your team and stakeholders may read in this guide or in your district's policies.

*\*These representatives are required by law, through the Healthy Hunger-Free Kids Act, to be included in the development of a local wellness policy. (See Appendix C: Comparison Chart of 2004 vs. 2010 Requirements)*

## ***Plan for Everyone to Have a Role***

Wellness-Related Policies can only be truly effective when they represent the collaborative effort of multiple stakeholders. Each member of your team should play a role in the policy process, including development, advocacy and implementation. Be sure to create a timeline and assign key roles for each process outlined in this guide. Include details such as task to be completed, person(s) responsible, which stakeholders need to be engaged, and by when.

At the core of your team there should be someone with stewardship/supervisory authority ensuring that, once developed, the policy is being implemented with fidelity and school practices align with policy goals. As an example, a Superintendent would ensure School Principals were enforcing policy implementation and Principals would ensure that school staff were implementing the policy. Stewardship affirms that the important work to improve student wellness will not be shelved as other competing initiatives are implemented in the school system.

## ***Identify Who the Team Will Need to Engage***

Successful Wellness-Related Policies must include a broad base of constituent support. Wellness is more than a school initiative and it is essential that major community stakeholders, not just your team, are fully engaged in the process, to ensure comprehensive school community awareness and support.

The Superintendent may also engage key stakeholders outside of your team who are supportive of the effort, such as curriculum and athletic directors, sports boosters, parent teacher organizations, etc. Community involvement could include representatives such as local:

- YMCAs
- Hospitals
- Businesses
- Service organizations such as Rotary or Kiwanis
- Boy and Girl Scouts
- Childcare providers  
(linking to the early years is important!)
- Town selectmen
- Town officials (police, fire, etc.)

The community is a willing partner but may need ideas of how to best serve the overarching goals of the Wellness Policy team. Successful wellness teams will schedule informational meetings, plan collaborative events and include community partners in key mailings. For instance, the wellness team may want to host a 'walk or bike to school day.' What a great opportunity to connect with the YMCA, the police who could supervise traffic and the fire department that could lead a walk/bike parade with a fire truck.

## **Step 2: Get to Know Your District Policies and Process**

In order for you to make effective Wellness-Related Policy revisions, you will need to know what current policies you will be working to strengthen, whether they are federal requirements, and what your district's specific process is for revising and approving policies. This will require your team and other appropriate stakeholders such as the Superintendent and School Board. The steps which follow will help your team successfully complete this process:

### ***Step 2.1: Become familiar with Federal Wellness Policy requirements.***

Your school district Wellness Policy, at minimum, must comply with Federal requirements. Every five years Congress must reauthorize funding for child nutrition programs, including the National School Lunch and Breakfast programs (NSLP and SBP). The Child Nutrition Reauthorization Act of 2004 required that all school districts participating in a federal reimbursable meal program such as the NSLP and SBP establish a Local School Wellness Policy by June 30, 2006.

The next Child Nutrition Reauthorization, also known as the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), added provisions to enhance the Local School Wellness Policy requirements (See *Appendix C: Comparison Chart of 2004 vs. 2010 Requirements*). The HHFKA incorporates new requirements for the content of the policies as well as requirements for the development, implementation, dissemination and assessment of policies. Section 204 of the HHFKA requires that the Local School Wellness Policy, include, at minimum:

- Goals for nutrition promotion\* and education, physical activity, and other school based-activities that promote student wellness.
- Nutrition guidelines for all foods and beverages available on school campus during the school day.
- Requirements that stakeholders be provided opportunities to participate in the development, implementation\*, and periodic review and update\* of the Wellness Policy.
- A plan for measuring effectiveness periodically and for making the assessment available to the public.\*
- Public notification informing and updating the public (parents, students and others in the community) periodically about the content and implementation of the local school Wellness Policy.\*
- Local designation must include one or more local education agency officials or school officials to ensure that each school complies\* with the local school Wellness Policies.

*\*These are new requirements.*

**Quick Tip:** Along with understanding your current policies, it will also be important for your team to become familiar with your district's process for policy development, approval and implementation. Policy procedures can vary from district to district and there is no "one procedure." This will reduce the time and effort it may take to get policies developed, approved and implemented. This is where involving your Superintendent, Board Members and other stakeholders is essential.

**Step 2.2: Become familiar with current district policies.** Not all directives related to wellness belong in the “Local Wellness Policy.” Elements such as student discipline, competitive food sales, fundraising, and others have their own policies. This means that teams will often be reviewing and proposing revisions to multiple “Wellness-Related Policies” to meet the intended goals. There are two important reasons to review all of these existing policies before proposing wellness-related revisions:

- To ensure that any proposed revisions do not conflict with existing policies and avoid inconsistency. For example, a Local Wellness Policy that eliminates the denial of recess as punishment could be in conflict with policy and procedures laid out in the Student Discipline Policy.
- To ensure that any proposed revisions are reflected in the appropriate policies, easily accessible to those seeking that information, and integrated into the overall school policy environment. Families and staff that want information about policies and procedures may not know to also look in the Wellness Policy for information on topics such as fundraising, discipline or advertising in school.

The following is a suggested list of policies to review\* in addition to the Wellness Policy. The Maine School Management Association Code (the method used by many districts to organize their policy handbooks) is included in parentheses:

- |   |                                     |
|---|-------------------------------------|
| • Authorized Use of Materials and Equipment (EDC) | • Student Discipline Policy (JK)    |
| • Student Transportation (EEA)                    | • Local Wellness Policy (JL)        |
| • Free and Reduced Lunch Programs (EFB)           | • Student Allergy (JLCCB)           |
| • Competitive Food Sales (EFE)                    | • Walk and Bike to School (JLID)    |
| • Curriculum (IGA)                                | • Community Use of Facilities (KFD) |
| • Health Education (IHAM)                         | • Commercialism in Schools (KHB)    |
| • Selection of Education Materials (IJJ)          | • Booster Clubs (KJA)               |
| • Fundraising (JJE)                               |                                     |

*\*Most district policies are available online or as hard copy.*

**Step 2.3: Find out if your district has an implementation plan and what it entails.** Many schools have an implementation plan for the Wellness-Related Policies just as they do for a Curriculum. Examine the “Implementation Plan Worksheet” on pg. 28 for an idea of what an implementation plan might include. This tool will help you create an implementation plan if you don’t already have one and help make any improvements that an existing plan may need.

**Step 2.4: Determine the strength and level of implementation of your Wellness-Related Policies,** using the policy assessment tool on the following page. Remember, these are district policies that cover all the schools in your district. So you’ll only need to complete the strength assessment once. You’ll be able to use the tool provided to measure if your policy language used is Strong “S”, Weak “W”, or if No Policy “N” exists.

Next, determine the level of implementation in each school. Certain schools in your district may be implementing policies well, while other schools may be lagging behind. It will be important to talk to many stakeholders in each school, such as administrators, teachers, support staff, kitchen staff, students, parents, and community members. Completing a comprehensive implementation assessment for each school will help build a clear picture of what will need to be done to reach your goals. To save time, we recommend completing the policy strength portion of the Wellness-Related Policy assessment on just one copy and then photocopying the sheet for each school being assessed for implementation.

## Wellness-Related Policy Assessment

Use the assessment tool provided on the back side of this page to measure the strength and implementation of your current Wellness-Related Policies in regard to the *Let's Go!* (LG) five priority strategies and two USDA HealthierUS School Challenge (HUSC) strategies. Strong policy provides clear direction to staff and students about what is required and/or allowed and what is forbidden during the school day. When measuring the strength of your policy language be sure to look for clear, straightforward language that leaves no room for interpretation and score those as “Strong.” Score policy language which is unclear or indirect as “Weak.”

Strong policy words that indicate that something is required include:  
SHALL, WILL, MUST, HAVE TO, INSIST, REQUIRE, COMPLY and ENFORCE.

Words that **do not indicate requirement** include:  
ENCOURAGE, MAY, CAN, SHOULD, COULD, MIGHT, SUGGEST, STRIVE TO, WORK TO and TRY.

Continue to reverse side for assessment tool...

School Name: \_\_\_\_\_

Strategy	Current Policy	Strength of Current Policy			Implementation of Current Policy					Notes
		Strong	Weak	No Policy	School Wide	Most Classrooms	A Few Classrooms	In Planning	No Classrooms	
<i>These are the strategies that you will be working to write into policy.</i>	<i>Write any <u>current policy</u> you have for each strategy into the corresponding boxes below. Next you will score the strength and implementation of each policy.</i>									<i>Opportunities, Barriers, Resources Needed, Rank Policies by Priority, etc.</i>
Provide healthy choices for snacks and celebrations; limit unhealthy choices. <b>LG</b>										
Provide water and low fat milk; limit or eliminate sugary beverages. <b>LG</b>										
Provide non-food rewards. <b>LG</b>										
Primarily non-food items should be sold through school fundraising activities. <b>HUSSC</b>										
Provide opportunities for children to get physical activity every day. <b>LG</b>										
The school demonstrates a commitment to neither deny nor require physical activity as a means of punishment. <b>HUSSC</b>										
Limit recreational screen time. (School based screen time) <b>LG</b>										

You can utilize this blank template for other Wellness-Related Policies you may be assessing as part of your Wellness Policy efforts.

School Name: \_\_\_\_\_

Strategy	Current Policy	Strength of Current Policy			Implementation of Current Policy					Notes
		Strong	Weak	No Policy	School Wide	Most Classrooms	A Few Classrooms	In Planning	No Classrooms	
List additional strategies that you will be working to write into policy.	Write any <u>current policy</u> you have for each strategy into the corresponding boxes below. Next you will score the strength and implementation of each policy.									Opportunities, Barriers, Resources Needed, Rank Policies by Priority, etc.

Continued on next page...

Once you have assessed the strength of your policies and determined the degree to which each is being implemented, your team should answer the following questions for each policy element and consider the answers for each when planning next steps:

**1. Do we have a strong policy for this element and is the policy in line with our team's wellness goals?**

- a. If a current policy element is strongly written and reflects your wellness goals, then the next step is to ensure widespread implementation of that policy.
- b. If the policy doesn't exist, or is written with weak language, then the next step is to strengthen the language before addressing the current state of implementation.

**2. How well is this policy element being implemented in each school? What's working and what are potential barriers?**

- a. Note if some schools are implementing more successfully than others. You can learn from those schools.
- b. Sometimes even when there is not a strong written policy, the desired behaviors are still being implemented. If so, learn why and include any lessons learned into your implementation plan.
- c. Where implementation is weak, identify specific barriers. Understanding the challenges will help you develop effective actions to overcome them.

**3. What actions need to be taken and what resources are needed for each school in order to fully implement the specified policy element?**

**Quick Tip:** If your district lacks the resources or support needed to update policies, a positive first step would be to focus on implementing the current Wellness-Related Policies and focus on improving your implementation plan. Focusing on and advocating to make current policies a priority can help the School Board, staff, parents and the community become familiar with and adopt wellness-related practices. It can also provide your team with insight for future policy revisions, communication and implementation. *Let's Go!* does not recommend removing policies simply because they are not being implemented – unless those policies do not fall in line with your districts wellness goals.

**Remember:** Wellness-Related Policies might be easy to remove if not being implemented, but can be much harder to write back into policy if your school community is not familiar and comfortable with the process. It will be more effective to make the best of the policies you do have than to remove them.

# Strengthen Wellness Policies

## Step 3: Write Policies for Success

### **Focus On Effective Strategies for Strong Policy**

Let's Go!'s Wellness Policy recommendations focus on integrating our five priority strategies and two USDA HealthierUS School Challenge (HUSSC) strategies into strong policy. Each of these strategies is evidence-based and was chosen specifically because of its effectiveness and sustainability in promoting healthy eating and active living. The strategies you will be working to integrate into Wellness Policy are:

### **Let's Go! (LG) Five Priority Strategies\***

- 1) Provide healthy choices for snacks and celebrations; limit unhealthy choices.
- 2) Provide water and low fat milk; limit or eliminate sugary beverages.
- 3) Provide non-food rewards.
- 4) Provide opportunities for children to get physical activity every day.
- 5) Limit recreational screen time.

*\*Implementing and writing these strategies into strong policy will help schools reach Let's Go!'s Gold Level Recognition. Each strategy is translated into model policy language in the tables that follow.*

### **USDA HealthierUS School Challenge (HUSSC) Strategies**

- 1) Primarily non-food items should be sold through school fundraising activities.
- 2) The school demonstrates a commitment to neither deny nor require physical activity as a means of punishment.

**Quick Tips:** Remember to engage your wellness team and to adjust member roles as needed. Also, district wellness team's that may be setting policy goals which go beyond Let's Go!'s recommended strategies can find supportive resources in *Appendix E: Resources for Going Even Further*.

### **Utilize Model Policy Language and Placement**

The next few pages will provide you with sample policy language and scientific rationale for each strategy listed above. Use the scientific rationale to gain support from administration and School Board Members.

### **Prioritize Your New Policies and Plan for Negotiations**

Once your group has decided on the specific policy changes you wish to propose, it's important to prioritize. Your team should ask itself: "Which specific changes are non-negotiable and which are less important?" This will allow you to be strategic in meeting your goals and be better prepared to negotiate if necessary. Keep in mind, resistance to policy change is often about specific details rather than overall policy. Policy change does not have to be all or nothing. Sometimes letting go of specific parts of a policy proposal can allow bigger priorities to be approved. You can always propose additional policy revisions later. For example, a policy draft may propose to implement nutrition standards for all foods at all school events. If this is too difficult, consider specific times and places where change could occur. You could opt to make a time or place concession – such as before and after school only 50% of foods must meet the nutrition standards. Being clear and realistic about where to bend can help you move forward.

## Model Policy Language

Strategy	Recommended Policy Language	Evidence Based Rationale
Provide healthy choices for snacks and celebrations; limit unhealthy choices.	<p>Food and beverages at school should be provided primarily through the School Meals Program and consistent with federal and state nutrition standards.</p> <p>If food or beverages are provided outside the School Meals Program, they must meet the <b>Your School District</b> Nutrition Standards for Food and Beverages available outside the School Meals Programs (See page 22 of this guide for <i>Nutrition Standards for Outside the School Meals Programs</i>) in order to ensure consistent messaging and role modeling throughout the school environment.  <b>(LG Strategies 1 &amp; 2)</b></p> <p><b>Note about Policy Placement:</b>  <i>This policy element may be written in your district's Competitive Food Sales Policy (EFE). For practicality and to avoid conflicting policies, it will be important to place this language in the policy it belongs and not necessarily just in the Wellness Policy.</i></p>	<ul style="list-style-type: none"> <li>• “Findings suggest that restricting the availability of high-calorie, energy-dense foods in schools while increasing the availability of healthful foods might be an effective strategy for promoting more healthful food choices among students in schools.”  <b>Koplan, J., Liverman, C. T., &amp; Kraak, V. I. (2005). <i>Preventing childhood obesity: health in the balance</i>. National Academy Press.</b></li> <li>• “Communities Should Increase Availability of Healthier Food and Beverage Choices in Public Service Venues: Limited availability of healthier food and beverage options can be a barrier to healthy eating and drinking... Schools are a key venue for increasing the availability of healthier foods and beverages for children”</li> <li>• “Communities Should Restrict Availability of Less Healthy Foods and Beverages in Public Service Venues: Schools can restrict the availability of less healthy foods by setting standards for the types of foods sold, restricting access to vending machines, banning snack foods and food as rewards in classrooms, prohibiting food sales at certain times of the school day, or changing the locations where unhealthy competitive foods are sold.”  <b>Khan, L. K., Sobush, K., Keener, D., Goodman, K., Lowry, A., Kakietek, J., &amp; Zaro, S. (2009). <i>Recommended community strategies and measurements to prevent obesity in the United States. Recommendations and reports: Morbidity and mortality weekly report</i>, 58(RR-7), 1-26.</b></li> </ul>

Strategy	Recommended Policy Language	Evidence Based Rationale
<p>Provide water and low fat milk; limit or eliminate sugary beverages.</p>	<p>Food and beverages at school should be provided primarily through the School Meals Program and consistent with federal and state nutrition standards.</p> <p>If food or beverages are provided outside the School Meals Program, they must meet the <b>Your School District</b> Nutrition Standards for Food and Beverages available outside the School Meals Programs (See page 22 of this guide for <i>Nutrition Standards for Outside the School Meals Programs</i>) in order to ensure consistent messaging and role modeling throughout the school environment.</p> <p><b>(LG Strategies 1 &amp; 2)</b></p> <p><b>Note about Policy Placement:</b>  <i>This policy element may be written in your district's Competitive Food Sales Policy (EFE). For practicality and to avoid conflicting policies, it will be important to place this language in the policy it belongs and not necessarily just in the Wellness Policy.</i></p>	<ul style="list-style-type: none"> <li>• “The increase in carbonated beverage intake has been linked to obesity; therefore, the sale of such beverages should not be promoted at school.”  <b>American Academy of Pediatrics (2003). Prevention of pediatric overweight and obesity. <i>Pediatrics</i>, 112(2), 424 -430.</b></li> <li>• “Sugar-sweetened beverages—a prime contributor to weight gain and obesity—constitute nearly 11 percent of children’s total calorie consumption. Each additional daily serving of sugared soda increases a child’s risk of obesity by 60 percent. Frequent soda consumption is most common in demographic groups at high risk of developing obesity. Drinking water instead of sugar-sweetened beverages would reduce caloric intake among youth.”  <b>Frieden, T. R., Dietz, W., &amp; Collins, J. (2010). Reducing childhood obesity through policy change: Acting now to prevent obesity. <i>Health Affairs</i>, 29(3), 357-363.</b></li> <li>• “Communities Should Discourage Consumption of Sugar-Sweetened Beverages: Consumption of sugar-sweetened beverages (e.g., carbonated soft drinks, sports drinks, flavored sweetened milk, and fruit drinks) among children and adolescents has increased dramatically since the 1970s and is associated with higher daily caloric intake and greater risk of obesity. Although consumption of sugar-sweetened beverages occurs most often in the home, schools and child care centers also contribute to the problem either by serving sugar-sweetened beverages or by allowing children to purchase sugar-sweetened beverages from vending machines. Policies that restrict the availability of sugar-sweetened beverages and 100% fruit juice in schools and child care centers might discourage the consumption of high-caloric beverages among children and adolescents.”  <b>Khan, L. K., Sobush, K., Keener, D., Goodman, K., Lowry, A., Kakietek, J., &amp; Zaro, S. (2009). Recommended community strategies and measurements to prevent obesity in the United States. <i>Recommendations and reports: Morbidity and mortality weekly report</i>, 58(RR-7), 1-26.</b></li> <li>• Recommendation: “Plain, potable water is available throughout the school day at no cost to students. Water is essential to health, and is naturally calorie free with few known negative health consequences. Either tap or bottled water or water from fountains or other sources represents a safe, desirable way of maintaining hydration during the school day, and is therefore included as a Tier I beverage. The committee’s interpretation of limited available evidence is that carbonated water, fortified water, flavored water, and similar products are excluded because such products are associated with displacement of more healthful beverages (see Chapter 2); they are unnecessary for hydration purposes; and the increasing variety of products increases the difficulty of making clear distinctions among them. In addition, if flavored or fortified waters are included, they may serve, in the committee’s judgment, as implicit encouragement to produce more foods with nonnutritive components for children at the expense of more healthful foods.”  <b>Stallings, V. A., &amp; Yaktine, A. L. (Eds.). (2007). Nutrition standards for foods in schools: Leading the way toward healthier youth. National Academy Press.</b></li> <li>• “Consumption of sugar-sweetened drinks is associated with obesity in children.”  <b>Ludwig, D. S., Peterson, K. E., &amp; Gortmaker, S. L. (2001). Relation between consumption of sugar-sweetened drinks and childhood obesity: a prospective, observational analysis. <i>The Lancet</i>, 357(9255), 505-508.</b></li> </ul>

Strategy	Recommended Policy Language	Evidence Based Rationale
Provide non-food rewards.	<p>Food or beverages shall not be used as a reward or incentive for students' behavior or performance. Schools are encouraged to use physical activity as rewards or incentives for students' behavior or performance and as alternatives to food celebrations.</p> <p><b>(LG strategy 3)</b></p>	<ul style="list-style-type: none"> <li>• “Offering food as a reward or punishment places undue importance on food and may have negative effects leading to obesity or poor eating behavior.”  <b>Dattilo, A. M., Birch, L., Krebs, N. F., Lake, A., Taveras, E. M., &amp; Saavedra, J. M. (2012). Need for Early Interventions in the Prevention of Pediatric Overweight: A Review and Upcoming Directions. <i>Journal of Obesity</i>, 2012.</b></li> <li>• Recommendation: “Foods and beverages are not used as rewards or discipline for academic performance or behavior. Some schools have reported the use of foods and beverages as an aid in managing behavior. In the committee’s judgment, such use of foods and beverages in schools is inappropriate. Establishing an emotional connection between food and accomplishment encourages poor eating habits, and in the committee’s judgment should not be allowed.”  <b>Stallings, V. A., &amp; Yaktine, A. L. (Eds.). (2007). <i>Nutrition standards for foods in schools: Leading the way toward healthier youth</i>. National Academy Press.</b></li> <li>• “Students need more experiences that use physical activity – rather than junk food – to celebrate significant events. Organizing a dance, developmentally appropriate games, cooperative activities, scavenger hunts, etc., provides students with the opportunity to move, socialize with peers and engage in physical activity for the fun of it.”  <b>National Association for Sport and Physical Education. (2009). <i>Physical activity used as punishment and/or behavior management</i> [Position statement]. Reston, VA: Author.</b></li> </ul>

Strategy	Recommended Policy Language	Evidence Based Rationale
Primarily non-food items should be sold through school fundraising activities.	<p>Fundraisers should consist of primarily non-food items. However, if food items are sold during the school day, they must meet the <b>Your School District</b> Nutrition Standards for Food and Beverages available outside the School Meals Programs.</p> <p><b>(HUSSC Strategy I)</b></p> <p><b>Note about Policy Placement:</b>  <i>This policy element may be written in your district's Fundraising Policy (JJE). For practicality and to avoid conflicting policies, it will be important to place this language in the policy it belongs and not necessarily just in the Wellness Policy.</i></p>	<ul style="list-style-type: none"> <li>• “Research is accumulating to demonstrate that policies regarding competitive food and beverages—including those sold as well as those offered in the classroom and in other ways on campus—are significantly associated with children’s diets and weight status, and a recent comprehensive research review documents the importance of such policies in schools. Although, the evidence specifically relating to fundraisers is fairly limited thus far, research suggests that school fundraisers may be associated with student weight outcomes.”</li> </ul> <p><b>Turner, L., Chriqui, J. F., &amp; Chaloupka, F. J. (2012). Healthier Fundraising in US Elementary Schools: Associations between Policies at the State, District, and School Levels. <i>PLoS one</i>, 7(11), e49890.</b></p> <ul style="list-style-type: none"> <li>• “Foods commonly used in fundraising, such as chocolate and high-fat baked goods, contribute to the toxicity of the school food environment and require the attention of the school community. Fundraising to support school programs may be necessary; however, selling foods high in fat and added sugars to raise money is not. Healthful foods and nonfood items are viable fundraising alternatives that should be promoted.”</li> </ul> <p><b>Kubik, M. Y., Lytle, L. A., Farbakhsh, K., Moe, S., &amp; Samuelson, A. (2009). Food use in middle and high school fundraising: Does policy support healthful practice? Results from a survey of Minnesota School Principals. <i>Journal of the American Dietetic Association</i>, 109(7), 1215-1219.</b></p> <ul style="list-style-type: none"> <li>• “Fund-raising or evening and community activities that include the use of foods and beverages should emphasize nutritious choices such as fruits or juices, vegetables, nuts, grain products, and nonfat or low-fat dairy products.”</li> </ul> <p><b>Stallings, V. A., &amp; Yaktine, A. L. (Eds.). (2007). <i>Nutrition standards for foods in schools: Leading the way toward healthier youth</i>. National Academy Press.</b></p>

Strategy	Recommended Policy Language	Evidence Based Rationale
Provide opportunities for children to get physical activity every day.	<p>All students shall have a minimum of 30 minutes of developmentally appropriate daily physical activity, through recess, active classroom lessons, in-class physical activity breaks, and physical education. Strategies that incorporate physical movement in the classroom and into routine daily activities should be incorporated into the school culture. The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.</p> <p><b>(LG Strategy 4)</b></p>	<ul style="list-style-type: none"> <li>• “Schools should provide PE classes of 30 to 60 minutes’ duration on a daily basis. While attending these classes, children and youth should be engaged in moderate to vigorous physical activity for at least 50 percent of class time. Schools should examine innovative approaches that include an array of diverse and fun activities to appeal to the broad range of student interests.”</li> <li>• “Child development centers, elementary schools, and middle schools should provide recess that includes a total of at least 30 to 60 minutes daily of physical activity.”</li> <li>• “Schools should offer a broad array of after-school programs, such as interscholastic sports, intramural sports, clubs, and lessons that together meet the physical activity needs and interests of all students.”  <b>Khan, L. K., Sobush, K., Keener, D., Goodman, K., Lowry, A., Kakietek, J., &amp; Zaro, S. (2009). Recommended community strategies and measurements to prevent obesity in the United States. Recommendations and reports: Morbidity and mortality weekly report, 58(RR-7), 1-26.</b> </li> <li>• “School-age youth should participate daily in 60 minutes or more of moderate to vigorous physical activity that is developmentally appropriate, enjoyable, and involves a variety of activities.”  <b>Strong, W. B., Malina, R. M., Blimkie, C. J., Daniels, S. R., Dishman, R. K., Gutin, B., ... &amp; Trudeau, F. (2005). Evidence based physical activity for school-age youth. The Journal of pediatrics, 146(6), 732-737.</b> </li> <li>• “Schools should ensure that all children and youth participate in a minimum of 30 minutes of moderate to vigorous physical activity during the school day. This includes time spent being active during PE classes... Furthermore, schools should expand the physical activity opportunities available through the school, including intramural and interscholastic sports programs, and other physical activity clubs, programs, and lessons that meet the needs and interests of all students. This includes physical activity programs both during the school day and after school. Additionally, schools should promote walking and bicycling to school.”</li> <li>• “Current recommendations are for children to accumulate a minimum of 60 minutes of moderate to vigorous physical activity each day. Because children spend over half of their day in school, the committee felt it reasonable to recommend that at least 30 minutes, or half of the recommended daily physical activity time, be accrued during the school day. In addition to its contribution to preventing obesity, regular physical activity has numerous ancillary health and well-being benefits.”  <b>Koplan, J., Liverman, C. T., &amp; Kraak, V. I. (2005). Preventing childhood obesity: health in the balance. National Academy Press.</b> </li> <li>• Centers for Disease Control and Prevention recommendation: “During the school day, opportunities for physical activity exist within physical education classes, during recess, and immediately before and after school. School personnel should encourage students to be physically active during these times. The use of time during the school day for unstructured physical activity should complement rather than substitute for the physical activity and instruction children receive in physical education classes.”  <b>Baranowski, T., Bar-Or, O., Blair, S., Corbin, C., Dowda, M., Freedson, R., ... &amp; Ward, D. (1997). Guidelines for school and community programs to promote lifelong physical activity among young people. Morbidity and Mortality Weekly Report, 50, 1-36.</b> </li> </ul>

Strategy	Recommended Policy Language	Evidence Based Rationale
<p>The school demonstrates a commitment to neither deny nor require physical activity as a means of punishment.</p>	<p>Schools will not use physical activity (e.g., running laps, pushups) as punishment. Schools will not withhold opportunities for physical activity during the day (e.g., recess, physical education) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual education plan (IEP). Teachers are encouraged to provide alternative physical activities for students behaving inappropriately during physical activities, such as physical education and recess.</p> <p><b>(HUSC Strategy 2)</b></p> <p><b>Note about Policy Placement:</b>  <i>This policy element may be written in your district's Student Discipline Policy (JK). For practicality and to avoid conflicting policies, it will be important to place this language in the policy it belongs and not necessarily just in the Wellness Policy.</i></p>	<ul style="list-style-type: none"> <li>• “Even minor movement during recess counterbalances sedentary time at school and at home and helps the child achieve the recommended 60 minutes of moderate to vigorous activity per day, a standard strongly supported by the American Academy of Pediatrics (AAP) policy, which can help lower risk of obesity.”</li> <li>• “Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move, and socialize. After recess, for children or after a corresponding break time for adolescents, students are more attentive and better able to perform cognitively. In addition, recess helps young children to develop social skills that are otherwise not acquired in the more structured classroom environment.”</li> <li>• “The American Academy of Pediatrics believes that recess is a crucial and necessary component of a child's development and, as such, it should not be withheld for punitive or academic reasons.”</li> </ul> <p><b>Murray, R., Ramstetter, C., Devore, C., Allison, M., Ancona, R., Barnett, S., ... &amp; Young, T. (2013). The Crucial Role of Recess in School. <i>Pediatrics</i>, 131(1), 183-188.</b></p> <ul style="list-style-type: none"> <li>• “Administering or withholding physical activity as a form of punishment and/or behavior management is an inappropriate practice. Examples of the inappropriate use of physical activity include: <ul style="list-style-type: none"> <li>◦ Withholding physical education class or recess time for students to complete unfinished school work or as a consequence for misbehavior.</li> <li>◦ Forcing students to run laps or perform push-ups because of behavioral infractions (e.g., showing up late, talking, and disruptive behavior).</li> <li>◦ Threatening students with physical activity or no physical activity (e.g., no recess, no game time), and then removing the threat because of good behavior.”</li> </ul> </li> <li>• “A student's motivation for being physically active by engaging in the important subject matter content of physical education and sport should never fall victim to the inappropriate use of physical activity as a disciplinary consequence.”</li> <li>• “When it comes to promoting healthy lifestyles, it's just as important to use physical activity as a positive as it is to avoid using physical activity as a negative.”</li> </ul> <p><b>National Association for Sport and Physical Education. (2009). <i>Physical activity used as punishment and/or behavior management</i> [Position statement]. Reston, VA: Author.</b></p> <ul style="list-style-type: none"> <li>• “Recess is an essential component of a comprehensive school physical activity program and of the total education experience for elementary school students. Recess provides children with discretionary time to engage in physical activity that helps them develop healthy bodies and enjoyment of movement. It also allows children the opportunity to practice life skills such as cooperation, taking turns, following rules, sharing, communication, negotiation, problem solving, and conflict resolution.”</li> <li>• Recess is not viewed as a reward but as a necessary educational support component for all children. Therefore, students should not be denied recess so they can complete class work or as a means of punishment.”</li> </ul> <p><b>National Association for Sport and Physical Education. (2006). <i>Recess for elementary school students</i> [Position paper]. Reston, VA: Author.</b></p>

Strategy	Recommended Policy Language	Evidence Based Rationale
<p>Limit recreational screen time.</p>	<p>Screen time such as television, computers, video games and other electronic media will be used for educational purposes only. Exceptions will be made for screen time that engages children in physical activity, such as dance or exercise videos or active video games. Exceptions will be made at the discretion of the school principal.</p> <p>In the event of inclement weather causing the students to stay indoors during outside time, students will be provided with appropriate opportunities for physical activity. This could include stretching, walking, and active videos and CD's that promote group physical activity. Sedentary screen time including inactive videos, computer usage and video games will not be provided.</p> <p><b>(LG strategy 5)</b></p> <p><b>Note about Policy Placement:</b>  <i>This policy element may be written in your district's Student Computer and Internet Use Policy (INJDB). For practicality and to avoid conflicting policies, it will be important to place this language in the policy it belongs and not necessarily just in the Wellness Policy.</i></p>	<ul style="list-style-type: none"> <li>• "There is solid evidence that increased TV viewing and screen time has been associated with overweight, obesity, or adiposity in toddler and pre-school children within multiple cohorts and studies."</li> <li>• "The influence of TV and screen time watching on body weight is likely related to the sedentary nature of viewing and displacement of activity, yet also to the quality and quantity of foods consumed while watching TV, particularly during mealtimes."</li> </ul> <p><b>Dattilo, A. M., Birch, L., Krebs, N. F., Lake, A., Taveras, E. M., &amp; Saavedra, J. M. (2012). Need for Early Interventions in the Prevention of Pediatric Overweight: A Review and Upcoming Directions. <i>Journal of Obesity</i>, 2012.</b></p> <ul style="list-style-type: none"> <li>• "Communities Should Reduce Screen Time in Public Service Venues: Mechanisms linking extended screen viewing time and obesity include displacement of physical activity; a reduction in metabolic rate and excess energy intake; and increased consumption of food advertised on television as a result of exposure to marketing of high energy dense foods and beverages. The American Academy of Pediatrics recommends that parents limit children's television time to no more than to 2 hours per day. Although only a relatively small portion of television viewing and computer and video game use occurs in public service venues such as schools, day care centers, and after-school programs, local policymakers can intervene to limit screen viewing time among children and youth in these venues."</li> </ul> <p><b>Khan, L. K., Sobush, K., Keener, D., Goodman, K., Lowry, A., Kakietek, J., &amp; Zaro, S. (2009). Recommended community strategies and measurements to prevent obesity in the United States. <i>Recommendations and reports: Morbidity and mortality weekly report</i>, 58(RR-7), 1-26.</b></p> <ul style="list-style-type: none"> <li>• "We found that children not meeting the physical activity or screen time recommendations were 3 to 4 times more likely to be overweight than those complying with both recommendations. Furthermore, those meeting the physical activity and screen time recommendations were the least likely to be overweight. Total screen time was characterized using the AAP guideline recommending limiting children's total media time (entertainment media) to no more than 2 hours of quality programming per day."</li> </ul> <p><b>Laurson, K. R., Eisenmann, J. C., Welk, G. J., Wickel, E. E., Gentile, D. A., &amp; Walsh, D. A. (2008). Combined influence of physical activity and screen time recommendations on childhood overweight. <i>The Journal of pediatrics</i>, 153(2), 209-214.</b></p> <ul style="list-style-type: none"> <li>• "Children who watched 4 or more hours of television per day had significantly greater BMI, compared with those watching fewer than 2 hours per day. Furthermore, having a television in the bedroom has been reported to be a strong predictor of being overweight, even in preschool-aged children."</li> <li>• "Recommend limitation of television and video time to a maximum of 2 hours per day."</li> </ul> <p><b>American Academy of Pediatrics (2003). Prevention of pediatric overweight and obesity. <i>Pediatrics</i>, 112(2), 424 -430.</b></p>

## Sample Model Wellness Policy

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The Sample Model Wellness Policy provided on the following pages incorporates *Let's Go!*'s five priority strategies and two HealthierUS School Challenge strategies into a strong Wellness Policy that meets federal regulations. Use the following Model Policy as a basis for strengthening your Local Wellness Policy.

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“There are two educations. One should teach us how to make a living and the other how to live.”

*John Adams*

**STUDENT WELLNESS POLICY****Policy Statement:**

*Your School District* is committed to developing students' skills and behaviors that promote lifelong wellness. The School Board recognizes that a student's readiness to learn is related to his/her physical and psychological well being. The District is committed to creating healthy school environments that allow students to take full advantage of the educational programs offered at *Your School District*.

**Nutrition standards for sale or service of food and beverages through the School Meals Program:**

All food and beverage for sale or service by the School Meals Programs shall meet or exceed federal and state nutrition standards<sup>1,2</sup>.

**[NOTE: See Appendix C of this guide for Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs & Maine Department of Education Chapter 51]**

To the extent possible, school meals shall include adequate time for eating (after sitting down, at least 10 minutes for breakfast and at least 20 minutes for lunch), and should be scheduled at appropriate times (i.e. lunch between 11:00 a.m. and 1:00 p.m.), and include access to free drinking water, and will provide student access to hand washing and/or sanitizing. Schools will encourage maximum participation in school meal programs. Appropriate professional development will be provided for school nutrition staff and other staff involved in the delivery of healthy eating programs.

**Nutrition standards for sale or service of food and beverages outside of the School Meals Program:**

Food and beverages at school should be provided primarily through the School Meals Program and consistent with federal and state nutrition standards<sup>1</sup>.

If food or beverages are provided outside the School Meals Program, they must meet the *Your School District Nutrition Standards for Food and Beverages available outside the School Meals Programs* in order to ensure consistent messaging and role modeling throughout the school environment.

**[NOTE: Districts should ensure that this policy and the district Competitive Food Sales Policy (EFE) align with each other.]**

**[NOTE: See page 22 of this guide for Nutrition Standards for Outside the School Meals Programs]**

Food or beverages shall not be used as a reward or incentive for students' behavior or performance. Schools are encouraged to use physical activity as rewards or incentives for students' behavior or performance and as alternatives to food celebrations.

**[NOTE: Districts should ensure this Wellness Policy and the district Student Discipline Policy (JK) align with each other.]**

Fundraisers should consist of primarily non-food items. However, if food items are sold during the school day, they must meet the *Your School District Nutrition Standards for Food and Beverages available outside the School Meals Programs*.

**[NOTE: Districts should ensure this Wellness Policy and the district Fundraising Policy (JJE) align with each other.]**

<sup>1</sup> Title 7-U.S. Department of Agriculture, Chapter II-Food and Nutrition Service, Department of, Agriculture Part 210-National School Lunch Program (7 C.F.R Sect 210), and Maine Department of Education, Rule Chapter 51.

<sup>2</sup> See 42 U.S.C. § 1751(a)(2).

**Nutrition Education**

Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into classroom subjects such as math, science, language arts, physical education, and social studies. Students shall receive consistent nutrition messages based on the latest Dietary Guidelines for Americans throughout the school community, including classrooms, the cafeteria, and school-home communications.

**Nutrition Promotion**

Nutrition messages, consistent with the Dietary Guidelines for Americans, shall be present throughout the school including in the cafeteria and gymnasium. Advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, is prohibited. Administrators and staff will be encouraged to model nutritious food choices and eating habits. Parents will be encouraged to provide nutritionally sound snacks from home.

**Physical Education and Physical Activity Opportunities**

All students shall have a minimum of 30 minutes of developmentally appropriate daily physical activity, through recess, active classroom lessons, in-class physical activity breaks, and physical education. Strategies that incorporate physical movement in the classroom and into routine daily activities should be incorporated into the school culture. The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis. Physical education classes will keep all students involved in purposeful activity for a majority of the class period. The physical education curriculum will be aligned with the content standards of the Maine system of Learning Results. Physical education classes will provide opportunity to learn for students of all abilities. Appropriate professional development will be provided for physical education staff involved in the delivery of such programs.

Schools will not use physical activity (*e.g.*, running laps, pushups) as punishment. Schools will not withhold opportunities for physical activity during the day (*e.g.*, recess, physical education) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual education plan (IEP). Teachers are encouraged to provide alternative physical activities for students behaving inappropriately during physical activities, such as physical education and recess.

**[NOTE: Districts should ensure this Wellness Policy and the district Student Discipline Policy (JK) align with each other.]**

**Screen Time**

Screen time such as television, computers, video games and other electronic media will be used for educational purposes only. Exceptions will be made for screen time that engages children in physical activity, such as dance or exercise videos or active video games. Exceptions will be made at the discretion of the school principal.

In the event of inclement weather causing the students to stay indoors during outside time, students will be provided with appropriate opportunities for physical activity. This could include stretching, walking, and active videos and CD's that promote group physical activity. Sedentary screen time including inactive videos, computer usage and video games will not be provided.

**[NOTE: Districts should ensure this Wellness Policy and the district Student Computer and Internet Use Policy (INJDB) align with each other.]**

**Staff Wellness**

**Your School District** highly values the health and well-being of every staff member and will support personal efforts by staff to maintain a healthy lifestyle. Schools are encouraged to implement staff wellness related programs and activities that are consistent with the Local Wellness Policy.

**Other School-Based Wellness Activities**

The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

**Stakeholder Involvement**

The Superintendent or designee shall encourage and permit parents/guardians, students, food service employees, physical education teachers, school health professionals, board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student Wellness Policy.

**Implementation, Monitoring and Evaluation**

The Superintendent shall designate one or more district employees, as appropriate, to ensure that each school site complies with this policy. The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. He/she shall periodically measure and make available to the public an assessment of the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model Wellness Policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the Wellness Policy. The Superintendent will provide a full update of Wellness Policy compliance and wellness initiatives at least once annually to the School Board. Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

Reports may include, but are not limited to:

- A. The status of the school environment in regard to student wellness issues
- B. Evaluation of the school nutrition program and compliance with nutrition guidelines
- C. Summary of wellness programs and activities in the schools
- D. Feedback from students, parents, staff, school administrators and wellness committee
- E. Recommendations for policy, program or curriculum revisions

**Appointment and Role of the Wellness Committee**

The Board shall appoint a district-wide Wellness Committee comprised of at least one of each of the following:

- A. Board Member;
- B. School Administrator;
- C. School Nutrition Director/designee;
- D. Student Representative;
- E. Parent Representative; and/or
- F. Community Representative.

**[NOTE: Those listed above are specified by law. In the interest of obtaining input from diverse points of view within the school system, school boards are encouraged to add at least the school nurse, one or more teachers, and a guidance counselor or social worker to the Wellness Committee. The Board may wish to add others who have a direct interest in student health issues.]**

The Wellness Committee may also include:

- A. School Physician;
- B. School Nurse;
- C. Physical Education Teacher;
- D. Teacher(s);
- E. Guidance Counselor;
- F. Social Worker;
- G. Community Organization or Agency Representative;
- H. Other Staff, as designated by the Board; and/or
- I. Other Persons, as designated by the Board

**[NOTE: Some school systems may have a district-wide Coordinated School Health Team. This Team should be integrated into the Wellness Committee in order to promote coordination and communication.]**

The Wellness Committee shall serve as an advisory committee in regard to student wellness issues and will be responsible for making recommendations related to the Wellness Policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Superintendent/designee, the Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums.

The Wellness Committee shall provide periodic reports to the Superintendent/designee and, as requested, to the Board.

Legal Reference:       42 U.S.C. § 1751  
                              Healthy, Hunger-Free Kids Act of 2010  
                              7 CFR Parts 210 and 220 Final Rule Nutrition Standards in the National School Lunch  
                              and School Breakfast Programs 2012  
                              Maine Department of Education Rule Chapter 51

Cross reference:       EFE-Competitive Food Sales  
                              JJE-Student Fundraising  
                              JJIB-Relations with Booster Groups  
                              JK- Student Discipline

Adopted: \_\_\_\_\_



Nutrition Standards for Food and Beverages available outside the School Meals Programs<sup>1</sup> based on the USDA's Proposed Requirements for Competitive Foods<sup>2</sup>.

### Foods:

Foods available outside the School Meals Programs, including a la carte, school stores, snack bars, and vending, shall meet the USDA's Proposed Requirements for Competitive Food:

- Foods must be a fruit, vegetable, dairy product, a protein food, whole grain, -OR- a combination food that contains at least 1/4 cup of fruit or vegetable -OR- contain 10% of the daily value for calcium, potassium, vitamin D or dietary fiber.
- In addition, foods must meet the following standards:
  - **Calories:** Snacks ≤ 200 calories; entrees ≤ 350 calories.
  - **Total fat:** ≤ 35% calories from fat per serving. Excludes nuts, seeds, reduced fat cheese.
  - **Saturated fat:** ≤ 10% calories from fat per serving. Excludes reduced fat cheese.
  - **Trans fat:** Less than 0.5 grams (trans fat free) per serving.
  - **Sodium:** Snacks ≤ 200mg; entrees ≤ 480mg.
  - **Sugar:** ≤ 35% sugar by weight –OR– ≤ 35% of calories (includes naturally occurring and added sugars). Excludes fruits and vegetables. Excludes low fat yogurt with ≤ 30 grams of sugar per 8 ounces.

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<sup>1</sup> *Let's Go!* recommends these guidelines for ALL food and beverages available at school outside the School Meals Programs including for after-school programs, fundraisers, and celebrations.

<sup>2</sup> USDA's Proposed Competitive Standards were released on February 8, 2013. Final rules will be in place for 2013-2014 school year. This policy must be updated to comply with the final rules. Please see entire proposed standards at <https://federalregister.gov/a/2013-02584>.

## **Beverages:**

All schools may sell plain water, plain low fat milk, plain or flavored fat free milk and 100% fruit or vegetable juice.

### **Portion Sizes:**

- Elementary School: ≤8 oz
- Middle and High School: ≤12 oz

Additional beverage options for high school students *outside of the meal service period*.

- ≤ 20 oz servings of
  - Calorie-free, flavored or unflavored carbonated water
  - Other “calorie-free” (less than 5 calories per serving) beverages
- ≤ 12 oz servings of
  - Lower calorie beverages: ≤ 75 calories<sup>3</sup>

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<sup>3</sup> USDA’s Proposed Competitive Food Standards offer two alternatives for lower calorie beverages. We have included the least restrictive option above.

## **Step 4: Begin & Complete the Approval Process**

### ***Advocate and Build Support***

There are many reasons to implement the *Let's Go!* recommended strategies in schools and multiple benefits for students, staff, families and the community. While ultimately it is the right thing to do for your district, there will be individuals who will require some convincing. This makes it essential to build support by understanding your audience and customizing your messages. While data and literature can be important in supporting your efforts, it is important to tailor what the data is showing into a message that your audience can relate to (See *Appendix B: Data Sources for 5-2-1-0 Behaviors and Obesity Rates, for data sources you may find useful*). In conversations and meetings you may have only a few seconds to advocate for your cause, so it's important to present your case efficiently and effectively.

For example, if a district Administrator or board member is concerned with financial implications, it would be important to let them know either that the changes will not incur costs or that data shows that revenues will recover quickly. Teachers may be concerned about policing food environments, and it would be important to let them know there is support for them. Spend some time as a team thinking about the stakeholders in your district as well as the most common misconceptions or concerns they may have regarding policy revisions. Develop a "Frequently Asked Questions" document and "elevator speeches" for each type of audience to highlight the most pertinent benefits of the revisions (see *Appendix D: Communications* for examples).

***The next page will provide you with an idea of what your approval process might look like...***

## **The General Process**

Once you have gained your Superintendent's support and have drafted your revised Wellness-Related Policies, you will begin the approval process. Be sure to become familiar with your school district's specific policy approval process. The steps below provide a general overview:

**Step 4.1: Share Your Work with the Superintendent.** Share the draft revised policy with them, get their approval to move forward, and incorporate their ideas into the final product.

**Step 4.2: Submit Edited Draft Wellness Policies to the District Policy Committee.** Request that the draft be placed on the Policy Committee's next agenda, ensure that at least three representatives of your team attend that meeting and be prepared to engage in thoughtful conversation and further editing. Be sure to bring documentation that will help you build support for moving forward with policy efforts. This can include: assessments which indicate or pinpoint need, your team's plan/process for gathering stakeholder support, and any data supportive of your proposed policy changes.

**Step 4.3: Review Policy Committee Edits with Your Team.** It is critical to review edits made at the Policy Committee level with your team. Work to achieve consensus on all draft edits and schedule final review of draft with the Policy Committee. Also review any edits with your School Administrators to ensure that they are aware of the proposed changes, that the changes are realistic, and to better understand what they may need in order to successfully adhere to the proposed policies. This is where it will be important to go back to your plans for negotiation and prioritized policies. Your team will need to decide which proposed changes are "non-negotiable" and if you are willing to make "smart-compromises" on the others in order to move these key pieces forward.

**Step 4.4: Attend First Reading of the Policy at the School Board Meeting.** At this meeting, the Board Policy Members will give a verbal explanation of the written draft to the full Board. Representatives of your team should be in attendance. Some district School Boards will provide feedback at this point and others won't. So be prepared for feedback, but don't be surprised if you don't get any until the 2<sup>nd</sup> or 3<sup>rd</sup> reading. If significant edits are recommended, those will go back to another policy team meeting. If only minor tweaking is needed, the Board will place the policy on the next Board Agenda for Second Reading Approval.

**Step 4.5: Second Reading at the Board Level.** You have done any further editing that was recommended at the First Reading, and now the Board is in a position to approve the policy as district policy. Generally, if you have done due diligence to incorporate recommended language changes that occurred at the First Reading review the second reading usually moves forward with little or no further discussion. Your team representatives should be present at this meeting also. Because this is most often when districts approve policy changes, it is essential to have supporters at this reading to testify in favor of the changes. **Some school districts have three readings to formalize policy. If so, make sure the team and supporters know of the district practice and that they attend this third meeting.**

**Step 4.6: Final Approval.** If all goes well at the second (or third) reading, the Board will have voted for the policy to be a part of the district's approved plan for wellness. Now approved, your team has a document that will guide the next steps of improving the wellness and health your school community.

# Implement & Monitor Strengthened Policies

## Step 5: Develop an Effective Plan to Implement Your Policies

Effective Wellness-Related Policies are by no means “Set It and Forget It.” They are an ongoing process that requires commitment, communication, resources and management by leadership, staff, parents and community. To ensure that the goals of your Wellness-Related Policies are successfully reached, the next step is to create an effective policy implementation plan that will help guide you step-by-step. We’ve provided a policy implementation plan worksheet on the following pages to help you create that plan. At minimum your implementation plan should include the following details for each policy element:

- Clear and understandable objectives and action steps (realistic and flexible).
- Details of where and when the policy applies and who is affected by it.
- Clear and understandable link to guidance and resources.
- A plan for monitoring and evaluating progress, adapting plans as necessary, and reporting out to school leadership, board, and community.
- An outline of the person(s) responsible for each process of the implementation plan, including (see *Delegate and Share Responsibility* section on next page):
  - Support & Education
  - Communication & Promotion
  - Ensuring & Re-enforcing Implementation
  - Monitoring & Evaluation
  - Reporting
  - Others as needed

### ***Time Your Efforts Effectively***

Keep in mind that implementation doesn’t have to happen all at once. **Sometimes phasing in elements over a specified course of time, and setting incremental dates, may be a better approach.** This can allow your school community to slowly and more easily adapt to the new changes and develop the new skills and resources necessary to successfully meet policy goals.

The best time to implement significant policy change is with the start of the new school year. Most School Boards do not meet during the summer and would therefore be deliberating and voting on policies mid-year. This creates a great opportunity for a phased implementation plan. Districts could opt to have a “soft implementation” period starting when the policies are approved and ending with the start of the next school year. During this time, schools would make good faith efforts to implement new policies, but are not required to be in complete compliance. This gives schools a chance to try out the new changes without fear of repercussions. They have the opportunity to see where implementation will be easy, and what is going to be more difficult. They can make and learn from mistakes before full implementation is expected. “Hard implementation” of policies could then begin on the first day of the new school year, with all schools required to be in complete compliance with policy requirements.

### ***Engage Your School Community***

Make it easy for everyone! The easier and more accessible you make implementation resources, the more likely that schools will commit to the new policies. Use *5-2-1-0 Goes to School* resources and tailor your information for specific audiences. Provide multiple ways for people to access information including district/school website, email and hard copies for schools and families. Keep communications clear, simple, reading-level appropriate, and translated into major languages whenever appropriate (see *Appendix D: Communications* for sample resources).

## ***Ensure Success: Delegate and Share Responsibility***

Identifying roles for school community members is an important step in implementing district policies. Clear articulation of who is actually responsible for what is essential in moving a written plan (policy) to action. It prevents confusion that often occurs when no one really knows who is supposed to take the lead in execution. The roles can be succinctly written as a companion memorandum of understanding, signed with the Superintendent's signature to authorize, and hold all accountable for, the successful implementation of the policy. Some common tasks the wellness team should ensure get completed are:

**Superintendent:** Ensures the wellness team meets regularly, that the wellness team is meeting with each school to guide and support implementation, ensuring that assessments and the annual report are completed, ensuring that the wellness team conducts an annual presentation to the School Board, and encouraging the wellness team to provide wellness activities to the staff and students.

**District Wellness Team:** Meet with each school to support implementation, conduct implementation plan assessments and provide a corresponding annual report of their efforts to the Superintendent. Also, create and manage web-based wellness information for parents and staff, attend regional trainings, provide staff development, present annually to the School Board, and meet regularly with an agenda.

**Parent Teacher Organizations:** In concert with the wellness team, PTOs/PTAs play a vital role in supporting *5-2-1-0* and Wellness-Related Policies in schools – helping parents celebrate children's birthdays and holidays with healthy food options, disseminating information on best practices regarding healthy snacks, physical activity and screen time, and advocating for quality school meals.

**Parents:** Support *5-2-1-0 Goes to School* and Wellness-Related Policies by providing healthy snacks and healthy food options for school celebrations, working with food service directors in creating healthy school menus, having representation on the Wellness Team, advocating for recess and increased physical movement during the school day, and encouraging children to be active out of school.

**Principal/Assistant Principal:** Provide assurance that the Wellness-Related Policies are implemented at the school level with fidelity. This can include finding creative ways to recognize high performing students through non-food rewards and/or ensuring quality recess is provided along with physical activity during classroom instruction.

**Teachers/Staff:** Implement the Wellness-Related Policies in all classroom activities and celebrations, looking for ways to embed physical movement during classroom instruction, support robust recess activities, share a wellness tip of the day with their classroom, have representation on the Wellness team, and encourage children to be active out of school.

**School Nurse, Physical Education Teacher and Food Service Director:** Each of these people, because of their unique role in helping kids to be healthy, can provide strong building-based leadership and guidance in implementing Wellness-Related Policies into the school day. Each should be a member of the wellness team and play an active role in its implementation.

**School Physician:** Provide content expertise around health and wellness, specifically the importance and benefits of healthy eating and active living for students. Advocate to administrators, School Board and community for policies to be approved. School physicians can be one of your greatest assets in advocating for Wellness-Related Policy changes. In order to utilize your school physician most effectively, be very clear about what your needs are and specific about what you are asking them to do to support your efforts.

## School Wellness-Related Policy Implementation Plan Worksheet

Remember: You need an implementation plan for each Wellness-Related Policy element!

School District:

Superintendent Signature:

Date:

Policy Location:

Policy Element:

Action Steps	Person Responsible	Expected Outcome(s)	Due Date/ Timeframe	Monitoring & Evaluation What? How? When?	Report Results to Whom?

See Reverse Side for Sample Implementation Plan.

## SAMPLE – School Wellness-Related Policy Implementation Plan

School District: Your School District

Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Policy Location: Student Discipline Policy (JK) OR Local Wellness Policy (JL)

**Policy Element:** Teachers will not use physical activity (e.g., running laps, pushups) as punishment. Teachers will not withhold opportunities for physical activity during the day (e.g., recess, physical education) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual education plan (IEP). Teachers are encouraged to provide alternative physical activities for students behaving inappropriately during physical activities, such as physical education and recess.

Action Steps	Person Responsible	Expected Outcome(s)	Due Date/ Timeframe	Monitoring & Evaluation What? How? When?	Report Results to Whom?
Policy will be disseminated to all district staff at the start of the upcoming School Year 20xx – 20xx. New school personnel must be informed of the policy in place when hired, and that this type of discipline is prohibited.	Building Administrators	All staff will be aware of and utilize practices in accordance with the policy.	10/31/20xx	Monitoring and evaluation done by Building Administrators and Wellness Team Member(s). Done through observation of disciplinary actions implemented by school personnel throughout upcoming school Year 20xx – 20xx	Building Administrators, Superintendent, Community
Training will be provided to staff at the start of the upcoming School Year 20xx – 20xx to provide guidance and resources on healthier alternatives which will provide discipline while also engaging students in positive physical activity experiences.	Wellness Team, PE Teacher	All staff will be provided with 5-2-1-0 Goes to School resources which will help them more easily provide discipline in accordance with the policy.	10/31/20xx	Monitoring and evaluation done by Wellness Team Member(s) and PE Teacher through attendance lists for, training evaluation forms and observation of disciplinary actions implemented by school personnel throughout upcoming school Year 20xx – 20xx	Building Administrators, Superintendent, Community

## Use Your 5-2-1-0 Goes to School Toolkit

Use your 5-2-1-0 Goes to School toolkit to support your implementation plan and provide your school community with the resources needed to bring policy goals into action. Toolkit resources that specifically support the five priority strategies are in tabbed sections and indicated with a Redy Logo. Resources that support Let's Go!'s recommended HUSSC strategies for policy are also provided.

Wellness-Related Policy Element	Resource Location*	Sample Resources*
Food and beverages at school should be provided primarily through the School Meals Program.  If food or beverages are provided outside the School Meals Program, they must meet the <i>Your School District</i> Nutrition Standards for Food and Beverages in order to ensure consistent messaging and role modeling throughout the school environment.	Tab 4 – Provide healthy choices for snacks and celebrations; limit unhealthy choices.	<ul style="list-style-type: none"> <li>• Provide Healthy Choices One Pager</li> <li>• Classroom Healthy Snack Tally</li> <li>• Local, State &amp; National Initiatives</li> <li>• Parent Handouts</li> </ul>
Food and beverages at school should be provided primarily through the School Meals Program.  If food or beverages are provided outside the School Meals Program, they must meet the <i>Your School District</i> Nutrition Standards for Food and Beverages in order to ensure consistent messaging and role modeling throughout the school environment.	Tab 5 – Provide water and low fat milk; limit or eliminate sugary beverages.	<ul style="list-style-type: none"> <li>• Have a Drink Plan Worksheet</li> <li>• Find the Sugar (Word Find)</li> <li>• Water Posters</li> <li>• Parent Handouts</li> </ul>
Food or beverages shall not be used as a reward or incentive for students' behavior or performance. Schools are encouraged to use physical activity as rewards or incentives for students' behavior or performance and as alternatives to food celebrations.	Tab 6 – Provide non-food rewards.	<ul style="list-style-type: none"> <li>• Provide Non-food Rewards One Pager</li> <li>• The Use of Non-food Rewards in School</li> <li>• "Consequences of Using Food as a Reward" PowerPoint</li> </ul>
Fundraisers should consist of primarily non-food items. However, if food items are sold during the school day, they must meet the <i>Your School District</i> Nutrition Standards for Food and Beverages.	Tab 4 – Primarily non-food items should be sold through school fundraising activities.	<ul style="list-style-type: none"> <li>• Healthy Fundraising/What Schools Can Do</li> <li>• Parent Handouts</li> </ul>
All students shall have the opportunity for a minimum of 30 minutes of daily physical activity, which may include recess, active classroom lessons, physical education, programs encouraging walk or bike to school, in-class physical activity breaks, school wide events, extracurricular programs, before and after school programs and other structured and unstructured activities. Strategies that incorporate physical movement in the classroom and into routine daily activities are encouraged to be incorporated into the school culture.	Tab 7 - Provide opportunities for children to get physical activity every day.	<ul style="list-style-type: none"> <li>• Physical Activity and Academic Achievement</li> <li>• Incorporating Physical Activity into Classroom Lessons</li> <li>• Physical Education is Critical to Educating the Whole Child</li> <li>• Local, State &amp; National Initiatives</li> <li>• Parent Handouts</li> </ul>
Teachers will not use physical activity (e.g., running laps, pushups) as punishment. Teachers will not withhold opportunities for physical activity during the day (e.g., recess, physical education) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual education plan (IEP). Teachers are encouraged to provide alternative physical activities for students behaving inappropriately during physical activities, such as physical education and recess.	Tab 7 – The school demonstrates a commitment to neither deny nor require physical activity as a means of punishment.	<ul style="list-style-type: none"> <li>• NASPE Position Statements for physical activity and recess.</li> <li>• Six Alternatives to Withholding Recess as Punishment</li> <li>• Local, State &amp; National Initiatives</li> <li>• Parent Handouts</li> </ul>
Screen time such as television, computers, video games and other electronic media will be used for educational purposes only. Exceptions will be made for screen time which engages children in physical activity, such as dance or exercise videos or active video games. Exceptions will be made at the discretion of the school principal.  In the event of inclement weather causing the students to stay indoors during outside time, students will be provided with appropriate opportunities for physical activity. Sedentary screen time including inactive videos, computer usage and video games will not be provided.	Tab 8 – Limit recreational screen time.	<ul style="list-style-type: none"> <li>• Introduction – Schools and TV</li> <li>• Step Away from the Screen!</li> <li>• Local, State &amp; National Initiatives</li> <li>• Parent Handouts</li> </ul>

\*Representative of resources found in the 5-2-1-0 Goes to School K-5 toolkit. Don't forget the middle high school toolkit too!

## **Step 6: Monitor Implementation and Revise Plan as Necessary**

By federal law school districts are “required to measure periodically and make available to the public an assessment on the implementation of their local Wellness Policy” (Pub L. 111-296). Be aware of your district’s specific procedures and be sure to incorporate those into your plans. Regular reports to the School Board, school administrators, staff and wellness team are a critical part of the plan.

Ideally, each school in your district will have a wellness team or a committee whose work includes wellness-related initiatives. If not, it would be important to include identification of such a team in each school as part of an implementation plan. At a minimum, schools should identify a lead individual within the school who will be facilitating and coordinating policy implementation.

Use the assessment included in this guide to direct implementation planning on a regular basis and report results to the district. This will help identify both successes and barriers as well as highlight any possible revisions to be made. Meet a few times a year with representatives from each school to discuss successes and barriers to policy implementation. This will provide an opportunity for schools to collaborate and for the district to solve problems regarding common implementation barriers.

Always be as specific as possible. One small piece of the Wellness Policy not working well does not negate the benefits of the whole. When identifying barriers, work towards specificity, get to the root of the issue to the best of your ability. Ask questions and dig deep until the barrier is completely clear. Often, it is only one small facet of policy implementation that needs additional support.

### ***Celebrate Success***

Celebrating success is an important step in successfully implementing your policies. As you move forward with your assessments be sure to celebrate both the milestones and long-term goals of your policy. Celebrations are a great way to recognize everyone’s efforts and achievements, motivate them around changes, build support, and help set the tone for a new school culture. Here are some ideas you can use to celebrate your success:

- Hold special parent/community nights or assemblies to highlight policy successes and benefits.
- Share success through newsletters, press releases, awards, etc. Gather and share stories that tell how staff, students, parents and leadership have benefited from the implementation of the policies. Use your assessment data to help tell your success story.
- Have students, parents and staff provide leadership with an award of appreciation or achievement.
- Have leadership provide staff, students and parents with awards of appreciation or achievement.

**Quick Tip:** Don’t forget that any school registered with *5-2-1-0 Goes to School* can be recognized in *Let’s Go!*’s recognition program for policy and implementation efforts related to the five priority strategies. *Let’s Go!* also shares success stories through electronic newsletters and our blog page. You could be next!

# Appendices

## Appendix A: Definitions

**A la carte** sales include food or beverages that students purchase in addition to, or in place of, the USDA reimbursable school breakfast or lunch. These are from sources such as vending machines, a la carte lines or kiosks, snack bars or from specialty bars.

**Competitive foods** are defined as any food or beverage sold in competition with the National School Lunch Program to children in food service areas during the lunch period. (7 CFR 210.11) This includes a la carte, vending, snack bar, school store, and/or any food and beverage sales on campus.

**School Meals Programs** includes the federally subsidized National School Lunch Program and the School Breakfast Program.

**Time and Place Rule** limited USDA's authority for implementing nutrition standards for foods and beverages available outside of the school meal programs. The Healthy Hunger-Free Kids Act of 2010 granted USDA authority to set nutritional standards for foods sold outside of the food service area during meals times to anywhere on school campus during the school day, including those items sold through vending machines, a la carte lines, fundraisers and other school venues.

**Food as a Reward** is defined as any food or beverage provided to someone as a reward and/or reinforcement for a desired behavior, response or performance. This includes but is not limited to: good behavior, academic achievement, punctuality, etc.

**Food Celebrations** are defined as any school related organized event, festivity or gathering used to observe or celebrate a person(s), place or event in which food and beverage is served. This includes but is not limited to: birthdays, holidays, successes or milestones, academic achievement, parties, fundraisers, etc.

**Food of minimal nutritional value** (FMNV) is a food that fits into specific categories defined in the Competitive Food Services regulation 7 CFR 210.11 to 220.12. FMNV are defined as providing less than 5% of the recommended daily intake for each of eight specified nutrients (protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium and iron) per serving for artificially sweetened foods or per 100 calories and per serving for all other foods. FMNV sales are prohibited in food service areas during meal periods.

**Wellness-Related Policies** include, but are not limited to, Local Wellness Policy (LW), Competitive Foods Policy (CF), Walking and Biking Policy, Nutrition Standards Policy,

**Wellness-Related Initiatives** include, but are not limited to, the District's Food Service Program, Safe Routes to School, Health and Physical Education curriculum, Local Foods, Maine Harvest Lunch, etc.

*Adapted From Portland Public Schools Policy Documents [www.portlandschools.org](http://www.portlandschools.org)*

## **Appendix B: Data Sources for 5-2-1-0 Behaviors and Obesity Rates**

### **Youth and Adolescent Rates**

#### **Maine Integrated Youth Health Survey (MIYHS)**

Website: <http://www.maine.gov/dhhs/samhs/osa/data/miyhs/>

Measures: Dietary Behavior; Physical Activity; Recreational Screen Time; Overweight & Obesity (grades 7-12 are self-reported; K, 3rd and 5th are measured heights & weights)

#### **Youth Risk Behavior Surveillance System (YRBSS)**

Website: <http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

Measures: Dietary Behavior; Physical Activity; Recreational Screen Time; Overweight & Obesity (self-reported, grades 9-12)

#### **National Health and Nutrition Examination Survey (NHANES)**

Website: <http://www.cdc.gov/nchs/nhanes.htm>

Measures: Overweight & Obesity (measured heights and weights, age 2-19)

### **Adult Rates**

#### **Behavioral Risk Factor Surveillance System (BRFSS)**

Website: <http://www.cdc.gov/BRFSS/>

Measures: Dietary Behavior; Physical Activity; Overweight & Obesity (self-reported, age 18+)

#### **National Health and Nutrition Examination Survey (NHANES)**

Website: <http://www.cdc.gov/nchs/nhanes.htm>

Measures: Overweight & Obesity (measured heights and weights, age 20+)

## Appendix C: Nutrition and Physical Activity Guidelines

### Local School Wellness Policies (LWP): Comparison Chart of 2004 vs. 2010 Requirements

	<b>Old Requirements</b> <b>Child Nutrition WIC Reauthorization Act, 2004</b>	<b>New Requirements</b> <b>Healthy, Hunger-Free Kids Act of 2010</b>
<b>Overview</b>	<b>Directs local educational agencies (LEAs) to have in place a LWP for each school under its jurisdiction.</b>	<b>Strengthens LWPs and adds rules for public input, transparency, and implementation.</b>
<b>Elements of the Local School Wellness Policy</b>	LWP to include, at a minimum, goals for nutrition education, physical activity, and other school-based activities to promote student wellness, as well as nutrition guidelines for all foods available on school campus.	In addition to the 2004 requirements, the LWP is also to include goals for <u>nutrition promotion</u> .
<b>Stakeholder Involvement</b>	LEAs are required to involve parents, students, and representatives of the school food authority, the School Board, School Administrators and the public in the development of LWP.	In addition to the 2004 requirements, LEAs are now required to permit <u>teachers of physical education</u> and <u>school health professionals</u> to participate in the development of LWP.
<b>Stakeholder Participation</b>	The stakeholders named above are required to participate in the development of the LWP.	In addition to the 2004 requirements, LEAs are now required to permit <u>all stakeholders named above and in 2004</u> to participate in the <u>implementation</u> and <u>periodic review and update</u> of LWP.
<b>Local Discretion</b>	LEAs can determine the specific policies appropriate for the schools under their jurisdiction, provided that those policies include all required elements specified in the Act.	Same as 2004 requirement.
<b>Public Notification</b>	None.	LEAs are required to inform and update the public (including parents, students, and others in the community) about the content and implementation of the LWP.
<b>Measuring Implementation</b>	LEAs are required to establish a plan for measuring implementation of the LWP.	LEAs are required to measure periodically and make available to the public an assessment on the implementation of LWP, including the extent to which schools are in compliance with LWP, the extent to which the LWP compares to model LWP, and to describe the progress made in attaining goals of LWP.
<b>Local Designation</b>	LEAs are required to establish a plan for measuring implementation of the LWP, including designation of one or more persons within the LEA or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the LWP.	LEAs are required to <u>designate one or more LEA officials or school officials</u> , as appropriate, to ensure that each school complies with the LWP.

09/20/2011. Drafted by US Department of Agriculture's Food and Nutrition Service (USDA FNS); US Department of Education (ED); and US Department of Health and Human Services, Centers for Disease Control and Prevention (CDC).

## Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs – Jan. 2012

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 <sup>a</sup>	Grades 6-8 <sup>a</sup>	Grades 9-12 <sup>a</sup>	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food <sup>b</sup> Per Week (Minimum Per Day)					
Fruits (cups) <sup>c,d</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) <sup>c,d</sup>	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green <sup>f</sup>	0	0	0	½	½	½
Red/Orange <sup>f</sup>	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) <sup>f</sup>	0	0	0	½	½	½
Starchy <sup>f</sup>	0	0	0	½	½	½
Other <sup>f,g</sup>	0	0	0	½	½	¾
Additional Veg to Reach Total <sup>h</sup>	0	0	0	1	1	1½
Grains (oz eq) <sup>i</sup>	7-10 (1) <sup>j</sup>	8-10 (1) <sup>j</sup>	9-10 (1) <sup>j</sup>	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 <sup>k</sup>	0 <sup>k</sup>	0 <sup>k</sup>	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) <sup>l</sup>	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
<b>Other Specifications: Daily Amount Based on the Average for a 5-Day Week</b>						
Min-max calories (kcal) <sup>m,n,o</sup>	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) <sup>n,o</sup>	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) <sup>n,p</sup>	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat <sup>n,o</sup>	Nutrition label or manufacturer specifications must indicate zero grams of <u>trans</u> fat per serving.					

<sup>a</sup>In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

<sup>b</sup>Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

<sup>c</sup>One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

<sup>d</sup>For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or “Other vegetables” subgroups as defined in §210.10(c)(2)(iii).

<sup>e</sup>The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).

<sup>f</sup>Larger amounts of these vegetables may be served.

<sup>g</sup>This category consists of “Other vegetables” as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, “Other vegetables” requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).

<sup>h</sup>Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

<sup>i</sup>At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

<sup>j</sup>In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

<sup>k</sup>There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

<sup>l</sup>Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

<sup>m</sup>The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

<sup>n</sup>Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

<sup>o</sup>In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

<sup>p</sup>Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfast

## Maine Department of Education Chapter 51

05-071 DEPARTMENT OF EDUCATION

### Chapter 51: CHILD NUTRITION PROGRAMS IN PUBLIC SCHOOLS AND INSTITUTIONS

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**SUMMARY:** This chapter contains state regulations which supplement federal regulations pertaining to the National School Lunch Program (which includes the After School Snack), the School Breakfast Program and the School Milk Program.

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#### 1. Definitions

- A. “Foods of minimal nutritional value” as defined in 7 CFR 210.11, means: (a) In the case of artificially sweetened foods, a food which provides less than 5 percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 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. This definition is applicable to the foods that are part of the total food service program of the school, and foods and beverages sold at food sales, school stores, and in vending machines.
- B. “Total Food Service Program” means:
  - (i) the “Milk Program”, which in turn means the federal program under which fluid types of milk as defined in 7 CFR 215 are offered; or
  - (ii) the “Breakfast Program”, which in turn means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 CFR 220 is offered; or
  - (iii) the “National School Lunch Program” (which includes the After School Snack), which in turn means the federal program under which the school operates a nonprofit lunch program that meets the requirements set forth in 7 CFR 210, and includes food provided in after school programs as defined in 7 CFR 210.2, and that meets the requirements of 7 CFR 210.10; or
  - (iv) any combination of the above.

#### 2. Restriction on Sale of Foods in Competition with the Total Food Service Program

Beginning July 1, 2005, any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in Section 1 above, except that the local School Board or the Career and Technical Education Region/Center cooperative board, established in accordance with 20-A MRSA Section 8301-A(6), may permit, by policy, the sale

of food and beverages outside the total food service program:

- A. to school staff;
- B. to the public at community events sponsored by the school or held on school property;
- C. to the public at community events held on school property in accordance with the School Board's facilities use policy;
- D. in State-approved, instructional Career and Technical Education (CTE) Culinary Arts Programs; and
- E. by a school, approved student organization or program if consistent with the requirement that such sales not include foods of minimal nutritional value as defined in 7 CFR, Section 210.11(a)(2).

Funds from all food and beverage sales made at any time on school property shall accrue to the benefit of the school's non-profit school food service program, except that the local School Board or the Career and Technical Education Region/Center cooperative board, established in accordance with 20-A MRSA Section 8301-A(6), may establish, by policy, a process whereby a school, approved student organization, or sponsor of an event held in accordance with 2C above is allowed to benefit from the sale of food and beverages. This includes foods and beverages sold at food sales, community events, school stores, and in vending machines.

### 3. Maximum Price for School Meals

The maximum charge to children shall be set annually by the Department in consultation with the Superintendents of Schools School Nutrition Programs Advisory Committee.

### 4. Accounts and Records

Sponsors shall file claims on a monthly basis with the Division of School Nutrition Programs on a form provided by the Division. Claims shall be filed by the 8th day of the month following month covered by the claim. Sponsors shall maintain accurate records of income and expenditures, inventories, daily service counts, and other pertinent records to provide data required on the claims for reimbursement.

STATUTORY AUTHORITY: 20-A MRSA, Section 6602

EFFECTIVE DATE:

October 30, 1978

READOPTED:

August 31, 1979

AMENDED:

February 16, 1989 - Section 2

April 29, 1991

EFFECTIVE DATE (ELECTRONIC CONVERSION):

May 19, 1996

AMENDED:

July 17, 2005 – filing 2005-280

January 29, 2006 – filing 2006-37

NON-SUBSTANTIVE CORRECTIONS:

February 13, 2006

February 1, 2007

## *Additional Resources for Nutrition and Physical Activity Guidelines*

### Resources for Nutrition and Physical Activity Guidelines

#### **Centers for Disease Control and Prevention (CDC)**

##### **Physical Activity Guidelines**

<http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm>

The Physical Activity Guidelines for Americans, issued by the U.S. Department of Health and Human Services, recommend that children and adolescents aged 6-17 years should have 60 minutes (1 hour) or more of physical activity each day.

#### **Institute of Medicine (IOM) Nutrition Standards for Foods in Schools**

<http://www.iom.edu/Reports/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth.aspx>

Study report including recommendations about appropriate nutritional standards for the availability, sale, content and consumption of foods at school, with attention to competitive foods.

#### **The National Association for Sport and Physical Education (NASPE) Physical Activity Guidelines**

<http://www.aahperd.org/naspe/standards/nationalGuidelines/PAGuidelines.cfm>

NASPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity

#### **The National Association for Sport and Physical Education (NASPE) Physical Education Guidelines**

<http://www.aahperd.org/naspe/standards/nationalGuidelines/PEguidelines.cfm>

NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content and student and program assessment.

#### **The Department of Health and Human Services (HHS) and the Department of Agriculture (USDA) Dietary Guidelines for Americans**

<http://health.gov/dietaryguidelines/2010.asp>

Dietary Guidelines for Americans, published jointly by the Department of Health and Human Services (HHS) and the Department of Agriculture (USDA), provides advice about how good dietary habits for people aged 2 years and older can promote health and reduce risk for major chronic diseases.

#### **The Health Education Teaching Techniques Journal (HETTJ)**

<http://www.aahperd.org/aahe/publications/hettj/index.cfm>

The HETTJ is a peer-reviewed, Internet-based journal focused exclusively on quality health education teaching techniques. HETTJ is an open-access professional journal, available to members of AAHE/AAHPERD as well as individuals and groups outside of these organizations.

## **Appendix D: Communications**

### **Talking Points**

#### **For those concerned about academics:**

- What kids eat affects how they learn. Providing students with healthy, nutritious foods helps us support student achievement.
- Children who move more learn better. Integrating physical activity into the school day supports student achievement.

#### **For those concerned about health:**

- School is a perfect place for students to learn how to be healthy. These policies create opportunities for students to practice eating well and being physically active – skills that will last them a lifetime.
- These new standards mean more fruits and vegetables, and less fat, calories, and sodium.
- Families and communities often look to schools to set the example for positive behaviors. Health policies such as these help to establish schools as a role model for healthy living

#### **For those concerned about choice:**

- Students learn how to eat healthy by practicing making good choices about what they put on their plate; these policies help the school systems make good nutrition and physical activity the norm for everyone.
- This is about making the healthy choice the easiest choice in school.
- The policies do not regulate individual choices made at home. For example it does not regulate what families provide their children from home or what staff provide themselves from home. The policy is meant to encourage healthier individual choices, not to prohibit them.

#### **For those concerned about funding/budgets:**

- These new policies help support our food service program. The changes will allow our food service program to be more financially sound and sustainable.
- Information from other districts shows that once everyone gets used to the changes, the money raised from concessions, fundraising and vending is the same as before policies went into place.

## Parent Letter

Dear Parents,

At XYZ School, the health of your children is important to us. We know children who eat healthy and move more learn better. Over the past several months our School Board has put in place policies that help kids eat better and get more exercise at school. This means that our students will have healthy foods at school celebrations and after school events. These changes also mean students will spend more time moving, and less time looking at TV's or computer screens.

We thought hard about these policies, and these changes are based on research about how to keep our students healthy and ready to learn. For this to work, we need your help. We hope you can support our efforts by talking with your child about why eating healthy and exercising can help them feel better and learn better. We also ask that you send in healthy foods and drinks for any school celebrations (like birthdays). This will help our students understand that they can have fun while still being healthy.

With these new policies, it's still up to you to make choices about what lunches and snacks that you pack for your children each day. We hope you will team up with us to meet our goal of making sure our kids eat healthy and stay active. You can find easy ideas and suggestions by visiting [www.letsgo.org](http://www.letsgo.org). Your children will also be able to give you a long list of snacks that are on the list of healthy choices. There will also be some changes in our school lunch program. Our cafeteria is committed to serving food that tastes good and is good for our students' health. This means more fruits and vegetables, and less salt and fat. You and your child can help by giving us ideas and feedback so we can serve foods that everyone wants to eat.

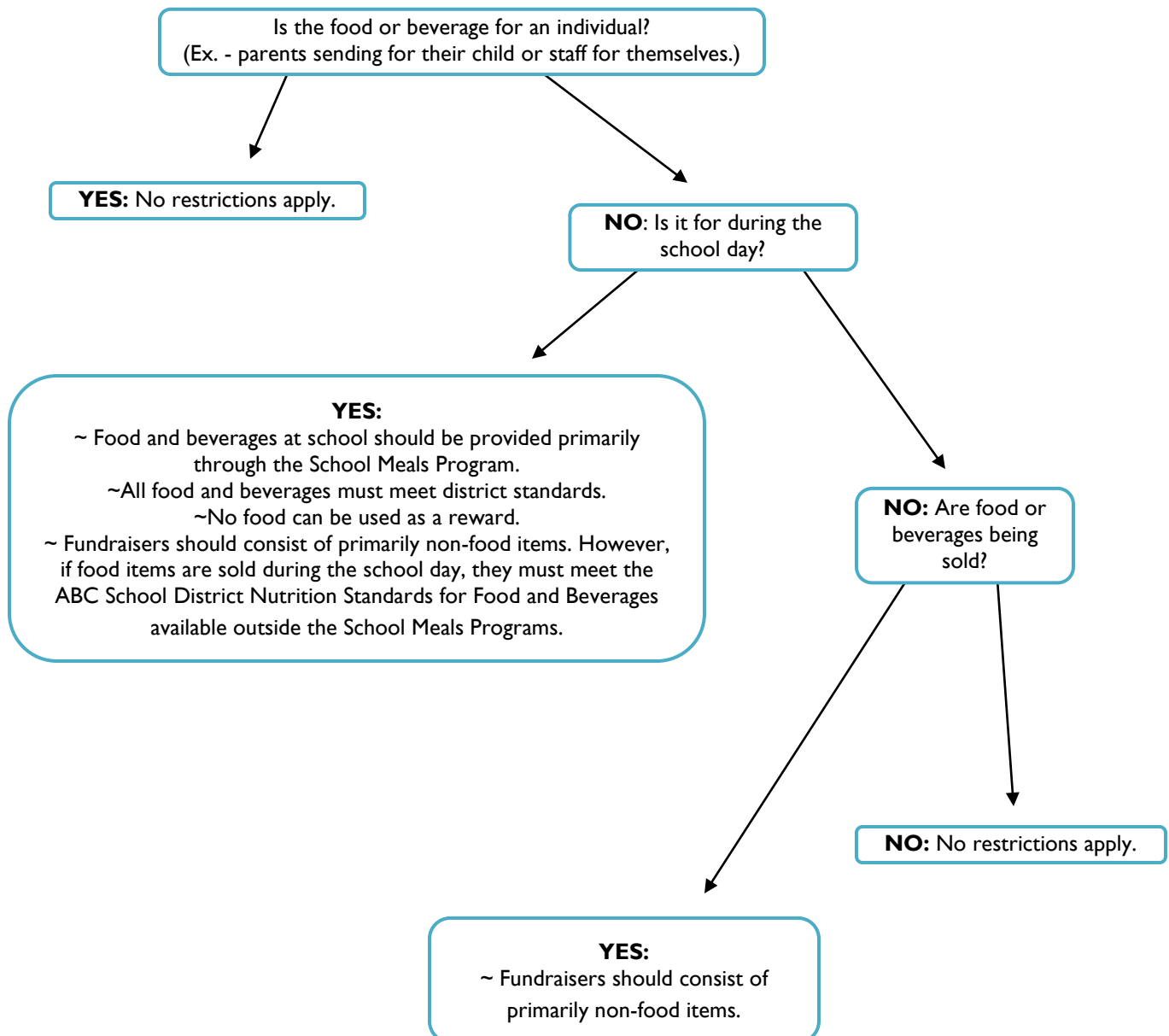
Want to be more involved? We have a Wellness Council that has members from our school, our students, our parents, and our community. The Council provides a way for you to have a voice in making our school healthier for everyone. If you have an interest in being a part of our committee, please give me a call. And stay tuned! We will be writing a column in our school's newspaper that will talk about health, wellness, and the exciting changes at our school.

Sincerely,

John Smith

## Sample Policy Communications (Flowchart)

### Your School District Food and Beverage Policies Flow Chart



## Your School District Board Approves Nutrition Policies

The Your School District School Board voted at its (Month/Date) business meeting to approve (#) policies that will encourage healthier eating by students and staff in the Your School District Public Schools. The policies recognize that nutrition influences students' ability to learn, and they aim to ensure that food offered at schools and school events support student achievement.

The new standards apply to all food and beverages sold or served by a school or school organization, regardless of location, such as on field trips, by sports teams or at events sponsored by parent teacher organizations (PTOs). They also apply to all food and beverage available at school during the school day, such as at school celebrations, in vending machines and at staff meetings.

All food and beverage for sale or service by the School Meals Programs will meet or exceed federal and state nutrition standards. Food and beverages at school will be provided primarily through the School Meals Program. Food or beverages provided outside the School Meals Program will meet the "Let's Go! Recommended Nutrition Standards for Food and Beverages available outside the School Meals Programs". During the school day, all food and beverages must meet these standards.

The nutrition policies do not apply to food which students, staff or community members bring for their own consumption. They also do not apply to non-school groups such as community athletic leagues using schools outside of the school day. In addition, non-school groups at school events that take place off school property are exempt from these standards. Examples of the latter would be graduations and concerts at local auditoriums or function halls, and fundraising events on behalf of schools held at local restaurants.

The policies were developed over (#) years with input from students, staff, parents and other community members. They reflect recent state and federal legislation and best practice for school nutrition.

"Add a quote from Superintendent on the importance of these changes to student health, behavior and/or academic performance."

The nutrition policies complement a package of Wellness-Related Policies passed by the School Board in January. Those policies include requiring minimum daily physical activity opportunities at school, eliminating the use of food as a reward and setting guidelines around non-food fundraisers. ABC schools will work with local Let's Go! partners to support policy implementation over the next few months, providing: professional development, resources for school organizations and technical assistance.

The policies will be fully implemented by next fall. Through the end of the current school year, schools and school organization will be encouraged to implement these policies to the best of their abilities, but they will not be expected to make major changes to procedures and events already in place.

Let's Go! is a nationally recognized childhood obesity prevention program, whose goal is to increase physical activity and healthy eating for children from birth to 18 through policy and environmental change. Let's Go! has six programs, otherwise known as sectors, to reach families where they live, learn, work and play to reinforce the importance of healthy eating and physical activity. Visit [www.letsgo.org](http://www.letsgo.org) to learn more.

Sample Press Release Adapted From Portland Public Schools [www.portlandschools.org](http://www.portlandschools.org)

## Fun Physical Activity Takes Center Stage in Your District Schools

Children will be getting more fun physical activity fit into their school day at Your School District Public Schools, under new policies that take effect in September.

The policies also call for healthier food to be served at school celebrations, staff parties and other district events. Soda is no longer to be sold, even in the staff lounge.

All students shall have the opportunity for a minimum of 30 minutes of daily physical activity, which may include recess, active classroom lessons, physical education, programs encouraging walk or bike to school, in-class physical activity breaks, school wide events, extracurricular programs, before and after school programs and other structured and unstructured activities. As part of these efforts schools will not use physical activity, such as running laps, as punishment. Schools will also not withhold opportunities for physical activity, such as recess, as punishment. Schools will instead work to provide alternative physical activities for students behaving inappropriately, to provide them with needed physical activity in a way that will not disrupt other students or the school day.

The Your School District Board of Public Education approved the policies in the spring, and staff training began soon afterward. But most families won't be aware of the changes until school begins in September. The policies recognize that physical activity affects students' ability to learn, and they aim to ensure that adequate daily physical activity is provided to support student achievement.

The policies were developed over (#) years with input from students, staff, parents and other community members. They reflect best practice for providing physical activity during the school day. ABC schools will work with local Let's Go! partners to support policy implementation over the next few months, providing: professional development, resources for school organizations and technical assistance.

Let's Go! is a nationally recognized childhood obesity prevention program, whose goal is to increase physical activity and healthy eating for children from birth to 18 through policy and environmental change. Let's Go! has six programs, otherwise known as sectors, to reach families where they live, learn, work and play to reinforce the importance of healthy eating and physical activity. Visit [www.letsgo.org](http://www.letsgo.org) to learn more.

*Sample Press Release Adapted From Portland Public Schools [www.portlandschools.org](http://www.portlandschools.org)*

## Appendix E: Resources for Going Even Further

Some districts working on improving their Wellness Policies may be interested in going beyond *Let's Go!*'s five priority strategies and those USDA HealthierUS School Challenge strategies outlined within this guide. The most important factor in thinking about going further with your Wellness-Related Policies is time and place. When and where do policies apply? Expanding the “where” and the “when” would be the first step in going further. The following resources will assist you in identifying the broad spectrum of Wellness-Related Policy options for expansion, as well as provide you with resources for successfully expanding your Wellness-Related Policy efforts.

### Other School Wellness Policy Resources

#### Alliance for a Healthier Generation – Healthy Schools Program

<https://schools.healthiergeneration.org/>

The Healthy Schools Program supports schools in developing healthier school environments. The program provides policy guidance through its Policy & Systems Wellness Category.

#### CDC School Health Index

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

The *School Health Index (SHI): Self-Assessment & Planning Guide 2012* is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs.

#### FitnessGram™

<http://www.fitnessgram.net>

Fitnessgram is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition.

#### HealthierUS School Challenge

<http://www.fns.usda.gov/tn/healthierus/index.html>

The HealthierUS School Challenge (HUSCC) is a voluntary certification initiative established in 2004 to recognize those schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity. Many schools find that applying for the Challenge is a valuable learning process that helps their school wellness team focus on areas needing improvement.

#### The National Association for State Boards of Education (NASBE)

<http://www.nasbe.org>

NASBE maintains a national database of health policy. Here you will find highlights of Maine, as well as other states, legislative requirements regarding many different wellness-related issues. NASBE also has many other resources and publications that can aid a district in researching policy. Schools and districts can also contract with NASBE to review and provide recommendations regarding policy revisions.

#### WellSAT

<http://wellsat.org/>

The WellSAT is an online evaluation tool which provides a standard method for the quantitative assessment of school Wellness Policies. This tool offers a consistent and reliable means of assessing the comprehensiveness and strength of school Wellness Policies.