School Wellness Policy Best Practices

for Policy Development, Implementation and Evaluation

Creating a Healthier Tomorrow

for Washington State's Children

OSPI Child Nutrition Services

A Partner in Education

Superintendent of Public Instruction · Washington

Nutrition ◆ Physical Education ◆ Physical Activity

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Creating a Healthier Tomorrow

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I. Foreword

Thanks for your interest in the School Wellness Policy Toolkit.

The toolkit is the result of many hours of work by staff at the Office of Superintendent of Public Instruction as well as school districts, universities, parents and administrators. The work, which was funded in part by the federal government, represents some of the most current thinking on wellness.

What is wellness? Basically, it's ensuring that our children are healthy. Wellness policies are very important tools, both for the school and for parents and students. These policies can improve the nutrition environment at school and help students begin and maintain a healthy lifestyle.

Study after study has shown that a well-fed and healthy child is more receptive to learning than one who is not. That's the larger purpose of a wellness policy: to make sure that students are ready to learn.

In 2010, Congress passed the Healthy, Hunger-Free Kids Act. It requires all wellness policies to include:

- Involvement of stakeholders;
- Goals for nutrition guidelines for all foods available on school campus, nutrition education and promotion, as well as physical education and activity;
- Notification to the public; and
- Monitoring and evaluation

The School Wellness Policy Toolkit is designed to help schools implement those requirements. Throughout the toolkit you will find "best practice" examples of the great things schools across Washington are doing to improve nutrition and physical activity. I hope the toolkit will be helpful to you.

Randy Dorn
Superintendent of Public Instruction

II. Acknowledgements

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Nearly one in five Washington adolescents in grades nine through twelve were recently found to be either overweight or at risk of being overweight.

III. Introduction

With the release of the Healthy Hunger-Free Kids Act (HHFKA) of 2010, there are new United States Department of Agriculture regulations for local school Wellness policies. These regulations expand on the requirements set in 2004, which primarily mandated that schools simply DEVELOP a wellness policy.

The new regulations require districts to include making sure schools implement the local policy, monitor and evaluate the policies, and periodically update the community on the status of the policy.

Many schools across Washington state have implemented some strong interventions and programs to help improve the school nutrition environment and help kids learn lifelong healthy eating and physical fitness habits.

Local school wellness policies are most successful when a group of individuals come together to create a healthy school nutrition and physical activity environment with the best interests of students in mind. School nutrition and physical activity environments have improved with the implementation of school wellness policies.

The policy encompasses nutrition education, nutrition promotion, physical education, physical activity, healthy fundraising, competitive foods and is supported by administration, school staff, parents, and students.

Many school districts have built upon the required areas to focus on meeting the needs of the whole child by addressing all eight elements of Coordinated School Health (nutrition, health education, physical education, health services, mental health, healthy and safe school environments, staff wellness, and student, family and community involvement).

The wellness policy is local and will look different in each school district. There is no one size fits all wellness policy. The best practices you see highlighted on the pages of this toolkit are meant to inspire and enlighten schools as to what can be achieved when the school community works together to create a healthy school environment.

Washington State Health and Fitness Learning Standards, the School Health Index (SHI)

Findings -- 2004 c 138: "(1) The legislature finds:

- ✓ Childhood obesity has reached epidemic levels in Washington and throughout the nation. Nearly one in five Washington adolescents in grades nine through twelve were recently found to be either overweight or at risk of being overweight
- ✓ Overweight and obese children are at higher risk for developing severe long-term health problems, including but not limited to Type 2 diabetes, cardiovascular disease, high blood pressure, and certain cancers
- ✓ Overweight youth also are often affected by discrimination, psychological stress, and low self-esteem
- ✓ Obesity and subsequent diseases are largely preventable through diet and regular physical activity
- ✓ A child who has eaten a well-balanced meal and is healthy is more likely to be prepared to learn in the classroom
- ✓ Encouraging adolescents to adopt healthy lifelong eating habits can increase their productivity and reduce their risk of premature death
- ✓ Frequent eating of carbohydrate-rich foods or drinking sweet liquids throughout the day increases a child's risk for dental decay, the most common chronic childhood disease
- ✓ Schools are a logical place to address the issue of obesity in children and adolescents
- ✓ Increased emphasis on physical activity at all grade levels is essential to enhancing the well-being of Washington's youth

While the United States Department of Agriculture regulates the nutritional content of meals sold in schools under its school breakfast and lunch program, limited standards are in place to regulate "competitive foods," which may be high in added sugars, sodium, and saturated fat content. However, the United States Department of Agriculture does call for states and local entities to add restrictions on competitive foods, as necessary." [2004 c 138 § 1.]

IV. Current health trends and implications: state of children's health

For the first time in 200 years, today's children are likely to have a shorter life expectancy than their parents. [1]

Children pay a high cost when physical activity and healthy diets are not part of daily life. Poor diet and lack of physical activity cause at least 300,000 deaths in the United States each year. Poor diet and physical inactivity are associated with the disabilities and lower quality of life that result from diabetes, cardiovascular disease, cancer, inadequate bone growth/osteoporosis, obesity, and stroke. Schools share in the responsibility to help prevent obesity and promote physical activity, quality physical education and healthy eating through policies, practices, and supportive environments.

Type II Diabetes

A disease characterized by high blood glucose levels, diabetes can be prevented through healthy eating and regular physical activity. Type 2 diabetes was previously observed primarily among adults but has become more common among children and adolescents.

FACT

1 in 3 children born in the year 2000 will develop diabetes - and 1 in 2 if the child is African American or Hispanic. According to the 2005-2006 National Health and Nutrition Examination Survey (NHANES), 16% of youth aged 12-19 years and 30% of obese youth aged 12-19 had pre-diabetes, a condition in which blood glucose levels indicate a high risk for development of diabetes.

Cardiovascular Disease

Cardiovascular disease (CVD), the leading cause of death in the United States, includes coronary heart disease, myocardial infarction, congestive heart failure, stroke, and other diseases and illnesses of the heart and blood vessels. A healthy diet and regular physical activity can prevent and reduce risk factors that cause cardiovascular disease such as elevated cholesterol, high blood pressure, and high glucose levels. Studies indicate that CVD risk factors occur more frequently in obese children than in healthy weight children. In a community-based sample of obese children aged 5-17 years, 70% had at least one CVD risk factor.

FACT

30% of stroke cases are in children between the ages of 5-14 years of age.[2]

Cancer

Cancer is the second leading cause of death in the United States. Risks of some of cancers can be reduced through regular physical activity and a diet consisting of various healthy foods with an emphasis on plant sources (e.g., fruits, vegetables, and whole grains). A diet rich in plant foods is associated with a decreased risk for lung, esophageal, stomach, and colorectal cancer.[3] Excess consumption of processed foods and red meats is associated with an increased risk for colorectal and prostate cancer.

FACT

Physical activity might contribute to cancer prevention through its role in regulating the production of hormones, boosting the immune system, and reducing insulin resistance.

Inadequate Bone Growth/Osteoporosis

According to the 2004 Surgeon General's report on bone health and osteoporosis, diet and physical activity are responsible for 10-50% of bone mass and structure.

FACT

Adequate calcium and Vitamin D intake, along with weight-bearing physical activity (e.g., walking, jogging, weightlifting), provides bones with proper support for healthy growth. Bone growth during adolescence is particularly crucial because bone mass peaks in late adolescence.

Obesity

"It's obviously a clear problem," said Representative Adam Smith, Tacoma, Washington. "Childhood obesity is spiking and actually our overall health is to some degree declining."

FACT

- ✓ *Obesity rates among children have doubled in the last 10 years and tripled for adolescents.*
- ✓ *29.5% of Washington state children are overweight or obese.*[4]

An Obesogenic Environment is an environment that promotes gaining weight and one that is not conducive to weight loss. Excess weight and obesity result from an energy imbalance that involves eating too many calories and not getting enough physical activity. For children, a Body Mass Index (BMI) between the 85th and 95th percentile for age and sex is considered at risk of overweight, and BMI at or above the 95th percentile is considered overweight or obese.

According to the American Academy of Pediatrics, the increase in childhood obesity represents an "unprecedented burden" on children's health.[5] Given that 80% of overweight adolescents continue to be obese in adulthood, it is crucial that efforts be made to prevent this from happening in the first place.

In an effort to seek the causes of this disturbing trend, experts have pointed to a range of important potential contributors to the rise in childhood obesity:

- ✓ a reduction in physical education classes, physical activity in schools and after-school athletic programs
- ✓ an increase in the availability of sodas and snacks in public schools
- ✓ more time spent in sedentary activities such as watching TV, playing video games or on computers
- ✓ urban sprawl and automobile dependency
- ✓ the growth in the number of fast food outlets across the country
- ✓ the trend toward "super-sizing" food portions in restaurants
- ✓ increasing number of highly processed high-calorie and high-fat grocery products

The dietary and physical activity behaviors of children and adolescents are influenced by many sectors of society, including families, communities, schools, child care settings, health-care providers, faith-based institutions, government agencies, media, and the food and beverage industry.

Each of these sectors has an important, independent yet interconnected role to play in improving the dietary and physical activity behaviors of young persons. Schools play a particularly critical role by establishing a safe and supportive environment with policies and practices that support healthy behaviors. Schools also provide opportunities for students to learn about and practice healthy eating and physical activity behaviors.

Inconsistent health messages

Nutrition

Schools may send mixed messages to children about healthy eating. Some schools choose to raise funds through vending and a la carte items, often replacing healthier lunches and snacks provided at school. Students may learn about healthy eating in the classroom, but get inconsistent messages when presented with high-fat, high-sugar items in the à la carte line, in vending machines, or the school store.

Teachers may reward students with unhealthy treats for performing well in school, which can teach kids to eat when they're not hungry as a reward to themselves.

Physical Education and Activity

Physical activity, such as running laps or doing push-ups, should not be used by school or community staff as punishment.

Withholding opportunities for physical activity (e.g. recess, physical education) as punishment sends a negative message about the role and purpose of physical activity.

Children who are more physically active tend to perform better academically. Sacrificing physical education or activity for classroom time does not correlate with improved academic performance.

According to research conducted by the Robert Wood Johnson Foundation, students whose time in physical education or school-based physical activity increased their grades and scores on standardized achievement tests, even though they received less classroom instructional time than students in control groups. Their research also found that **short activity breaks** during the school day can improve students' concentration skills and classroom behavior.

V. Nutrition and physical activity's relationship to academic performance

"Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially."

–National Association of State Boards of Education

A study from the Centers for Disease Control and Prevention (CDC) – "Physical Inactivity and Unhealthy Dietary Behaviors and Academic Achievement" – examined data from the 2009 National Youth Risk Behavior Survey. The study showed a negative association between physical inactivity and unhealthy dietary behaviors and academic achievement after controlling for sex, race/ethnicity, and grade level. Students who are physically active and do not engage in unhealthy dietary behaviors receive higher grades than their classmates who are physically inactive and engage in unhealthy dietary behaviors.

Students with higher grades are significantly less likely to have engaged in behaviors such as:

- Being physically active at least 60 minutes per day on fewer than 5 days
- Watching television 3 or more hours per day
- Using computers 3 or more hours per day
- Drinking a can, bottle or glass of soda pop
- Not eating for 24 or more hours

Reference: CDC: www.cdc.gov/healthyyouth

Resources:

Research review: School-based Health Interventions and Academic Achievement
http://here.doh.wa.gov/materials/research-review-school-based-health-interventions-and-academic-achievement

VI. Wellness policy legislation background

Congress recognizes the important role schools play in promoting the health of youth. In 2004, Congress passed the Child Nutrition and Women Infants and Children (WIC) Reauthorization Act (Sec. 204 of P.L. 108-205). This act required that all local education agencies (LEAs) participating in the National School Lunch Program (NSLP) or other child nutrition programs create local wellness policies. The legislation places the responsibility of developing a wellness policy at the local level so the individual needs of each LEA can be addressed. School wellness policies will be more sustainable in the long run if developed at the local level.

In 2010, Congress passed the Healthy, Hunger-Free Kids Act (Sec. 204 of P.L. 111-296) [pdf 319K] and added new provisions for local wellness policies related to implementation, monitoring, and publicly reporting on progress of local wellness policies.

2010 Healthy Hunger Free Kids Act (HHFKA) requirements

The Act requires each LEA participating in the NSLP or other child nutrition programs to establish a local school wellness policy for all schools under its jurisdiction. Each LEA must designate one or more LEA officials or school officials to ensure that each school complies with the local wellness policy.

- Include goals for nutrition education and promotion, physical activity, and other school-based activities that promote student wellness
- Include nutrition guidelines to promote student health and reduce childhood obesity for all foods available in each school district
- Permit parents, students, representatives of the LEA, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local wellness policy
- Inform and update the public (including parents, students, school board and others in the community) about the content and implementation of local wellness policies
- Be measured periodically on the extent to which schools are in compliance with the local wellness policy, the extent to which the LEA's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public

Additional wellness related requirements set forth from the 2010 Healthy-Hunger Free Kids Act include:

- Nutrition standards for all foods sold in schools (Competitive Foods): Requires the USDA to establish national nutrition standards for all food sold and served in schools at any time during the school day. The USDA is currently working on competitive food guidelines with an expected release date of late 2012.

- Information for the public on the school nutrition environment: Requires LEAs to report on the school nutrition environment to USDA and to the public, including information on food safety inspections, local wellness policies, school meal program participation, nutritional quality of program meals, etc.

Resources:

Healthy Hunger Free Kids Act
http://www.fns.usda.gov/cnd/Governance/Legislation/CNR_2010.htm

The Center for Disease Control (CDC) - Provides resources to assist LEAs in designing, implementing, and promoting elements of local wellness policies.
http://cdc.gov/HealthyYouth

Healthy Schools Washington - Wellness Policy Information
http://healthyschools.ospi.k12.wa.us/waschool/wellness_policies/wellness_policies.html

Wellness Policy Guidelines Overview: Elements of Implementation: Based on the Healthy, Hunger Free Kids Act of 2010

Policy Focus	HHFKA Requirements	Elements of Implementation
Public Involvement	Collaborative community team to develop, implement and review policy	▪ Parents ▪ Teachers ▪ Physical Education instructors ▪ School health professionals ▪ Students ▪ School Board and Administration ▪ Community Members
Nutrition Guidelines	Standards for all food available on school campus	▪ School meals ▪ Competitive foods ▪ Classroom/school celebrations ▪ Rewards ▪ Fundraisers ▪ Meal Service and Time
Nutrition Education	Goals for Nutrition education	▪ Standards based nutrition education ▪ Integrated into curricula (i.e. cooking classes) ▪ Education links with school environment
Nutrition Promotion	Goals for Nutrition promotion	▪ Become a Healthier US School and Team Nutrition school ▪ Staff modeling healthy eating ▪ Health fair ▪ School garden ▪ Theme days/months ▪ Food tasting ▪ Wellness newsletters ▪ Cafeteria ambiance/education
Physical Activity	Goals for physical activity and other school wellness activities	▪ Physical Education (PE) ▪ Minutes ▪ Curriculum ▪ Fitness testing ▪ Physical activity breaks in classes ▪ Recess ▪ Reward/punishment practices ▪ Staff modeling physical activity ▪ Walking or other activity clubs ▪ Before/after school programs ▪ Access to school facilities ▪ Safe Routes to School
Implementation, Assessment, Update	Communication and monitoring the policy	▪ Websites ▪ Handbooks ▪ Newsletters ▪ Assess and compare ▪ Report to school board ▪ Identify a person to ensure compliance

VII. Toolkit

The goal of this toolkit is to help schools enhance their school nutrition and physical activity environments through the implementation of strong wellness policies. Those policies encompass all foods consumed at school, as well as guidelines for physical activity during the school day.

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A. Overcoming barriers to implementing school wellness policies

The University of Washington center for Public Health Nutrition funded by a grant from the Robert Wood Johnson Foundation conducted interviews in 2009 with superintendents, food service directors, teachers, parents, and others involved in the development of their school district wellness policy. Representatives from 28 school districts across Washington state answered questions about the barriers and challenges they faced in implementing their wellness policies. Sixty-four middle school physical education (PE) teachers were also asked about the barriers to implementing the physical activity parts of the wellness policies.

Results of reported barriers to implementing the district wellness policy by district level stakeholders

Almost all districts reported:

- ✓ Lack of support for a commitment to the school wellness team from district administration
- ✓ Threat of decreased revenue to the school from closing school stores and vending or changing items sold
- ✓ Confusion about nutrition standards and what foods are allowed under the new policies
- ✓ Threat of decreased revenue for parent and student groups that sell food to raise money
- ✓ Threat of decreased revenue from school food service
- ✓ Complaints from students

Most districts reported:

- ✓ Product availability
- ✓ Existing vendor contracts
- ✓ Concern about the burden of an unfunded mandate from the state

About half of districts reported:

- ✓ Vending companies' compliance
- ✓ Complaints from parents
- ✓ Complaints from food service staff

Barriers to wellness policy implementation reported by physical education teachers

About half reported:

- ✓ Lack of priority, due to state testing
- ✓ Lack of facilities for physical education
- ✓ Lack of priority from the administration
- ✓ Lack of priority from the other teachers

Wellness Policy Survey

In May 2012, the Office of Superintendent of Public Instruction (OSPI), Child Nutrition Services (CNS), released a Wellness Policy Survey and invited Washington State schools to respond (including administration, foodservice, physical education instructors, teachers, and other staff members).

The following are some of the top listed barriers to the implementation of a wellness policy, according to the survey's 347 responses:

- ✓ Time
- ✓ Difficult to form/keep a wellness committee
- ✓ Lack of staff support
- ✓ Lack of administrative support
- ✓ Cost (lack of funding for nutritious foods and wellness programs)
- ✓ Loss of revenue from unhealthy food sales
- ✓ Compliance
- ✓ Lack of enforcement and evaluation
- ✓ Awareness: Not everyone is made aware of the wellness policy details
- ✓ Lack of parent and student support
- ✓ Lack of promotion
- ✓ Commodity foods high in sodium and sugar
- ✓ Limited gym space
- ✓ Curriculum competing with physical education, recess, and activity breaks

Strategies to overcome barriers

Eliminating dependence on the revenue from selling unhealthy food and find other revenue sources. Schools can generate revenue by selling various health promoting items (see creative financing and fundraising sheet in the "Tools To Go" section). Another great avenue for generating revenue for the school is through grant funding. Finding a strong grant writer within the school community can be a valuable resource for generating money (http://www.grantsalert.com/grants/all)

Reframing the goal of preparing students to pass standardized tests to a goal of producing healthy successful students could lead to better academic performance on standardized tests.

Research Review: School-based Health Interventions and Academic Achievement
This report summarizes the research highlighting links between health and academic success, so that administrators, teachers, school staff, schools and communities can make well-informed decisions about how to prioritize health interventions in their schools.
http://here.doh.wa.gov/materials-projects

Building a strong collaboration it is important to create a diverse advisory group composed of school, health and community representativess who act collectively to advise the school district on aspects of child health. They work to integrate school health data, action and evaluation into the school wellness policies and school improvement plans as well as evaluate the quality of implementation.
http://healthyschools.ospi.k12.wa.us/waschool/csh/csh_program/shac.html

Including a strong communication campaign to get buy-in from administration, teachers, foodservice staff, physical education instructors, parents and students. Communicate the goals and planned activities to all stakeholders to alleviate anxiety about your efforts and to solicit support for them.

- Have a school "town hall meeting"
- Send out information in the school newsletter and include on the school website

Finding other areas within the school grounds where physical activity or physical education classes could occur if facilities for physical education are limited e.g., school track, playground, classrooms).

Resources:
Complete a School Health Assessment (School Health Index, Whole Child Report Cards, Healthy Schools Builder, or other similar tool)
http://healthyschools.ospi.k12.wa.us/waschool/data_tools/assessment.html

Include health related goals in School Improvement Planning
http://healthyschools.ospi.k12.wa.us/waschool/csh/create_healthy_schools.html
Http://healthyschools.ospi.k12.wa.us/waschool/data_tools/funding.html

Overcoming barriers

According to the Wellness Policy Survey, here are some **top strategies** reported by various school districts to overcome wellness policy implementation barriers:

Repeated communication
Reinforcing reasons behind wellness policy through newsletters, e-mail, meetings etc.

Distribution
Wellness policy distributed to everyone in the district including the school board, administration, staff, parents, and community members

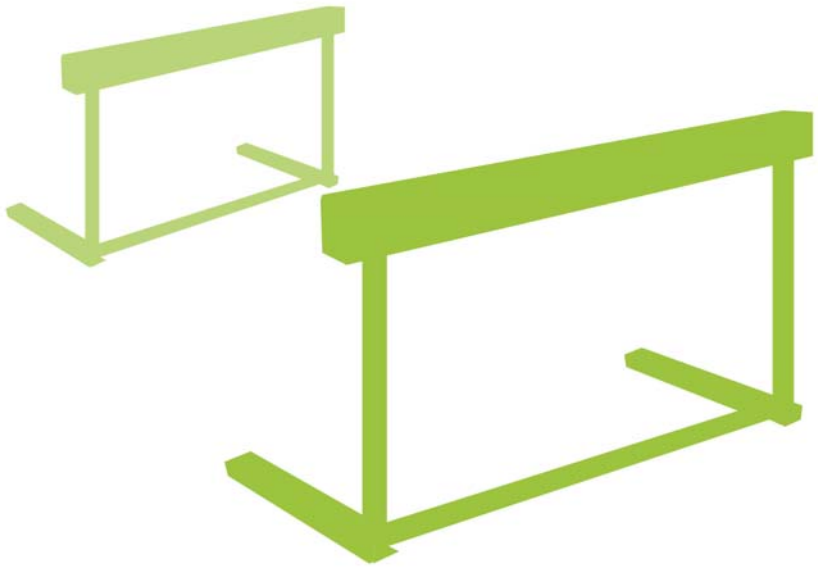
Active wellness committee
A committee that meets regularly can effectively plan strategies to overcome specific barriers

Funding
Seeking funding from other sources to help support the wellness policy goals (http://www.grantsalert.com/grants/all)

Healthy menu changes
Many schools successfully introduced new healthy menu options through taste testing or students voting on new menu choices

Working together as a staff
Staff members can collaborate to accomplish wellness policy goals

Meetings with PTA/PTO and other parent groups
Holding meetings with school parent groups is an effective way to garner support for the wellness policy



B. Building a collaborative wellness team

Policy:

Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, review and update of the local wellness policy.

A school wellness team or council is essentially an advisory group concerned with the health and well-being of staff and students. These councils can be formed at the district or school building level. These groups typically have 10-20 members and include school staff, community members, family members and students.

As you get ready to convene a wellness team or add to the mission of a current group, think about the following membership criteria:

- ✓ Demonstrated interest in healthy youth
- ✓ Parent or student
- ✓ Knowledge, skills, resources (organization or individual)
- ✓ Willingness to devote time to regular meetings
- ✓ Representative of the student population
- ✓ Credibility/leadership within the school community
- ✓ Authority to make decisions or commit resources to address food offerings, physical education, access to physical activity, health education and staff wellness.

The council might include:

- A building level administrator and potentially another staff member willing to take on the leadership of the group
- Nutrition/foodservice staff person
- Physical education instructors
- School nurse
- Custodians
- Parents
- Students
- Community members with expertise or an interest
- Local coalitions and parks and recreation department
- Guidance/counseling and social service providers
- Safety compliance officers
- Healthy school environment promoters
- Staff wellness advocates

Here are some tips for team management:

- Meet with your team every 4-6 weeks.
- Consider a brief standing meeting at the same time and place.
- Keep meeting minutes to distribute to team.
- Make sure members feel a part of decision-making and action plan implementation.
- Recognize members for their accomplishments.
- Consider dividing team up to work on actions from action plan that interest them.

The wellness policy committee's activities can be advertised through event calendars, bulletin boards, school websites, PTA phone chains, daily announcements, local newspapers and e-mail.

(See sample letters to staff Parents/Families, sample article-school newsletter and website, sample memo to staff in the "Tools to Go" section)

Wellness team

C. Nutrition guidelines

Policy:

Include nutrition guidelines to promote student health and reduce childhood obesity for all foods available in each school district.

Key recommendations

Overview of Dietary Guidelines for Americans, 2010 (as it relates to children)
http://www.cnpp.usda.gov/publications/DietaryGuidelines/2010/Policydoc/Policydoc.pdf

Balancing calories to manage weight

- ✓ Prevent and/or reduce overweight and obesity through improved eating and physical activity behaviors.
- ✓ Control total calorie intake to manage body weight. For people who are overweight or obese, this will mean consuming fewer calories from foods and beverages.
- ✓ Increase physical activity and reduce time spent in sedentary behaviors.
- ✓ Maintain appropriate calorie balance during each stage of life-childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

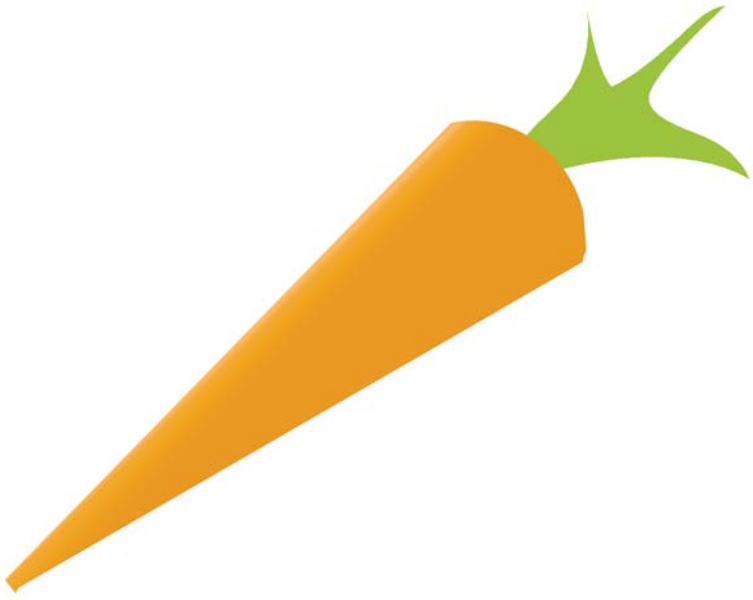
Foods and food components to reduce

- ✓ Reduce daily sodium intake to no less than 1,500mg for children.
- ✓ Consume less than 10 percent of calories from saturated fatty acids by replacing them with monounsaturated and polyunsaturated fatty acids.
- ✓ Consume less than 300 mg per day of dietary cholesterol.
- ✓ Keep trans-fatty acid consumption as low as possible by limiting foods that contain synthetic sources of trans-fats, such as partially hydrogenated oils, and by limiting other solid fats.
- ✓ Reduce the intake of calories from solid fats and added sugars.
- ✓ Limit the consumption of foods that contain refined grains, especially refined grain foods that contain solid fats, added sugars, and sodium.

> “We need to change the persona of the ‘School Lunch Lady’ to ‘The Lunch Teacher’ who prepares and serves delicious, healthy meals while educating children about healthy eating and nutrition.”
>
> -- Kate Adamick, author of “Lunch Money”.[6]

Foods and nutrients to increase

- ✓ Increase vegetable and fruit intake.
- ✓ Eat a variety of vegetables, especially dark-green and red and orange vegetables and beans and peas.
- ✓ Consume at least half of all grains as whole grains. Increase whole-grain intake by replacing refined grains with whole grains.
- ✓ Increase intake of fat-free or low-fat milk and milk products, such as milk, yogurt, cheese, or fortified soy beverages.
- ✓ Choose a variety of protein foods, which include seafood, lean meat and poultry, eggs, beans, peas, soy products, and unsalted nuts and seeds.
- ✓ Increase the amount and variety of seafood consumed by choosing seafood in place of some meat and poultry.
- ✓ Replace protein foods that are higher in solid fats with choices that are lower in solid fats and calories and/or sources of oils.
- ✓ Use oils to replace solid fats where possible.
- ✓ Choose foods that provide more potassium, dietary fiber, calcium, and vitamin D, which are nutrients of concern in American diets. These foods include vegetables, fruits, whole grains, and milk and milk products.



Nutrition guidelines

New school meal patterns

To align the meals served under the NSLP and the School Breakfast Program (SBP) with the Dietary Guidelines, the USDA set new meal patterns and dietary specifications for school meals beginning July 1, 2012. The new meal patterns require that schools offer more fruits, vegetables and whole grains; offer only fat-free or low-fat fluid milk; reduce the sodium content of school meals substantially over time; control saturated fat and calorie levels; and minimize trans-fat.

In addition, the USDA also requires that schools participating in the NSLP shall make available to children free of charge, **drinking water** for consumption in the place where meals are served. The USDA guidance states that potable water must be available in the foodservice area or immediately adjacent to the meal service area. This would apply to water fountains that are right outside the cafeteria or in other rooms where students eat their lunch meal. Water fountains located immediately adjacent to the meal service area are acceptable if students are routinely allowed access to the area during the lunch meal period.

While field trips are exempt from this requirement, potable water must be available for in-school suspension programs, and after school snack programs. Cups must be available for water that is provided in a bulk container.

Resources:
New meal pattern training modules
http://healthymeals.nal.usda.gov/mealpattern

Menu planning
http://healthymeals.nal.usda.gov/menu-planning

Competitive foods (including à la carte items, school stores and vending machines)

Competitive foods and beverages are those foods that are sold at school outside of and in competition with the federally reimbursable meal programs. Examples of competitive foods and beverages include those sold during the school day in vending machines (that are not part of reimbursable meals), student stores, á la carte items sold by the school food service department, or as fundraisers.

Nutrition standards list criteria that determine which foods and beverages can and cannot be offered on a school campus. One approach to setting standards is to increase options, such as requiring that schools offer fruits or vegetables at all locations where snacks are available. A second approach is to limit options, such as stipulating that schools cannot sell unhealthy foods such as candy, soda, and high-fat snacks.

In a recent study, 40% of school-age kids consumed at least one competitive food on a typical school day from vending machines, à la carte lines in cafeterias, and school stores.[7]

A Wellness policy could address the following:

- ✓ Limiting sugar content of food and beverages (e.g., no more than 30% sugar content)
- ✓ Limiting fat content of food and beverages
- ✓ Serving size limits for foods and beverages
- ✓ Limiting caffeine content of beverages
- ✓ Exclude all candy

According to the Senate Bill 5093, the **goals** of Washington state are to ensure that:

Only healthy foods and beverages be provided by schools during school hours or for school-sponsored activities

Minimum standards for available foods and beverages are:

- ✓ Not more than 35% of its total calories shall be from fat (this restriction does not apply to nuts, nut butters, seeds, eggs, fresh or dried fruits, vegetables that have not been deep-fried, legumes, reduced-fat cheese, part-skim cheese, nonfat dairy products, or low-fat dairy products);
- ✓ Not more than 10% of its total calories shall be from saturated fat (this restriction does not apply to eggs, reduced-fat cheese, part-skim cheese, nonfat dairy products, or low-fat dairy products); and
- ✓ Not more than 35% of its total weight or 15 grams per food item shall be composed of sugar, including naturally occurring and added sugar (this restriction does not apply to the availability of fresh fruits and vegetables that have not been deep-fried; nonfat or low-fat flavored milk with up to 30 grams of sugar per serving, nonfat or low-fat rice or soy beverages; or one hundred percent fruit or vegetable juice).

7 CFR 210.11 prohibits the sale of foods of minimal nutritional value in the food service areas during the lunch periods.

USDA listed foods of minimal nutritional value include:

- ✓ Soda water
- ✓ Water ices
- ✓ Chewing gum
- ✓ Candy (including hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn)

(See Competitive foods, Competitive beverages charts in "Tools to Go" section)

Healthy fundraising

Candy, baked goods, soda and other foods with little nutritional value are commonly used for fundraising at school. Schools may make easy money by selling these unhealthy foods but it sends the wrong message to students and promotes unhealthy habits.

Fundraising supports student health when it involves selling nutritious foods and beverages or selling non-food items, such as wrapping paper, candles, or student artwork. Schools can also raise money and promote health at the same time through, for example, a walk-a-thon, field day or juggling contest.

(See Healthy Fundraising handout in "Tools to Go" section)

Non-food rewards

There are many disadvantages to using food as a reward:

- ✓ It undermines nutrition education being taught at school
- ✓ It encourages overconsumption of foods high in added sugar and fat
- ✓ It teaches kids to eat when they are not hungry as a reward to themselves

Rewards support student health when they involve using non-food items or activities to recognize students for their achievement or good behavior, if an extrinsic reward system is used. These types of rewards can include stickers, books, or extra time for recess.

(See Non-food rewards handout in "Tools to Go" section)

Classroom parties and school activities

Birthday parties and holiday celebrations provide a great opportunity for schools to make healthful eating fun and exciting for students. Schools can promote a positive learning environment by shifting the celebration from the food to the child. Celebrations can include a variety of activities, games and crafts and foods that taste good and are nutritious. Another strategy would be to have fewer parties and celebrate birthdays on a monthly basis.

(See Healthy classroom celebrations handout in "Tools to Go" section)

Resources:

Show Me the Money: A Guide to Selling Healthy Foods at School, Washington State Action for Healthy Kids Team May 2007.
http://www.actionforhealthykids.org/assets/clubs/wa3-showmoney.pdf

Nutrition Standards for Food in Schools
http://www.cdc.gov/healthyyouth/nutrition/standards.htm

Nutrition Guidelines Implementation Ideas

What's happening across Washington state

(Note: These are merely ideas; your LEA can decide what's the best strategy to implement)

Become a HealthierUS School

Becoming a Healthier US school is a great strategy to improve nutrition and physical activity in schools while receiving award money and recognition. The HealthierUS School challenge is a USDA initiative to improve student health and well-being. The basic criteria of the challenge includes:

- ✓ Be enrolled as a Team Nutrition School. Simply sign up on the Team Nutrition website at: http://teamnutrition.usda.gov/team.html
- ✓ Offer reimbursable lunches that demonstrate healthy menu planning practices and meet USDA nutrition standards
- ✓ Provide students with nutrition education, physical education and opportunities for physical activity

As of June 6, 2012 Washington State School Districts that have already been awarded include

Battle Ground School District
Camas School District
Chehalis School District
Ephrata School District
Everett school District
Highline School District
Hockinson School District
Kennewick School District
Marysville School District
Meridian School District
Nooksack Valley School District
Onalaska School District
Pateros School District
Richland School District
Riverview School District
Spokane Public Schools
South Kitsap School District
Yakima School District

Resources

http://teamnutrition.usda.gov/healthierus/index.html

Schools/districts partnering with local farmers to provide fresh local food to their school lunch program

"The benefits of Farm to School programs are considered to be numerous and varied. They include strengthening children's and communities' knowledge about, and attitudes toward, agriculture, food, nutrition, and the environment; increasing children's participation in the school meals program and consumption of fruits and vegetables; increasing market opportunities for farmers, fishers, ranchers, food processors and food manufacturers; and supporting economic development across numerous sectors." [8]

In a publication by the Portland, Oregon based nonprofit group Ecotrust, "The Impact of Seven Cents," existing research shows that Farm to School programs are making a difference in improving student nutrition.[5]

With high foodservice costs, the financial viability of school food services often depends on their ability to increase the participation of paying students and adults. Farm to school programs typically increase the participation rates in school meal programs making them more viable.

Studies in the Northwest have shown that students eating a farm-fresh salad bar consume roughly one additional serving of fruits and vegetables per day.

When partnering with local farmers, students have better knowledge of gardening, agriculture, healthy eating, local foods and seasonality.[5]

Wenatchee School District contracts with more than 20 local farms (within a 10 to 60 mile radius) to provide fresh fruits and vegetables. To minimize labor time, fruit and vegetables are offered with minimal preparation. For example, carrots are washed and served with the stem on.

Auburn School District obtains some of their fruits and vegetables from local providers and serves them on a salad bar so that kids can help themselves.

Lopez Island School District purchases fresh fruits, vegetables and local grass-fed beef from local farmers.

Olympia School District partners with 7 local farms to supply fresh fruits, vegetables, whole grains, pizza crust, blueberries, as well as homemade syrups and jams.

Walla Walla School District partners with local growers to provide fresh apples to it's students.

Arlington and Snohomish School Districts through grant funding by the Fresh Food in Schools project are using locally grown food in their lunch programs.

- Apples are plucked from the branches of Marshland Orchards in Maltby.
- The salad bar in Lake Stevens School District has cucumbers harvested from nearby Carleton Farm, sweet red peppers from Wapato, and celery sticks from Fife.

Arlington School District also hosted a farm to school tour to visit local farms in celebration of National Farm to School Month during October. http://www.heraldnet.com/article/20120219/NEWS01/702199963

Partnering with local farmers

Orcas Island School District purchases fresh fruits, vegetables, and meats from local farmers. One of the cornerstones of the district's "Farm to Cafeteria" program is that good nutrition is a key to successful learning and that the quality of the product improves the closer to home it is purchased.

As part of their Farm to School program, the OISD has held student chef competitions at the school for the past three years. In school year 2012 the menu theme was Caribbean entrees made with local ingredients. All OISD students are eligible to enter the competition. The committee selected a total of twelve menus from a total of seventeen that were submitted: six for K-5 and six for K-12. Grades K-6 could team up or cook individually with limited parent participation. The high school group teamed with an OISD staff member. The OISD Chef and committee member Zach Holly looked for possible school lunch entrées among the contestant's entrees. The students had two hours to prep, cook, and present their entrees to the judges. The audience of 60 people was able to snack on Caribbean inspired snacks for a modest donation. Caribbean music played in the background. First year judge Cathy Ferran said, "I see the kids learning a skill they can use for the rest of their lives. Cooking is doing for other people; it is not just for oneself."

Two time student chef winner, Arla Sutton was the winner of the "Healthy Lunchtime Challenge" and was awarded a trip to the White House to attend the kids "State Dinner" hosted by First Lady Michelle Obama on August 20, 2012.

Helpful websites

Foodhub - helps institutional buyers locate and purchase Washington food products
http://food-hub.org/

Publication

A Washington School's Guide to Purchasing Locally Grown Food, Washington State Department of Agriculture.
http://wsffn.org/fresh-food-in-schools-project/tricia-kovacs-presentation/at_download/file
http://www.wafarmtoschool.org/

Summer food preparation

Lopez Island School District formed a group of school staff and community volunteers that processed several foods from the school gardens during the summer of 2011. They prepared green beans for freezing, made gallons of homemade pesto (used during the school year as a pasta item and in a very popular homemade dressing). A homemade vegetable stock was also prepared for soups prepared during the school year.

Orcas Island School District took advantage of the summer bounty of fruits and vegetables. About once a month in the summer and early fall, school foodservice staff and a group of community volunteers meet to prepare fresh fruits and vegetables they ordered from a local farm for freezing. They wash, cut, and blanch the vegetables and put them into OISD freezers for use during the school year. They also wash and cut (if needed) fresh fruit for freezing. Nine months later, the school is still utilizing the fresh frozen fruits and vegetables in their school lunches. The district named these summer food preparation events "5th Season."

Scratch cooking

When the capability presents itself, more schools are choosing to make fresh meals from scratch with great success. Not all schools have the equipment or space, however, to implement scratch cooking methods.

Wenatchee School District does a lot of scratch cooking out of their central kitchen. They have a centralized baking program and use whole grain and whole wheat flour in their baked goods. Even their cookies are made with at least half whole grain flour.

Cheney School District launched its new "Fresh from Scratch" nutrition program aimed at serving healthier school meals and helping students make better food choices. Students in all grade levels are enjoying meals prepared from scratch featuring lean proteins, whole grains, and an assortment of fresh fruits and vegetables. Students have sampled almost 60 new entrée items including homemade lasagna, beef and chicken stir-fry, and chicken enchiladas.

Port Angeles School District collaborates with an advisory committee for strong community partnerships to support student nutrition and physical activity. This includes Safe Routes to Schools, Farm-to-School, scratch cooking, and innovative health and fitness programs (such as a shared set of rowing equipment that rotates between schools).
http://www.portangelesschools.org/parents/NutritionandPhysicalActivityAdvisoryCommittee.html

Lopez Island School District serves mostly scratch-made meals with innovative healthy menu items that the students love. As a result, the NSLP participation rate at the school is 90% (48% of those students are participating in the free and reduced program). Menu items include: chicken or tofu chow mein with noodles and lots of vegetables, homemade spinach pesto pasta, beef barley soup, zombies (which are similar to calzones filled with roasted vegetables, cheese, and ham), and gyros made with commodity turkey roasts or homemade hummus.

The school district also makes its own roasted tomato sauce from their garden's tomatoes, a mandarin spinach salad, ginger pumpkin soup, and chicken and bean chili. They also make their own salad dressings made with a healthy combination of olive and canola oils. Dana Cotton, Lopez Island School District's foodservice director states, "Providing scratch-made meals using ingredients from our school gardens is a little more work but it's well worth it when you see happy and healthy kids eating in our school lunch program. We do get additional assistance from volunteers and high school students that help in the kitchen and it works well." (Note: Due to union contracts, not all schools may use volunteers in the kitchen). One teacher at the school stated that she decided to work in the school district and send her kids to school there because of the healthy school lunch program. The students, teachers, and parents all enjoy eating meals at the school's cafeteria. On one occasion, Cotton, received a standing ovation from the entire football team thanking her for all of her hard work.

Food preparation & scratch cooking

Innovative Menu changes to improve nutrition

Everett School District dietitians reduced the fat and increased the nutritional profile of a macaroni and cheese recipe by adding carrot puree in the cheese sauce.

Wenatchee School District chef Kent Getzin developed recipes for a ranch dressing made with white beans for a healthier alternative. He also developed a tasty cabbage slaw recipe using local vegetables. At their high school, the district offers Asian stir-fry and Mediterranean bars with lots of vegetables and vegetarian options. For two years now, the district has completely eliminated flavored milks from their school lunches. The change did not impact the school lunch participation rate.

Olympia School District includes a vegetarian option on the lunch menu every day with an average of 25% of the students choosing it daily. The district is also considering adding some vegan options as well.

Cheney Public Schools serves flavored milk only on special occasions, drastically reducing the daily sugar intake among students who eat school lunch.

Seattle Public Schools had Wendy Weyer, Seattle School District's foodservice director partnered with local chef Eric Tatanka to conduct focus groups and asked elementary aged children what they'd like to see on the menu that they normally eat at home. One item tested that stood out was baked white fish (non-breaded). The Seattle school district and chef Tatanka developed a recipe based on those requests and tested the item in a different focus group at a local elementary school. The children loved the recipe and it was placed on the menu. The menu item is called "Italian baked fish" and is served over rice with a kalamata olive and caper tapenade.

Innovative menus

Orcas Island School District started using more local organic foods, practicing scratch cooking methods and raising the overall quality and nutritional value of school lunches, it is possible for the cafeteria to actually become self-sustaining because more students, teachers, and parents are opting to buy lunch at the cafeteria rather than go off campus or brown bag it. The school has successfully increased the number of students, teachers, and parents participating in the school lunch program from an average of 190 to more than 300 per day – almost a 40 percent increase.

Auburn School District began introducing real fruit smoothies into the breakfast lineup. At Cascade Middle School, kitchen manager Janet Nielsen-Homan blended up a kale-orange-carrot smoothie and by the end of the first breakfast all of the smoothies were gone. Students are now also enjoying strawberry-kiwi, pineapple-banana, and pear-apple smoothies.

Purchasing food service equipment to streamline processing of fruits and vegetables

Industrial sized food processors:
Wenatchee School District purchased a commercial grade food processor to quickly process large amounts of fresh vegetables for scratch cooking recipes and the salad bar.

Sunkist fruit slicer
a low cost, efficient way to quickly section apples and oranges.

Website recommendations for healthy school lunch recipes:
http://www.thelunchbox.org
https://schools.healthiergeneration.org/resources__tools/school_meals/school_recipes
http://www.farmtoschool.org
http://www.recipesforkidschallenge.com

Cost cutting changes to school lunches to allow more funding to purchase healthy foods (whole grain, local, organic)

Make menu changes that reduce cost

Conduct inventory of storerooms and refrigerators regularly
Purchased food should be utilized and not allowed to sit and eventually be thrown away. Regular ordering, planning and forecasting should be done as well.

Consider reducing the number of menu choices in schools
Elementary schools could have one entree, middle schools up to two entrees, and high-school up to three entrees. More entree choices can increase purchasing, inventory, labor, and may increase the potential for waste.

Decrease or eliminate dessert served on the menu
A healthy dessert utilizing whole grains and fruits might be a good way to boost calories and the nutrition profile of a menu. Serving desserts of minimal nutritional value e.g., cakes, cookies made with non-whole grain flour, can be a non-efficient use of staff labor (e.g., frosting a cake) and resources (cost to purchase sprinkles etc.)

Use milk in cartons versus plastic bottles or consider using milk dispensers
Milk in plastic bottles is a lot more expensive than in cartons. Milk dispensers can reduce costs further and reduce the amount of trash from milk cartons.

Dried beans versus canned beans
Dried beans cost much less than canned beans and can be quickly soaked and cooked for use in school meals. The dried varieties also contain significantly less sodium.

Eliminate individual portioning and wrapping whenever possible
Using plastic cups for canned fruit, boats for fried potatoes, and wrappers for hamburgers and sandwiches cost extra and are not always necessary. Many food items can be placed in pans and served directly onto the trays.

Reduce or eliminate fresh food waste
Training staff to utilize as much of the vegetables they are preparing as possible without throwing it away will save food costs. For example, utilizing the stems of broccoli chopped up in a salad etc.

Make use of USDA entitlement by purchasing meat items that have not been processed. This extra savings from not paying processors might be used for the increase in labor to prepare foods from scratch.

Wenatchee School District foodservice director Kent Getzin, in a continued effort to improve the health of the district's students, decided to make a change a couple of years ago and started the new school year having eliminated chocolate milk. The change was successful without much resistance from the students or parents. "It was just the way it was from that point on," Getzin said. The school district found that the change did not affect school lunch participation.

Olympia School District
Cut food service costs by 10% by making healthy changes to their recipes. Example: In their taco recipe, the district cut the amount of beef used by 25% and added refried beans.

La Conner School District raises its own cows for beef used in school lunches. The beef is processed at a well respected, USDA approved packing company in Lynden. The students enjoy hamburgers, lasagna, spaghetti, stew, and stir-fry from the beef.

Onalaska School District partnered with 5 other districts to order a truckload of raw chicken pieces. The district plans on menuing barbecued and baked chicken during the 2012-13 school year.

Resources
Book: Lunch Money- Serving Healthy School Food in a Sick Economy by Kate Adamick (Nationally renowned school food reform expert and Cook for America co-founder). The book provides money-saving and revenue-generating tools for use in any school kitchen or cafeteria.

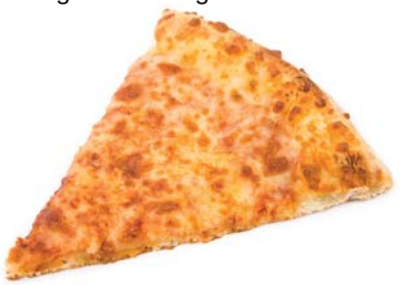
Students making changes to improve school nutrition and healthy eating

Renton School District students designed icons to be added to the school menus to help students select options that meet stricter Institute of Medicine's recommended guidelines for school meals, a la carte lines and vending machines.

A nutrition council was formed to develop a healthy eating campaign for the Renton School District. This energized a group of students and staff with representatives from Lindbergh, Renton, and Hazen High School's Distributive Education Clubs of America (DECA), Leadership and Culinary classes to work with Nutrition Director Kira Acker and Assistant Director Heather Mann on the healthy eating campaign entitled, "Healthy is Happy." The work includes a pledge for students to make healthy life choices and changes in 2012 and beyond. Students kicked off the campaign recently with food, fun, and music. Some staff members dressed in life-sized fruit costumes to lend their support.

Highline School District nutrition icons were developed with student input and piloted in several schools to feature menu items that are high in calcium, fiber, vitamins/minerals, or are heart healthy. In addition, the icons will be used on the salad bar and milk coolers, highlighting specific nutrients. And to tie the new program together, a new department logo and tagline, "Serving Healthy Choices," is also being introduced.

Olympia School District (Capital High School) students at the high school were given a survey asking them to identify the top ten things they wanted to change at the school. One of the things students wanted to change was "better access to healthier foods". A student group was formed to address this and students met with the district's foodservice director, Paul Flock, to discuss ideas. They decided to make the school's pizza healthier by having a whole grain crust (with dough made from greater than 50% whole wheat). The district worked with the local supplier, Bagel Bros, to create a pizza crust dough to meet their specifications. According to Flock, "Working with a local distributor was great- they were willing to work with us to come up with a product that met our needs…. I couldn't ask a large commercial vendor the same thing and expect them to change their product just for my school district."



Tyee High School in SeaTac and Foster High School in Tukwila based on a student-engagement model, high school students planned their own cooking and nutrition lessons to teach students at their neighboring middle and elementary schools. Two extremely successful classes have already been taught at Chinook Middle School's afterschool program and it quickly became a popular class among the middle school students.

Omak High School about 75 freshmen at Omak High School researched nutrition policies, evaluated the current district Nutrition and Physical Activity Policy, and discussed changes the students desired in food service, competitive foods, and other nutrition issues in the high school and the district at-large. Students began by reviewing and commenting on the Omak School District policy and procedures. They reviewed the model policy template developed by the University of Washington's work on school policies. They reviewed sample policies from other school districts in the state and other states and also read the new USDA nutrition standards and two reports on healthy vending. Using this new knowledge, they addressed the school policy in the areas of competitive foods and beverages, made suggestions about the school meal program, school parties, fund raising, and food rewards. The final piece of work was to make revisions to the school district policy and procedures, edit their draft, and present the revision to the school board for the first of three readings (which is required for policy adoption).

Fundraising strategies- districts can successfully continue to raise funds without selling competitive foods

Griffin School District as part of the middle school science curriculum, students grow vegetable plants from seed and sell the plants in the spring as a fundraiser. The school is also planning to sell nuts as a fall fundraiser instead of the baked sweet bread and cookies sold in previous years.

Lopez Island School District sells vegetable seeds harvested from their school garden to the community as a fundraiser.

(See Creative Fundraising strategies sheet in "Tools to Go" section)

Cost cutting changes

“But, to see a beet does not make them want to eat a beet. That’s where the classroom comes in. If a child has the opportunity to plant the beet seed, grow the plant, harvest the beet, smell it coming out of the ground, then peel it, cook it and paint with the red ink made from the water the beets are cooked in, smell it again (it’s different now … it actually smells like food, not dirt), cook it with pasta and herbs, then – the ultimate test-taste.… Now you have kids who love beets.” [9]

-- Mandy Rudolph. Lopez Island School District’s Farm to Classroom program coordinator

D. Nutrition education

Policy:

Include goals for nutrition education and promotion that promote student wellness

- Standards based nutrition education
- Integrated into curricula
- Education links with school environment

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

Nutrition education activities should:

- Be consistent with the 2010 US Dietary Guidelines for Americans
- Emphasize the appealing aspects of healthy eating
- Include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health enhancing nutrition practices
- Emphasize caloric balance between food intake and energy expenditure (physical activity)
- Engage families as partners in their children's education
- Teach media literacy with an emphasis on food marketing

Nutrition education theme ideas

MyPlate (Healthy Eating Plan www.Myplate.gov)

2010 Dietary Guidelines for Americans

"Eating from the Colors of the Rainbow"

Sources of Major Nutrients

Understanding Calories

Food Labels

Identify and Limit Foods of Low Nutrient Density

Healthy Heart Choices

Diet and Disease

Body-Size Acceptance, Healthy Weight and Dangers of Unhealthy Weight-Control Practices

Healthy Breakfast

Healthy Snacks

Multicultural Influences

Proper Food Safety/Sanitation

Classroom - Connecting Nutrition Concepts across the Curriculum:

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

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

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

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

Physical Education
Have the students complete a relay by running, hopping, skipping down and selecting one food item picture at a time to build a balanced meal.

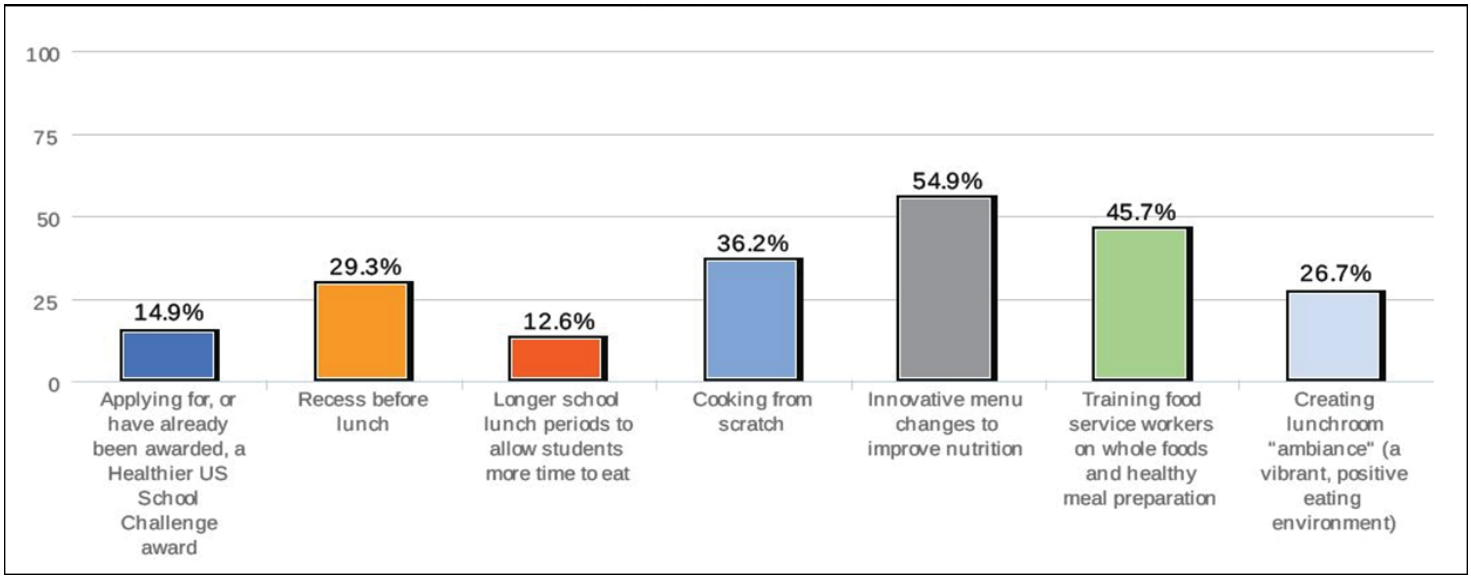
Cafeteria-based nutrition education

The school cafeteria provides an ideal setting for students to practice healthy eating. Coordinating school food service programs with classroom lessons allows students to apply critical thinking skills taught in the classroom.

- ✓ Invite classes to visit the cafeteria kitchen and learn how to make healthy foods
- ✓ Involve students in planning the school menu and preparing recipes
- ✓ Offer foods that reinforce classroom lessons e.g. whole-wheat rolls to reinforce a lesson on dietary fiber and whole grains
- ✓ Display nutrition posters in the cafeteria and distribute nutrition information and materials.
- ✓ Coordinate menus with classroom lessons and school promotions e.g. featuring food from other countries for an international day
- ✓ Display nutrition information about available foods and give students opportunities to practice food analysis and selection skills learned in the classroom.

2012 Wellness Policy Survey Results

Please check all of the following things your school or district is doing to promote nutrition education



1. Schools that include nutrition education in their curriculum and classes during and after school

Classroom-based nutrition education

According to the Office of Superintendent of Public Instruction, Child Nutrition Service's 2012 Washington State Schools Wellness Policy Survey, here are some top strategies reported by various school districts to provide classroom based nutrition education:

- ✓ Food $ense nutrition education program through the WSU Extension program
- ✓ Great Body Shop curriculum
- ✓ Nutrition education included in science curriculum
- ✓ Healthy snacks and parties, no food-based rewards
- ✓ Food Groups/Myplate education
- ✓ Model healthy eating
- ✓ Information on fast foods and processed foods versus whole foods/plant-based choices
- ✓ Meal planning/shopping and label reading
- ✓ Student generated posters and facts
- ✓ Washington Dairy Council materials
- ✓ Information board with monthly handouts about healthy food choices
- ✓ Fruits and Vegetables (eating the colors of the rainbow)
- ✓ Food/cooking projects

Auburn School District

- Plans to bring enhanced nutrition education to the classroom and using the school garden for after-school garden clubs focused on math, science, health and nutrition and have an outdoor classroom for these programs.
- Runs a "Summer Food Academy," in which students learn about nutrition and cook healthy foods.
- Distributes out a newsletter called "Washington Grown Harvest of the Month" with articles about nutrition, growing food, etc.

Lopez Island School District

Elementary school: The school district hired a part time garden education teacher, Lorri Swanson, and added a gardening enrichment class to their elementary school curriculum. Every week K-5 students attend the garden class for one hour and learn about where food comes from, the seed to plant process, how to harvest and prepare the food with hands-on learning opportunities in the school's vegetable gardens. The students sometimes prepare a fresh-from the garden snack on a mobile cooking cart.
A simple adage guides the program: "What students grow, they will eat- with gusto!"

High School: High school students can take an elective class taught by Henning and Elizabeth Sehmsdorf at a nearby fifty-acre biodynamic farm (S&S Center for Sustainable Agriculture) where they prepare soil, plant and transplant crops, and care for the farm's cows, sheep, pigs, and chickens. They learn to make butter, cheese, yogurt, breads, and vinegars in the farm kitchen.

Classroom-based nutrition education

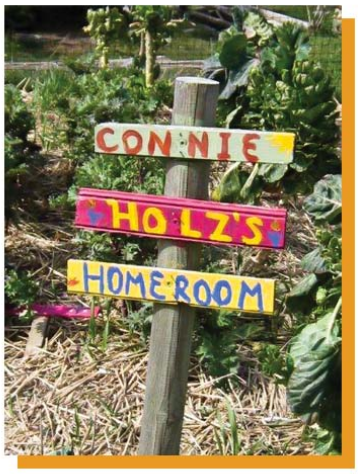
Orcas Island School District district teacher, Mandy Randolph, along with the assistance of the school's garden keeper, Chelsea Cates and fellow teacher, Bruce Orchid, leads K-6 grade students through the joys of food and cooking in weekly classes promoting healthy and nutritious foods.

Every student from kindergarten through 6th grade spends a minimum of one hour a week in the Farm to Classroom project. They also work in the school garden where they turn the soil, harvest fennel and all kinds of herbs, raise popcorn, pumpkins, beans, strawberries and all kinds of lettuces.

The students also learn about grains, turn them into flours and make breads. "It spills over into the cafeteria resulting in less food thrown away and more wholesome items served in school lunches. Who would have thought we'd run out of beets in a half hour or kids would be scarfing up rhubarb, zucchini, and cabbage." [10] The district plans to expand their program to include grades 7-12 in a culinary arts program.

The school district states that the project is made financially possible by a few small grants and their generous community, which understands how this is an investment in their children's health that will stay with them for the rest of their lives.

Olympia School District the FOSS Nutrition kits are used to teach nutrition education to the 4th and 5th grade students. The FOSS Nutrition module consists of four investigations that help children understand what food is made up of and how several nutrient groups contribute to good nutrition. At the end of the module, Food Service Director, Paul Flock, visits the classes to answer nutrition questions students may have. Students also get the opportunity to plan a menu with the foodservice director which is then featured on the school lunch menu.



Madison Elementary School (Olympia School District) once a month, each student receives one hour in the school's "Garden education class," taught by an educator hired by the district. Students in the class learn about the seed to plant cycle, beneficial garden insects, soil making, vegetable growing, and garden nutrition. Some classes are held in the classroom and some occur in the school's garden depending on the weather and the curriculum planned that day.

One particular class of first graders was divided into groups: one group was working in the worm bin moving soil for sifting, another group was separating seed potatoes to prepare them for planting, some students were finding and removing caterpillars and slugs from the plants, and another group was on a scavenger hunt looking for radishes, spinach, lettuce, fava beans and cilantro sprouting from the ground throughout the garden. All of the students were thrilled to be working and learning in the garden.

Shelton School District (Mt. View, Evergreen and Bordeaux Elementary Schools, Olympia Middle School, and Oakland Bay Jr. High School) in a partnership with the Washington State University Food $ense Nutrition program, nutrition educators take cooking utensils and food into the classrooms. Students can learn about healthy choices and tasting healthy food. Nutrition educator, Pamela Lyons, used the term "Adventure Bite." When a student tastes a new food, they are taking their mouth on a new adventure. This program has shown a marked increase in consumption of fruits and vegetables during school lunch. Pre and post evaluations are conducted with students in grades 3-8. The outcomes have shown behavior change in students for topics that include food safety, identifying recommended number of servings needed daily, using food labels to identify health options, participating in 60 minutes of physical activity daily, eating breakfast, and identifying low cost food options.

Cafeteria-based nutrition education

According to the Office of Superintendent of Public Instruction, Child Nutrition Service's 2012 Washington State Schools Wellness Policy Survey, here are some top strategies reported by various school districts to provide cafeteria-based nutrition education:

- ✓ Rainbow nutrition menu days (each student who creates a rainbow from the salad bar on their plate gets a sticker)
- ✓ Myplate display entrée
- ✓ Sample plates with caloric and "best choice" information
- ✓ Nutrition tip of the day
- ✓ Taste testing/taste tables of fresh fruits, vegetables and new foods
- ✓ Nutrition posters
- ✓ Nutrition pamphlets and handouts
- ✓ Digital menu boards with nutrition information
- ✓ Wellness board with updated information on it
- ✓ Veggie/fruit cart
- ✓ Invite local farmers to pass out nutrition information
- ✓ Display pictures of fruits and vegetables growing in the ground on the salad bar
- ✓ Menu includes nutrition tips and healthy recipes

Kent School District partnered with Multi-Care Center for Healthy Living to provide on-going nutrition education. The grant-funded program provides nutrition education through the lunchroom and classrooms to teach children the importance of healthy eating.

Seattle Public Schools participate in a Washington grown local food of the month program. The Seattle School District partners with Seattle/King County Department of Health to provide nutrition education related to the "Food of the month" during lunchtime. During the month of March 2012, Graham Hill Elementary School received a visit from health educator, Helen Walsh, who donned overalls and a straw hat. She brought with her a cardboard box of potatoes with shredded paper (for soil) and worked her way around the lunchroom talking to students about how potatoes grow, the nutritional benefits, and varieties of potatoes. She allowed students to "harvest" some potatoes from the box and were able to see examples of red, russet, purple potatoes, etc. Helen sliced a purple potato so the students could see the color inside.

After-school programs

Griffin School District during the winter of 2012, offered a Nutrition/Sports conditioning after-school enrichment class to the K-4 grade students. A local dietitian and certified fitness instructor co-taught the class. The nutrition curriculum topics included: food is fuel for the body, the Myplate concept with detail on all of the food groups, reading food labels, and eating from the colors of the rainbow. Every class started with a "Mystery Food." The children were able to sample and make a guess as to what it was. The food was related to the discussion topic of the day. Students were given binders and received weekly nutrition information related to the topic to bring home as well as "homework" activities to bring back to class the following week.

Feedback from parents included: "My daughter asked me last night if she could have vegetables from all of the colors of the rainbow for dinner last night!" and," My daughter, who does not like to eat protein foods, decided to try eating an egg."

Olympia School District (Madison Elementary School) offers a "Garden Club" after school enrichment program for grades 2-4 and a separate group for grades 5-6. Students meet two days a week for 90 minutes after school to learn more about vegetable gardening and work on garden projects such as planting, building garden tools, and soil making.

Home and community

Spokane Public Schools sends home monthly nutrition education topics for parents to read. Examples include: healthy eating at fast food restaurants and calcium needs of growing children.

Creating innovative career and technical education programs

Olympia School District is partnering with GRUB (Garden Raised Urban Bounty) to work with students who are struggling to engage and find success in the traditional school system. Students earn corn credits while learning about and contributing to local food solutions.

Partnering with community groups

Edmonds School District is parterning with Swedish Hospital to provide nutrition education for parents and families in the evenings.

Community nutrition education

2. Apply for participation in the Food $ense program

(available to schools with at least 50% free and reduced-price student enrollment offered through the Washington State University (WSU) Extension).

The goal of the Food $ense program is to provide nutrition education experiences to students so that they will make healthy food choices within a limited budget. A series of nutrition education classes are offered to qualifying schools.

Highline School District partners with the WSU Extension Food $ense program to coordinate nutrition education activities in the school. The goal is to get the entire school interested in healthy eating and encourage the increased consumption of fruits and vegetables. Examples of lessons include: harvest of the season, MyPlate lessons, cooking lessons, reading food labels, fiber, grains, beans, fat, poster contest, and healthy breakfast choices.

Madison Elementary School (Olympia School District) partners with the food $ense program to provide nutrition education through cooking classes offered to each class once a month.

To apply go to: http://nutrition.wsu.edu/foodsense/

3. Farm education

(schools that had farmers come to their school to talk to classrooms)

- Warden Elementary School had a watermelon farmer
- East Valley Yakima learned about spaghetti squash
- Auburn, Mt. Vernon and Seattle schools had a farmer bring carrots with tops

"A Novel Idea"

Farm on wheels program idea: The San Diego Unified School District announced that some school buses will be transformed into "Farms on Wheels" to bring a living farm directly to the schools. It's designed to complete the district's existing Farm-to-School program by creating a living learning lab that travels from school to school. Students will be engaged in concepts of sustainable agriculture and nutrition. The program's goal is to inspire healthy eating through interactive learning on-site via these mobile farms. Whole Foods stores of San Diego are major supporters of the project.

4. Classroom mobile cart cooking classes

Madison Elementary School (Olympia School District) parent volunteers and WSU Extension Supplemental Nutrition Assistance Program (SNAP) education nutrition educators introduce students to a recipe and engage them in cooking and sampling the recipe on a monthly basis. All students are given a copy of Chop Chop magazine (a healthy cooking and eating magazine for children) and recipes are chosen from the magazine. The class is divided into five groups at tables. Each table acts as the instructor's "sous chefs" chopping or peeling various vegetables for the recipe. An electronic hot plate is used by the instructor for cooking. Recipe examples include: vegetable fried rice, Borscht, cole slaw, and frozen yogurt.

Lopez Island School District uses their mobile cooking cart as part of their "Garden Education enrichment class". Students make recipes with ingredients from the school's garden and are happy to taste their creations.

5. Training foodservice cooks on whole foods and healthy meal preparation

Wenatchee School District chef Kent Getzin conducted healthy cooking classes to schools in the state.

Auburn School District through a Communities Putting Prevention to Work (CPPW) Grant, a whole foods cooking class, "Discover. Cook. Nourish….. The why and how of whole food cooking," was developed. The class is for school cafeteria staff and coordinated by Margaret Dam, Auburn School District Nutrition Services Supervisor. This eight-hour certified training is being taught by nutritionists at 17 locations throughout King County. More than 77 of Auburn School District's cafeteria staff have already attended the training to learn cooking techniques and information about the nutritional differences between processed and whole foods. They are enthusiastic about implementing the whole foods cooking recipes into their school menus.

6. All-staff training

(continuing education on nutrition/healthy eating)

It is important for all school personnel to be aware of the importance of nutrition and physical activity for student achievement so they can reinforce positive health messages in the school environment. Continuing education opportunities can be planned to achieve these goals.

Nutrition education resources:

OSPI, Child Nutrition Services
http://bit.ly/NutritionforAll

Coordinated Approach to Child Health: The CATCH program (Grades K-8)
http://catchinfo.org/catch-go-for-health/

Food is Elementary (Grades K-6)
http://www.atlasbooks.com/marktplc/10033.htm

Health Trek (Nutrition Education)
http://www.healthrek.org

Linking Food and the Environment (Grades 5-6)
http://blogs.tc.columbia.edu/cfe/education/nutrition-curriculum/

Nutrition education resources (cont.)

Eat Well and Keep Moving (Upper elementary)
http://www.eatwellandkeepmoving.org/

Planet Health (Middle school)
http://www.planet-health.org/

Nourish
http://www.nourishlife.org/teach/curriculum/,
Nourish Interactive: http://www.nourishinteractive.com/

Literacy Lessons to Help Kids Get Fit and Healthy
http://shop.scholastic.com/webapp/wcs/stores/servlet/
ProductDisplay_69843_-1_10001_10002

Classroom Fitness Breaks to Help Kids Focus
http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay_73292_-1_10001_10002?source=igodigital

Kids Health website
http://kidshealth.org/classroom/

Free Nutrition education materials (Washington Dairy Council)
http://www.eatsmart.org/materials-catalog/allotment-ordering-information/

Fruits and Veggies more matters
http://www.fruitsandveggiesmorematters.org/

Chefs Move to Schools
http://www.chefsmovetoschools.org

Cook forAmerica
http://www.cookforamerica.org

discover.cook.nourish
http://auburnsd.schoolwires.net/cms/lib03/WA01001938/Centricity/domain/46/cns%20documents%20pdfs/discover_cook_nourish_why_how_wholefoodscooking_wrkbk.pdf

“ Our goal is to educate students about the importance of whole foods and how eating healthier fuels their minds and bodies for school and play. ”

-- Margaret Dam, Auburn School District’s Nutrition Services Supervisor speaking about the district’s “Harvest of the Month” program.

E. Nutrition promotion

Policy:

Goals for Nutrition promotion to improve the nutrition environment: Changing the school environment to support healthy eating

Participation in programs that promote and reinforce health emphasizes the school's commitment to a healthy school nutrition environment. Schools can promote nutrition through a variety of ways:

- ✓ Become a healthier U.S. school
- ✓ Become a Team Nutrition school
- ✓ Apply for the USDA Fresh Fruit and Vegetables Program (FFVP)
- ✓ Food tasting/theme days/cooking classes/ community meal events
- ✓ Marketing the National School Lunch Program
- ✓ Staff awareness and staff members as role models
- ✓ Plant a school garden
- ✓ Improve cafeteria ambiance/education
- ✓ Promote nutrition education in the cafeteria (MyPlate, Eating the colors of the Rainbow)
- ✓ Develop and distribute a wellness newsletter
- ✓ Hold a family or student health fair

Nutrition promotion implementation ideas
What's happening across Washington State

1. Apply for the USDA Fresh Fruit and Vegetable Program
(for schools with a significant amount of free and reduced lunches)

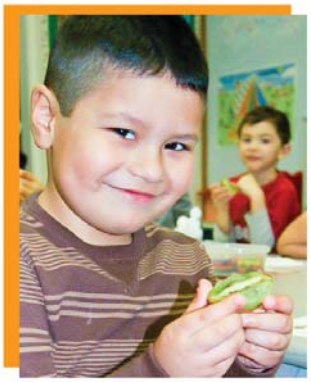
The Fresh Fruit and Vegetable Program (FFVP) provides all enrolled students in participating elementary schools with a variety of fresh fruits and vegetables throughout the school day. It is an effective and creative way of introducing fresh produce as healthy snack options. Nutrition education is also part of the program. The goal of the FFVP is to encourage consumption of fresh fruits and vegetables as part of a healthy lifestyle.

Highline School District offers fresh fruits and vegetables as a mid-morning classroom snack. Nutrition education activities are incorporated into the snack service. Examples of lessons include: Harvest of the season, MyPlate lessons, cooking lessons, reading food labels, fiber, grains,
beans, fat, poster contest, and healthy breakfast choices

Spokane School District makes fresh fruits and vegetables available to students after breakfast is complete until the start of the lunch service as well as after lunch until the end of the school day. Whole or individually packaged fruits and vegetables are placed in the school's cafeteria allowing students to visit and select a snack to take back to the classroom.

Nutrition education and promotion activities include:

- Nutrition centers-:Nutrition education materials are placed in the cafeteria of schools with rotating topics including eating more fruits and vegetables, eating a rainbow of colors, and promotion of physical activity
- Classroom education: At the beginning of each school year teachers receive a flyer with 10 nutrition based messages (one for each month of school) that the teacher can relay to their students.
- Physical education class: Physical education teachers include nutrition education in their curriculum
- Farm to School: the district partnered with a local farm, American Produce Express, Inc., to educate students about where fruits and vegetables come from.



For more information:
http://www.k12.wa.us/ChildNutrition/programs/FFVP

2. School gardens

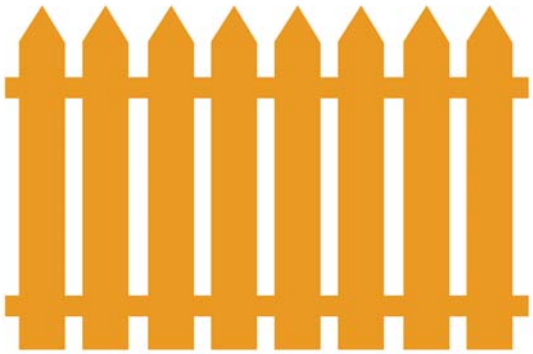
School gardens are wonderful nutrition promoters. According to the Thurston County Food Bank's school garden coordinator, Karen Ray, "School gardens teach kids about growing their own food and how fresh fruits and vegetables can keep their bodies healthy."

Griffin School garden volunteer Kat Hansen agreed with the educational impact. "I think there is no end to the things kids can learn from a school garden – biology, nutrition, stewardship, teamwork, and community service, to name a few," she said. "It's especially exciting when you see a garden working its way into so many different parts of the curriculum, and into the cafeteria, too."

Auburn School District owns a forty-five tree orchard and organic gardens that provide fruits and vegetables for school lunches.

Methow Valley School District provides education and gardening experience to students grades 3,5,7, and 10. Started by a pair of local farmers in 2004, a half-acre garden now provides hundreds of pounds of produce to the school cafeteria each year- all grown and harvested by students.

Wenatchee School District Angela Schaub is a volunteer with EATlocal- a nonprofit organization dedicated to building the local food system in North Central Washington. She worked with the district to create a school garden and designed a school garden curriculum available on the Washington State Department of Agriculture (WSDA) Farm to School website. http://www.fns.usda.gov/cnd/f2s/school_gardens_and_garden_curriculum.htm



Lopez Island School District has grown it's school garden to produce 80% of the school's vegetables for the lunch program. Prior to 2005, the school lunch program served processed foods and in 2005 moved to organic, made from scratch meals. Each student/class is assigned garden area they can grow whatever they would like. They can tend their garden area during the garden class or recess. Building the garden was a community-wide effort which involved the school's administration, local farmers, the local land trust, teachers, cafeteria staff, chefs, parents and students. The garden has 4 hoophouses, a large fenced plot, and another fenced area with raised garden beds. There are 2 part-time farmers, Suzanne Berry and Valerie Yukluk were hired by the school district to care for the gardens.

East Valley School District (Spokane) led by a district parent, found support at every level to eventually transform a vacant lot between the middle and high schools into three acres of crops, including raised beds that are available to area residents interested in planting plots of their own. There are plans to create a student-run farmers market and incorporate some of the foods grown into the school lunch program. The school district also plans to donate a portion of their crop to the local food bank.

Orcas Island School District started their school garden through the help of a teacher at the district, Valerie Sloan, who had the vision for a school garden and received some grant money for the fencing to get it started. Now the garden is maintained by Chelsea Cates who does 5 hours a week of gardening work. The garden also requires the support from parent and community volunteers and donations toward materials, tool and supplies. The garden is in the process of expansion from 2,500 square feet to over 7,500 square feet over the next couple of years.

School Garden resources
WSDA Farm to school website:
http://www.farmtoschool.org, http://edibleschoolyard.org, http://kidsgardening.org

School Garden grants:
http://www.mastergardenerssandiego.org/schools/grants.php

School gardens

3. Taste Washington Day

Several Washington State school districts participate in Taste Washington Day, when local farmers bring fresh fruits and vegetables and local foodservice staff prepare meals using the fresh local food. The Washington School Nutrition Association and the Washington State Department of Agriculture Farm-to School Programs partner to celebrate Washington agriculture annually in the fall. Schools around the state serve locally-sourced meals and provide education and activities to celebrate local farms.

Nine Mile Falls School District roasted 100 pounds of locally grown squash for a Taste of Washington lunch.

Lake Stevens School District connected with local farmers to purchase fruit and veggies for salad bars in all elementary schools for the day. Featured were local cucumbers, salad greens, sweet peppers, broccoli, and Okanogan Valley sliced apples and pluots. Farm to School posters, fruit and veggie balloons, and window clings decorated the cafeterias of all elementary schools. Nutrition services staff wore veggie themed aprons and bandanas.

Riverview School District used Future Farmers of America (FFA) students to help promote the event over the intercom and to visit classrooms of younger students to talk about how local fruits and veggies are grown.

Freeman School District connected with a local farmer for six varieties of fresh tomatoes and featured a tasting table for students.

Bremerton School District partners with a chef and served corn chowder on the school menu, and potatoes grown by students and sweet corn as well as other food from local farms.

4. Harvest of the Month

Each month, one locally grown fruit or vegetable is highlighted within the school environment and served in school lunches on select Harvest of the Month days.

Seattle Public Schools choose every month, a locally grown food as Harvest of the Month. A lunch is served that month featuring that locally grown food. For example, potatoes were the Harvest of the Month for March with roasted red potato wedges on the menu.
A laminated bulletin sized board was developed in collaboration with Healthy Eating Active Living (HEAL) and is posted in the cafeterias featuring the harvest of the month. It includes the harvest item, information about where it's grown, and health fact information. The board is interchangeable to update the harvest item each month with new information. In collaboration with the Seattle/King County Department of Health.

Auburn School District cafeterias highlight locally grown fruits and vegetables, whole grains or dairy. For instance in June, the featured food is cherries. Kitchen cooks prepare menu items incorporating cherries and students learn key facts about the food. What varieties are grown locally? How is it grown? And what are it's vitamins and nutrients? According to Margaret Dam, Nutrition Services Supervisor"our goal is to educate students about the importance of whole foods and how eating healthier fuels their minds and bodies for school and play."

Harvest of the Month

5. Community meal events

Schools can hold community meal events featuring a healthy menu which can promote healthy eating and build community support.

Orcas Island School District holds a very popular event, “Celebrity Lunch Day” in which well-known local professional and amateur chefs make lunch in the cafeteria and serve the meal to the entire student body alongside the enthusiastic school cafeteria staff occurs on a monthly basis.

Lopez Island School District’s Farm Education Program (L.I.F.E.) has inspired Evening Meals at School, a monthly, communal meal offered to all island residents by donation and held in the school cafeteria. Sponsored by the Lopez Locavores, the dinners are prepared by local chefs with fresh ingredients from the island. Students also learn about community service through Lopez FRESH, a local food bank that receives excess produce from the gardens.

Community meal events

6. Creative marketing campaigns to encourage kids to make healthy choices

There are numerous ways nutrition and physical activity can be marketed:

- ✓ Nutrition education posters lined up at eye level in the area where the kids stand in line for Lunch
- ✓ "I tried it" stickers when a new food is introduced and children try it
- ✓ Photographs of fruits and vegetables that are growing placed next to the vegetable on the salad bar or hot lunch line
- ✓ Promote the Center for Disease Control's Fruits and Veggies More Matters campaign and daily physical activity
- ✓ Health and Nutrition fairs
- ✓ Including nutrition and physical activity tips on monthly lunch menus
- ✓ Nutrition Services Facebook page highlighting happenings in the school lunch program

Lake Stevens School District developed a Facebook page highlighting their Farm to School program and had a great response with over 50 school parents following/liking the site

Marketing campaigns

7. School cafeteria ambiance: Creating a colorful, vibrant, pleasant atmosphere for kids during lunch

Building a positive atmosphere in the school's cafeteria is an important part of healthy eating. Creating a colorful, vibrant and pleasant atmosphere in the lunchroom creates a positive eating experience and may help improve student nutrition.

The OSPI, Child Nutrition Services 2012 Washington Schools Wellness Survey results show that schools have done the following to enhance the school lunch ambiance:

- ✓ Bright colors in the cafeteria, bright fresh paint on walls
- ✓ Café style seating
- ✓ Pictures with frames on walls, curtains on windows
- ✓ Music
- ✓ Colorful posters featuring fresh fruits and vegetables
- ✓ Decorations
- ✓ Marketing of healthy meals
- ✓ Student or community artwork on walls
- ✓ "Bistro" style atmosphere
- ✓ Easy access to outdoor eating when weather is nice
- ✓ Students choose seats
- ✓ Upbeat signage featuring fruits and vegetables
- ✓ Wicker baskets for fresh fruit
- ✓ Colorful table covers on silverware tables
- ✓ Students eat in classroom dinner table style
- ✓ Students encouraged to try an "adventure bite" of fruits and vegetables
- ✓ Invite parents and guests to come eat with the kids
- ✓ Positive, cheerful staff
- ✓ Student food servers
- ✓ Allow plenty of time for students to eat

Graham Hill Elementary School (Seattle School District) features a very colorful and lively cafeteria with brightly colored murals all over the room. The ambiance in the room is very cheerful and helps create a positive eating experience.

8. Staff Awareness and Staff members as role models

It's important for school districts to build awareness among teachers, food service staff, coaches, nurses and other school staff members about how proper nutrition, physical activity and body-size acceptance can lead to academic success and lifelong wellness. To that end, school staff members – as role models for students – should consider healthy eating and physical activity behaviors, as well as a few other ideas:

- Offer nutrition education as a continuing education class
- Provide nutrition education materials to all staff to incorporate into their curriculum
- Develop a staff wellness program

Staff awareness

9. Taste Testing Days

Exposure to new and different foods builds acceptance. It takes twenty neutral exposures to a food to build acceptance. Schools can promote taste testing by highlighting a particular fruit or vegetable on the salad bar or offering food samples.

Spokane school District (Shaw Middle School) puts on an eating challenge with various foods including more samples of edible flowers and octopus. It was the first time many students had seen so many different types of food at school, not to mention so many fruits and vegetables.

Taste testing days

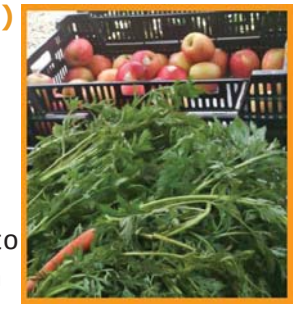
10. Hold healthy cooking classes for the community

Orcas Island School District taught elementary age students how to make healthy homemade dinner rolls for a community dinner held at the school. It was a hands-on class experience and students were able to roll the dough into balls.

Tumwater School District received funding through the Carol E. White Physical Education Program (PEP) grant. The district plans to offer healthy cooking classes to the local community. City of Tumwater Parks and Recreation will help promote these classes which will be held evenings at Black Hills High School in the Tumwater School District.

Cooking classes

11. School-based Farm Stand



Olympia School District (Madison Elementary School) through a partnership with the Thurston County Food Bank, the school holds a "Farm Stand" every month and "sells" fresh local vegetables to the students. Students earn "green tokens" through good deeds and behavior performed at school. The tokens are used to make their purchase at the Farm Stand Friday. The farm stand ties into the school garden and cooking classes leading up the farm stand each month.

Seattle School District (Maple, Van Asselt, Concord International, John Muir, and Emerson Elementary Schools) held "Family Farmers Market" nights at the elementary schools for students and their families to gather for an evening of great food, nutrition education, games, and prizes. Students practiced their math skills by using play money to purchase real produce. At the end of each night, each family went home with a bag full of fresh fruits and vegetables to enjoy. Maple Elementary school featured recipe books for families to take home, African dance with Seattle Parks and recreation, Maple School garden tours with 3rd grade teachers and students, seed planting, a cooking demo and tasting, and a nutrition label challenge.

Farm stand

12. Wellness Newsletter/Website

Olympia School District's Foodservice Director Paul Flock partners with "Menu Magic" to develop and distribute a wellness newsletter to the school community with healthy eating and active living topics. www.schoolmealsmarketing.com

Everett School District has an award winning Employee Wellness Program with a dedicated website and newsletter with wellness information and opportunities in the district such as exercise classes occurring at the schools sites, walking clubs, and Community Supported Agriculture (CSA) deliveries (individuals may sign up for a share in a farm's vegetable crop and receive weekly deliveries of fresh vegetables). The district has hired a full-time wellness coordinator, Gail Buquicchio, who manages the website contents and wellness programs. http://www.everett.k12.wa.us/wellness/

Auburn School District in conjunction with their Harvest of the Month program, distributes a monthly newsletter featuring a food item such as beans or whole wheat. Nutrition information, a recipe, and curriculum learning is included in the newsletter.

Toppenish School District developed a pamphlet which included the school's wellness policy as well as information about the importance of adequate sleep, consuming healthy foods, and regular physical activity. The pamphlet was mailed to every household in the district and then handed out to all new families enrolling in the district. The pamphlet sets the stage and sends the message that wellness is important to the district.

Newsletter/Website

F. Physical Education

Policy: Include goals for physical education (PE) that promote student wellness

A positive physical education experience can inspire children to enjoy physical activity as part of a healthy lifestyle. An understanding of good health and fitness concepts and practices is essential for all students. The physical education course shall be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined by the Health and Fitness Learning Standards.

Physical education versus physical activity

The terms physical education and physical activity are used interchangeably by many people; however, they are quite different. To provide just physical activity (which is VERY important), as opposed to only physical education, during the school day may not be based on fitness-oriented activity with limited knowledge on appropriate motor development of children.

Physical Education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active and healthy lifestyles.[11]

The physical education program, whether offered in the gym, field, or multipurpose room, offers a classroom in which the curriculum of physical education is taught and is conducted by a certified physical education specialist. This class should be regarded with the same level of professionalism as other learning environments within the school. When children learn and have the time to develop and practice physical skills, they have the increasing opportunity to find enjoyment in sport and physical education which can carry into an active adult lifestyle.

> “Our creed in the Tahoma High School Health and Fitness department is, ‘Preparing All for Lifelong Fitness.”
>
> --Tracy Krause (Physical Education Instructor, Tahoma School District, and 2010 Teacher of the Year, 2012 NFL PE Teacher of the Year.

The need for Quality Physical Education

Physical education plays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles. For more information, visit the National Association for Sport and Physical Education Web site.
http://www.aahperd.org/naspe

PE Minutes per day/week

Physical education — Grade school and high school requirement.

Grades 1-8

Pursuant to RCW 28A.230.040, an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8) unless waived pursuant to RCW 28A.230.040.

2016 High School Graduation Requirements

Two health and fitness credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirements, in accordance with written district policy.

Health and Fitness Assessments

Washington State law (RCW 28A.230.095) requires school districts to report whether or not the district administered assessments in the areas of social studies, the arts, health, and fitness at the elementary, middle, and high school levels

OSPI has developed assessments that can be used by teachers in the classroom throughout the school year to gauge student understanding of the learning standards for health and fitness education.

OSPI Assessments:
http://www.k12.wa.us/assessment/OSPI-DevelopedAssessments.aspx

Fitness Performance Assessments (mile, push-ups, etc.)
There are a number of fitness performance assessments that can be administered by schools including:

FitnessGram:
http://www.fitnessgram.net/home

President's Challenge:
https://www.presidentschallenge.org

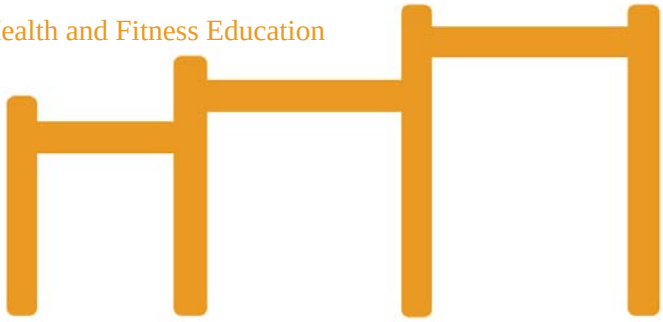
OSPI Fitness Performance Assessments:
http://www.k12.wa.us/HealthFitness/Assessments.aspx

District Approved Fitness Performance Assessments - Teacher Worksheet:
http://www.k12.wa.us/assessment/OSPI-DevelopedAssessments.aspx

"It is critical to provide quality physical education in schools. A comprehensive, well-implemented physical education program is an essential component to the education of the whole child. Physical education prepares students to maintain healthy, active lifestyles and engage in enjoyable, meaningful lifetime pursuits.

Physical activity and exercise is the application of what is learned in physical education class. Students learn, practice, and master proper movement skills in order to develop knowledge and confidence to enjoy a lifetime of physical activity. As we move forward to assure access to physical education and physical activity, we need to implement strong programs that meet the rigor and standards of quality physical education."

--Lisa Rakoz, OSPI Program Supervisor, Health and Fitness Education



Note about recess: Recess cannot be used to meet the requirement of an average of 100 minutes per week of instruction in physical education. Recess provides unstructured play opportunities that allow children to engage in physical activity. According to the National Association for Sport and Physical Education (NASPE), 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.[12]

Physical education implementation ideas

What's happening across Washington State

1. Make sure the school district physical education objectives meet, at a minimum, the state requirements and standards

Lake Stevens School District middle school students receive one full hour of physical education daily.

Easton School District elementary school students receive 30 minutes of physical education daily with a total of 150 minutes a week.

Kennewick School District Ryan Snell is on the 2012 legislative youth advisory council to get the youth voice heard at the state capital. He formed a "Student's taking charge group" which advocates for daily physical education classes for middle and high school students. http://lyac.leg.wa.gov

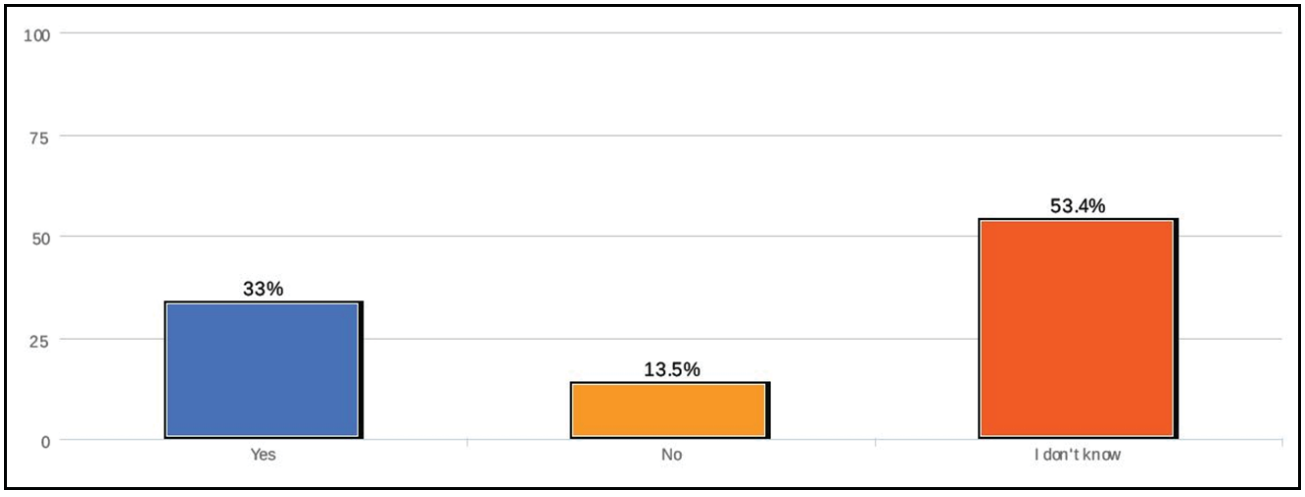
2. Establish school policies that increase physical activity.

Examples include:

PE curriculum emphasizes active time (track actual time students are active)

2012 Wellness Policy Survey Results

Does your school's Physical Education program emphasize "active time" (encouraging and tracking actual time students are active)?



According to the Office of Superintendent of Public Instruction, Child Nutrition Service's 2012 Washington State Schools Wellness Policy Survey, here are some top strategies reported by various school districts to encourage "Active Time" in their PE programs are as follows:

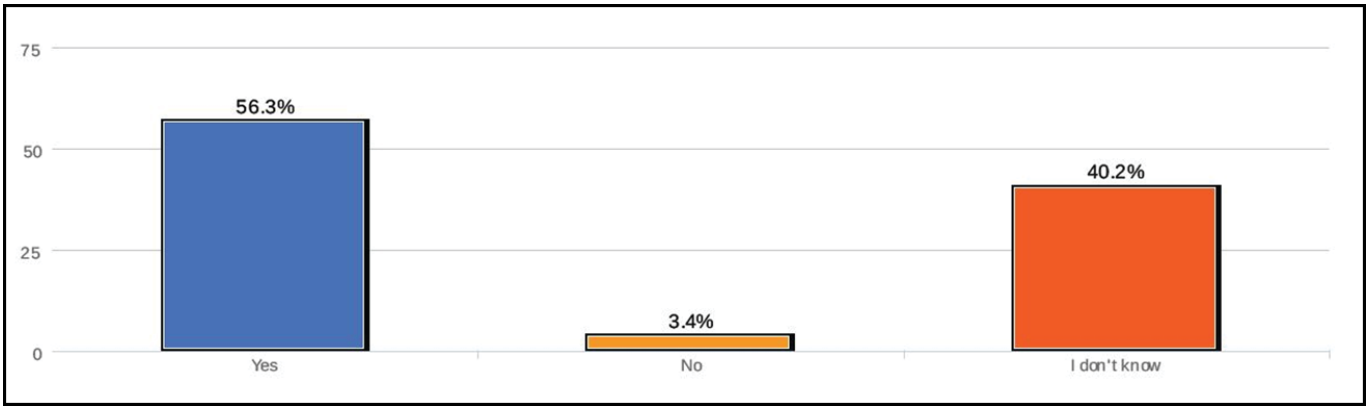
- ✓ Activity logs
- ✓ Heart rate monitors
- ✓ Pedometers
- ✓ No sitting out time (movement activities entire PE period)
- ✓ Creating and maintaining a personal fitness plan
- ✓ Timed walking/running period during each PE class
- ✓ Cardiovascular focused activities; lifetime fitness activities
- ✓ Student grades based on participation rather than ability
- ✓ Data tracking wall in gym to recognize students
- ✓ Fitness reports such as timed run results or pull-ups completed
- ✓ Students record after school activities for credit toward fitness goals
- ✓ Jumping jacks and jogging in place during "out time"
- ✓ Games reorganized to allow more "active time"
- ✓ Participation programs:
  - Shape Up Across WA
  - Fuel Up to Play 60
  - Jump Rope for Heart/Hoops for Heart
  - Run a Mile in May

Lake Stevens School District one school in the district received class-sets of pedometers funded by the Washington State Dairy Council. Benchmarks were developed (number of steps) for various sport activities and students are keeping track of daily steps. According to the school's physical education instructor, Alex Moll, "It's been a great reminder for all kids to keep moving during games and to even jog in place when they are on the sidelines."

3. PE program emphasizes lifetime activities and is inclusive (e.g. personal goals, physical best)

2012 Wellness Policy Survey Results

Does your school's physical education program emphasize health and lifetime wellness versus just a sports focus?



According to the Office of Superintendent of Public Instruction, Child Nutrition Service's 2012 Washington State Schools Wellness Policy Survey, here are some of the physical education activities offered to students:

- ✓ Biking
- ✓ Running/Walking
- ✓ Aerobics/Conditioning
- ✓ Weight Training
- ✓ Tennis/Badminton
- ✓ Wall climbing
- ✓ Bowling
- ✓ Golf
- ✓ Yoga
- ✓ Zumba/Dance
- ✓ Swimming
- ✓ Jump roping
- ✓ Circus arts
- ✓ Outdoor recreation

Lopez Island School District physical education instructor, Larry Berg, incorporates conditioning activities into the regular PE program. Elementary students learn basic agility skills while middle school students complete 45 minutes of conditioning exercises within a 90 minute class. Activities such as "dot drills" and push-ups are regularly performed. At the high school level, students run for a full 15 minutes in the beginning part of the PE class. The high school PE program also has a very popular weight training elective that quickly fills up each semester. Students in the PE programs track their progress from the beginning to the middle of the year in areas such as cardiovascular endurance (1600 meter run), muscular strength (push ups, sit-ups), flexibility (sit & reach), agilities (shuttle run, standing broad jump) as well as progress in weight training workouts.

Issaquah School District (Apollo Elementary School) fitness and health teacher, Todd Johnson, is getting students moving without them knowing it. Elimination games like kickball and dodge ball have been replaced with more inclusionary games such as "dinosaur nest". With popular music playing, teams of students run fast, and raid rubber balls from a mat in the middle of the gym. Avoiding collisions with other players, they take the balls (dinosaur eggs) back to their own mats. According to Mr. Johnson, the students are really moving and learning spatial awareness as well as team building.

Longview School District (Columbia Valley Garden Elementary) as part of their physical education class, students go through a fitness circuit that improves muscular strength and endurance, cardio-respiratory endurance, body composition and flexibility. Lori DeGraaff, the PE teacher, documents student performance with regular tests tracking each students' age, gender, height, and body mass index, plus their performance (the frequency, intensity, and duration each student brings to five areas of exercise). Parents receive three letters annually informing them of how kids are doing. Mrs. DeGraff also makes sure the students know what component of fitness they are working on at any moment. Example: "What component of fitness are you working on Brian?" "Cardiorespiratory." "Awesome!" Nutrition is also incorporated into the PE classes. For example, using plastic models of fruit, vegetables, grains, dairy products and meat, paired-off students pull an item from a container, identify it, and complete an exercise related to it or race around the perimeter of the game to toss it into the proper food-group station. Ms. DeGraff calls these integrated physical education lessons "sports for life". "This is health-oriented PE, taught alongside nutrition and health. The whole package."

Toppenish High School focuses on “inclusive” practices in their physical education program so that all kids discover the physical, social and emotional benefits. The curriculum emphasizes health and fitness over competitive sports. Doris Dorr, the physical education teacher, conducts classes that are highly personalized with students setting individual goals and assessing their own efforts and progress using target heart-rate monitors and other tools.

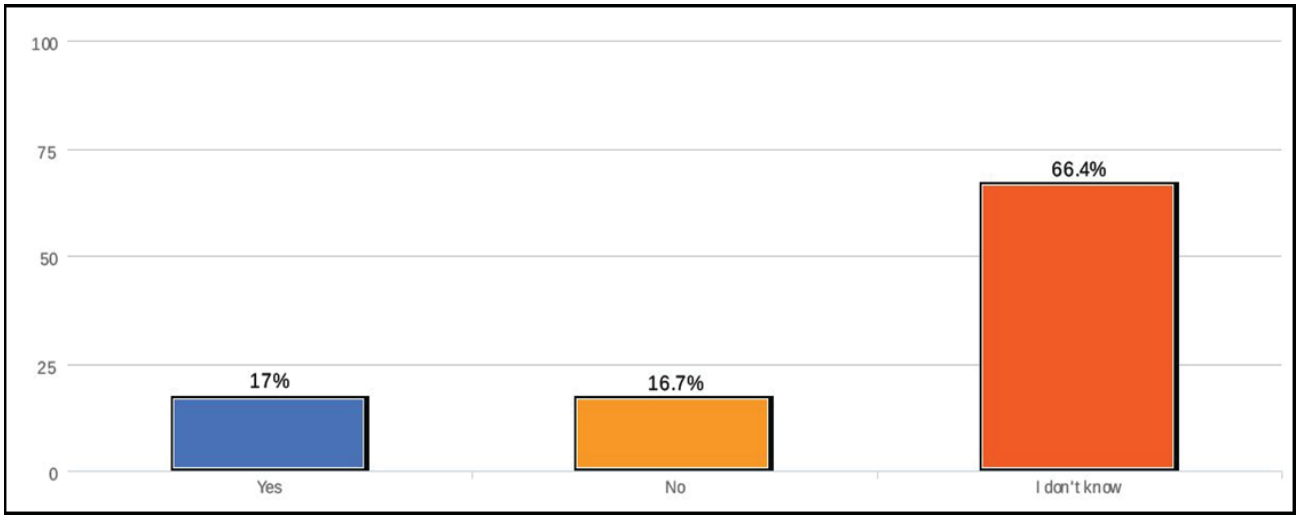
Griffin School District asked their middle school students what kinds of activities they want to do in PE. As a result of the survey, the school offers an array of team and individual sports students can choose from including: pickle ball, golf, table tennis, yoga, power sculpting, circus arts, kickboxing, and dance. According to PE instructor, Stacey Nelson, “being active needs to be fun and enjoyable at this critical age so that kids start setting healthy attitudes and habits now-if they are not having fun they will most likely not do it”.

Snohomish School District provides students many opportunities to experience with fun activities including: climbing wall, ultimate Frisbee, jump roping and games (such as Star Wars, Risk Factor Tag, Project Adventure, Mission Impossible, and Buck for a Bone) in their physical education program.

4. PE curriculum has proven benefits (i.e. SPARK, CATCH, FIVE FOR LIFE)

2012 Wellness Policy Survey Results

Does your school's physical education program have a curriculum in place with proven benefits (e.g. CATCH, SPARK)?



According to the Office of Superintendent of Public Instruction, Child Nutrition Service's 2012 Washington State Schools Wellness Policy Survey, here are the most popular physical education curriculums used:

- ✓ District designed program (aligned to the Washington Health and Fitness Standards)
- ✓ Focused Fitness "Five for Life"
- ✓ SPARK
- ✓ CATCH
- ✓ Wellpro

Seattle Public Schools

- Formally adopted "FIVE FOR LIFE" curriculum and piloted the program in several Seattle schools. Developed a PreK-12 Curriculum Map for Seattle Public schools which is a plan for physical education.
- Coordinated the 6th Annual "Boardwalk 5K Run/Walk Carnival of Activities" and Walk of Champions event at Husky Stadium which raised over $15,000 to help support PE programs in the Seattle Public Schools in 2012.
- Coordinated the Annual Bud Turner's Wests Best PreK-12 Physical Education Conference in February 2012.
- Received a 2011 Physical Education Program (PEP) grant to implement the "GET FIT, GET SMART" program to support the transformation of the PE program ensuring all students will develop basic skills and knowledge needed to value, health, nutrition and fitness, and develop an understanding of the social and emotional benefits of living an active life.

Bremerton School District adopted a fitness curriculum titled "Five for Life." In order to fully implement the program funding was obtained to purchase functional equipment and provide staff training on how to teach personal fitness. Students were instructed how to use measurement tools to assess their own fitness levels and gauge improvements through the use of periodic self-evaluation, which include a baseline measurement, goal setting, and post measurements. The PE program has successfully moved from a sport based model to a program that engages students in fun, meaningful lessons that promote activity, proper nutrition, and higher levels of fitness.

Resources:

"Five for Life" curriculum by Focused Fitness:
http://www.focusedfitness.org/index.php?id=19&title=five-for-life

Catch curriculum:
http://catchinfo.org/catch-products/#catchPE

SPARK P.E.:
http://www.sparkpe.org/physical-education/

Health Trek (Nutrition Education):
http://www.healthtrek.org

5. Fitness Assessments or Standards Based Evaluation

There are several fitness assessments schools may use such as:

OSPI's Health and Fitness Assessment:
http://www.k12.wa.us/HealthFitness/Assessments.aspx

President's Challenge:
https://www.presidentschallenge.org

FitnessGram:
http://www.fitnessgram.net/home

Wahluke School District (Mattawa Elementary School) plans to implement in 2012 a standards-based physical education curriculum and fitness software system and provide staff training in curriculum implementation and quality instruction and assessment.

6. Use the Fuel Up to Play 60 program

This program founded by the National Dairy Council and the National Football League, in collaboration with USDA, empowers students to take charge in making small everyday changes at school. The program is an in-school nutrition and physical education program that encourages students to consume nutrient-rich foods and achieve at least 60 minutes of physical activity daily.
http://fueluptoplay60.com

Auburn School District received a grant through the Fuel up to Play 60 program. The Seattle Seahawk's mascot Blitz held an assembly in January of 2012 at the school and lead students through a series of physical activities. Seahawks star Marcus Trufant talked about how good nutrition is an important part of a healthy, active lifestyle.

7. Conduct physical education events (field days, PE showcase/circus events, family fitness nights)

Federal Way School District holds an "Elementary PE Showcase" as a way to demonstrate the importance of physical education. Over 200 students performed dances they created, demonstrated juggling, flower stick handling, jumping rope, frisbee tricks, hula hooping, and rhythmic basketball dribbling routines. Progression of racquet skills was highlighted for each grade level and students showed off some of their math skills that were integrated in a football passing game. During the program, a silent PowerPoint presentation streamed in the background showing photos of students being active in their PE classes, data from the Center for Disease Control on the importance of being active and the dangers of inactivity, and quotes from students about what they have learned in PE, such as, "I think PE helps me in the rest of my life to be healthy and not overweight! It is also very important so we don't get cancer or diabetes."
At the end of the program, the entire staff, students, and audience came down onto the gym floor to dance the Cupid shuffle together.

Evergreen School District holds an Elementary Physical Education Showcase in which 500 students participate and 1,500 family members and friends attend. Students perform activities they have learned in their PE classes. According to the school, "The PE showcase is a great community relations builder because the community sees our physical education programs being contemporary, physically active, safe, and FUN!"

Griffin School District middle school students may choose to take a "circus arts" class as part of the PE program. Students choose a certain skill to practice over and over until it is mastered. The classes then stage a show for the younger grades and repeat the performance again during the school's annual Art Walk. The students love this opportunity to shine.

Moses Lake School District (Larson Heights Elementary School) holds a "Family Fun and Fit Night" which gives the entire family a chance to play together and also learn about the importance of keeping active and making healthy choices every day. Parents get the opportunity to come to school in the evening and participate with their children in activities students have been doing in their PE class. The school was divided into two groups with one hour events held. Families participated in 4-5 activities during that hour representing samples of what their students would do during a PE class (e.g., large group games and stations. Raffles were awarded 2-3 times each session including badminton sets, frisbees, hula hoops, footballs, soccer balls, bocce ball sets etc.) The grand prize of the night was a skateboard, helmet, and elbow/knee pads.

8. Collaboration with other subject areas to teach Physical Education

Tahoma School District PE instructor, Tracy Krause, decided to collaborate with two teaching colleagues, one from science and the other from the language arts to create an "Outdoor Academy." The teachers integrated all three content areas into one class. For example, when the science curriculum called for studying rivers and the biology of river life, Mr. Krause introduced students to the knowledge and skills of fly fishing while the language arts teacher successfully inspired students to read Norman Maclean's novel, "A River Runs Through It." Students were transported to a local river to experience the river environment, practice their science skills and try out their fly fishing skills. The results? Students excelled in their academic tests.

Tracy Krause, NFL PE Teacher of the Year
Tahoma School District

9. PE homework and extra credit are used to supplement PE time

School staff can increase student's physical activity after school and during school breaks by encouraging fitness activities during this time.

Suggestions:

- ✓ Students track the type and number of physical activity minutes over the course of a week or during a school break
- ✓ Encourage students to try a new physical activity or sport
- ✓ Contest with healthy prizes to students who accumulate the most physical activity minutes

Yakima School District physical education teacher augmented the Fresh Fruit and Vegetable Program (FFVP) snack by incorporating nutrition education into a four-week curriculum unit focused on nutrients and physical activity.

Resources to Support Quality Instruction

OSPI, Child Nutrition - Nutrition and physical activity resources for teachers, students, and parents
http://bit.ly/NutritionForAll

NASPE's Teacher's Toolbox (resources to help keep you moving at school)
http://www.aahperd.org/naspe/publications/teachingtools/toolbox/index.cfm

Washington State Dairy Council (free nutrition education materials) each staff member can order $20 worth/year
http://www.eatsmart.org/materials-catalog/allotment-ordering-information/

Coordinated Approach to Child Health: The CATCH program (Grades K-8)
http://catchinfo.org/catch-go-for-health/

Food is Elementary (Grades K-6)
http://www.atlasbooks.com/marktplc/10033.htm

Health Trek (Nutrition Education)
http://www.healthrek.org

Linking Food and the Environment (Grades 5-6)
http://blogs.tc.columbia.edu/cfe/education/nutrition-curriculum/

Eat Well and Keep Moving (Upper elementary)
http://www.eatwellandkeepmoving.org/

Planet Health (middle school)
http://www.planet-health.org/

Nourish (middle school curriculum)
http://www.nourishlife.org/teach/curriculum/

What's on your plate curriculum, edible schoolyard
Nourish Interactive: http://www.nourishinteractive.com/

Literacy Lessons to Help Kids Get Fit and Healthy
http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay_69843_-1_10001_10002

Kids Health website
http://kidshealth.org/classroom/

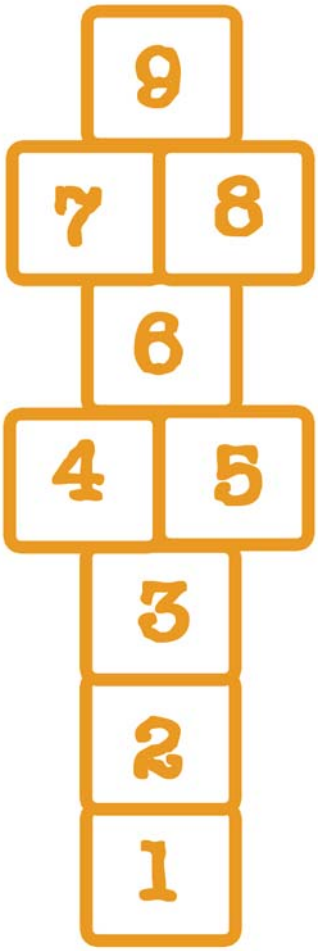
Training videos aligning instruction, sample lessons, and assessments
http://www.k12.wa.us/HealthFitness/CBAs/trainings.aspx

USDA Healthier School Challenge
http://www.k12.wa.us/ChildNutrition/healthierSchool/

G. Physical Activity

Policy:
Include goals for physical activity that promote student wellness.

Physical activity is defined by the Centers for Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure.
Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels.



"Cutting off physical exercise – the very activity most likely to promote cognitive performance – to do better on a test score is like trying to gain weight by starving yourself."

-- Dr. John Medina – a developmental molecular biologist and professor of bioengineering at the University of Washington School of Medicine. Dr. Medina is also Director of the Brain Center for Applied Learning Research at Seattle Pacific University

Washington State Health and Fitness Standards, the School Health Index (SHI)

Findings -- 2004 c 138: "(1) The legislature finds:

(a) Childhood obesity has reached epidemic levels in Washington and throughout the nation. Nearly one in five Washington adolescents in grades nine through twelve were recently found to be either overweight or at risk of being overweight.

(b) Overweight and obese children are at higher risk for developing severe long-term health problems, including but not limited to Type 2 diabetes, cardiovascular disease, high blood pressure, and certain cancers.

(c) Overweight youth also are often affected by discrimination, psychological stress, and low self-esteem.

(d) Obesity and subsequent diseases are largely preventable through diet and regular physical activity.

(e) A child who has eaten a well-balanced meal and is healthy is more likely to be prepared to learn in the classroom.

(f) Encouraging adolescents to adopt healthy lifelong eating habits can increase their productivity and reduce their risk of premature death.

(g) Frequent eating of carbohydrate-rich foods or drinking sweet liquids throughout the day increases a child's risk for dental decay, the most common chronic childhood disease;

(h) Schools are a logical place to address the issue of obesity in children and adolescents.

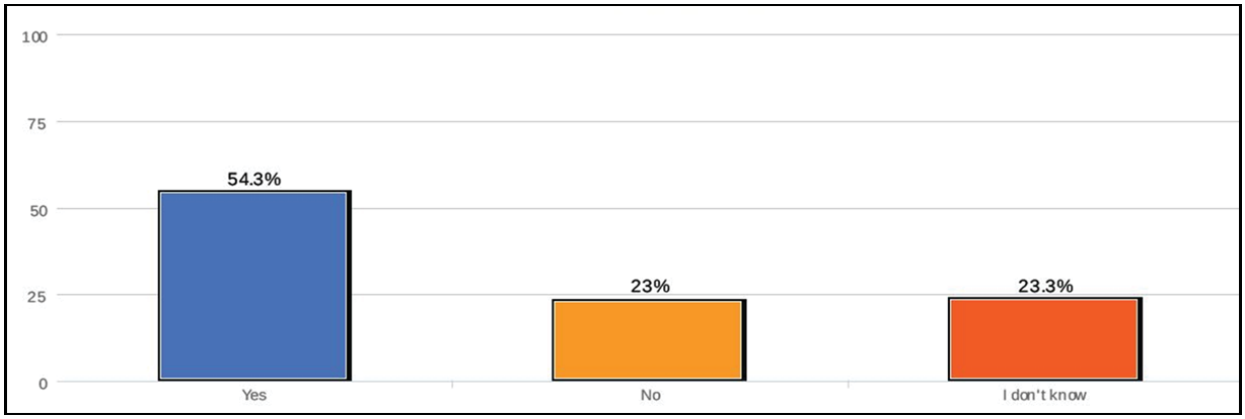
(i) Increased emphasis on physical activity at all grade levels is essential to enhancing the well-being of Washington's youth.

While the United States Department of Agriculture regulates the nutritional content of meals sold in schools under its school breakfast and lunch program, limited standards are in place to regulate "competitive foods," which may be high in added sugars, sodium, and saturated fat content. However, the United States Department of Agriculture does call for states and local entities to add restrictions on competitive foods, as necessary." [2004 c 138 § 1.]

Physical activity implementation ideas

2012 Wellness Policy Survey Results

Does your school have any programs or activities which increase students physical activity minutes before, during, or after school? (e.g., walking/running programs, physical activity in the classroom - jump ropes etc.)



According to the Office of Superintendent of Public Instruction, Child Nutrition Service's 2012 Washington State Schools Wellness Policy Survey, the following are programs or activities schools have implemented to increase physical activity before, during, and after school:

- ✓ Walking program before, during, or after school
- ✓ Lunch recess run/walk program
- ✓ After school running clubs
- ✓ School walking trail
- ✓ Walkathon
- ✓ Jump rope programs and clubs
- ✓ Classroom activity breaks
- ✓ Open gym before, during, and after school
- ✓ Open weight room/fitness center before, during, and after school
- ✓ After school sports and activities
- ✓ Personal conditioning after school
- ✓ Soccer club
- ✓ Dance club
- ✓ Walking school bus
- ✓ After-school yoga
- ✓ School-wide "Get up and move" activities
- ✓ Sports tournaments during lunch recess
- ✓ Extended lunch recess time
- ✓ Fuel Up to Play 60

1. Recess before Lunch

What are the benefits?

Schools that schedule recess before lunch report that students eat more fruits and vegetables, drink more milk, waste less food, and are better behaved on the playground, in the lunchroom, and in the classroom, according to an article in the *Journal of Child Nutrition and Management*. Some schools also note a decrease in visits to the school nurse and more instruction time as benefits of the schedule switch. [13]

Portable hand-wash stations can be placed in the cafeteria so that students can properly wash their hands before lunch.

Schools that have implemented recess before lunch:

Highline School District has rescheduled recess to precede lunch at thirteen of its schools. Staff members say they've already noticed students putting more fruit and vegetables on their trays, and wasting less food. "When they come in, they're actually hungry and ready to eat before going back to class," said district dietitian Megan De Vries. "We see kids consuming so much more of their food than before we made this switch."

Olympia School District (L.P. Brown Elementary School) implemented recess before lunch with great results. According to L.P. Brown Principal Maureen Spacciante, "Children were not eating when they were waiting to go to recess; they would toss everything and go. It's a positive step to try to have the kids gets some nutrition in so they're ready to learn in the afternoon." Discipline referrals at lunch and recess have dropped from as many as six per day to as few as one per day since the schedule change, Spacciante added.

> "By having recess before lunch, our students make better choices about what they eat. They eat more food and always drink their fluids. It is easier to settle them in to the classroom after lunch…rather than after recess. Teachers get their break when kids are at recess so lunchtime is organized 'family style' with teachers sitting with their classes. It is a great way to build community in our school."
>
> — Gretchen Peters, Principal , McKinley Elementary School, Tacoma, WA

2. Active recess

Griffin School District "Let's Run 100 mile club" was started by a community parent, Anne Larsen hoping to enhance physical activity at the school. Elementary K-5 students run laps around the school's track/trail during lunch recess. Each child receives a keychain and one foot charm to start the year. Every time a student runs five miles, he or she receives another foot charm. Each time a student finishes a lap, the volunteer punches a hole in the student's "Let's Run" punch cards to keep track of mileage.

Every 25, 50, 75 and 100 miles, students receive a special "number charm" to celebrate their achievement. The program is fully supported by the school's administration, teachers, parent-teacher organization, and parents.

The school's Vice Principal, Doug Anderson, committed to running the last lap wearing a "Running Fairy" outfit each time a student reaches 100 miles. It is a low-cost program – only $5.00 per child to participant with the school's Parent-Teacher Organization (PTO) offering scholarships to those families that cannot pay making the program available to everyone. Students who have achieved 100 miles are honored regularly at the school's assemblies by the Superintendent and Principal, Greg Woods. In its second year now, almost 50% of K-5 students are participating in the program.

3. Before/after-school exercise programs

Toppenish School District saw that approximately 40 girls at the school were morbidly obese (body composition at 60% or more). A fitness instructor, Doris Dorr, started an after school girls exercise program called the "Be Well Be Healthy" program to help these young women make changes in their lives and their health. The girls attend a two hour session every day after school for one year until they reach their goal weight. Sessions include a 90 minute progressive and individualized workout and 30 minutes of nutrition information and cooking labs. As a result of the program, 40 girls lost an average of 70 pounds each. Mr. Dorr gained national recognition for her success. Some girls tried out for a sport (something they had never been able to do before) to help maintain their fitness and activity level. In its fourth year now, the first girls of the program are still working out, have kept off their weight, and are maintaining healthy eating habits.

Evergreen School District (Riverview Elementary School) decided to start a morning exercise program which has provided wonderful benefits to the school overall. Students arrive 30 minutes before school and engage in physical activity such as running and rope jumping. Students then have breakfast offered by the school and are ready to learn. The school also offers a "Jump Rope Club" to grades K-5, a "Track Club" for grades 3-5 (spring program culminating with a district track meet), and a "Fun and Fitness Club" for grades 1-2.

Central Valley School District (Green Acres and Opportunity Elementary Schools) physical education instructor P.J. Jarvis runs a "FITT Zone" program. This is a morning walking, running, and activity program for all students, staff, and family members. During good weather FITT Zone is conducted outside with participants walking, jogging, and running around the playground. During inclement weather the program meets in the gym with activities such as circuits, Tae Bo, jump rope, and games. Students wear pedometers they received from the Washington State Dairy Council to log steps and accumulate miles. Students earn pony beads for each mile completed and collect them on backpack key rings. Students who fill a ring with 25 beads, equivalents to 25 miles receive a pedometer of their own to use at school and at home. The schools have also added a FITT Zone program during lunch recess. The program would not be possible without the assistance of several parents who volunteer to help with it.

4. Physical activity breaks in the classroom

For students to receive the nationally recommended 60 minutes of physical activity a day and for students to have a break from sitting in the classroom and improve mental focus, students need opportunities for physical activity breaks. One way to reach this goal is to take three to five minutes activity breaks in the classroom several times a day.

This can be accomplished a couple of ways:

- Opportunities for physical activity can be incorporated into subject lessons
- Short physical activity breaks between lessons or classes can be provided

Examples

Mathercise - Teams of students collect one popsicle for every lap they run around the perimeter of the playground during their daily 10 minute running activity break. When the laps and popsicle sticks for the teams are tallied up and averaged in the classroom afterwards, a math lesson is incorporated in the exercise break.

"Boot Camp" - Student-chosen routine of jumping jacks, sit-ups and push-ups with the teacher acting as a drill sergeant.

Younger grades can get their activity breaks by imitating animal motions, waving their arms and act out the letters of the alphabet.

Resources:

http://school.fueluptoplay60.com/playbook/play.php?id=15812259

http://healthymeals.nal.usda.gov/hsmrs/Missouri/Extreme_Health_Challenge/18.classroom_activity_breaks.pdf

Fab Five (by Focused Fitness):
http://www.focusedfitness.org/index.php?id=68&title=fab-5

Brainbreaks (Michigan Department of Education)
http://www.emc.cmich.edu/BrainBreaks/

10 Simple Acitivites to Encourage Physical Activities in the Classroom
http://www.yourtherapysource.com/files/10_simple_activities_classroom.pdf

5. Physical activity fundraisers

Fundraisers that promote health and fitness are a perfect avenue for fundraising at schools.

Auburn School District (Washington Elementary School) holds an annual walk-a-thon fundraiser. Leading up to the event classes compete for the highest fruit and vegetable consumption. At the event, the local department of health lends the school staff fruit and vegetable costumes to wear. In addition to walking, kids can dance to music. Healthy eating and physical activity information is marketed to students during the event. Healthy prizes are awarded to students through donations such as jump ropes and certificates for karate classes or swim lessons.

6. Physical activity as a reward

Schools can change student's attitude toward physical activity and encourage healthy habits by rewarding students with physical activity such as:

- ✓ Extra recess time
- ✓ The ability to run a lap around the track
- ✓ Jump ropes, balls or hula hoops given as prizes

7. Environmental changes to increase physical activity

Schools can increase physical activity by making changes to the school environment that encourage and allow greater opportunities to be active.

Examples include:

- Building a walking/running trail or track
- Purchase new/additional fitness equipment: jump ropes, hula hoops, playground equipment

Lopez Island School District received a generous donation from one of the school families to build one-mile Vitaparcours Exercise stations. The stations were installed along with a beautiful hiking trail on the 33-acre Lopez School campus called the "Lopez Island Fitness and Ecology Trail" or L.I.F.E Trail. The 15-station fitness course is both challenging and exhilarating with chin-up bars, balance beams, step and slalom setups, workout benches, and gymnastic rings. The trail is used by both the school and the community on a regular basis.

8. Partnerships with local community organizations to increase physical activity

Schools can collaborate with local YMCAs or clubs to provide before/after school fitness programs.

Kent School District partnered with the local YMCA to provide additional physical activity.

9. Students making changes themselves to improve physical activity

Students can make a huge impact on making changes within the school.

Rainier School District formed a "Teen Health Advocacy Class" dedicated to making healthy changes within the school community. One project they are doing is challenging the elementary school to exercise 60 minutes a day for 2 weeks.

Auburn School District Distributive Education Clubs of America (DECA) students have been leading a "Commit to Fit" marketing campaign to change the culture at their schools. Over 4,000 students and staff have signed up to participate. Commitments include, for example, 60 minutes of daily activity for one week, walking to school, or making healthy food choices. Activities generate points in an online tracking system with the points redeemable for rewards. Many of the rewards are donated by local businesses. For more information, visit: www.committofit.org.

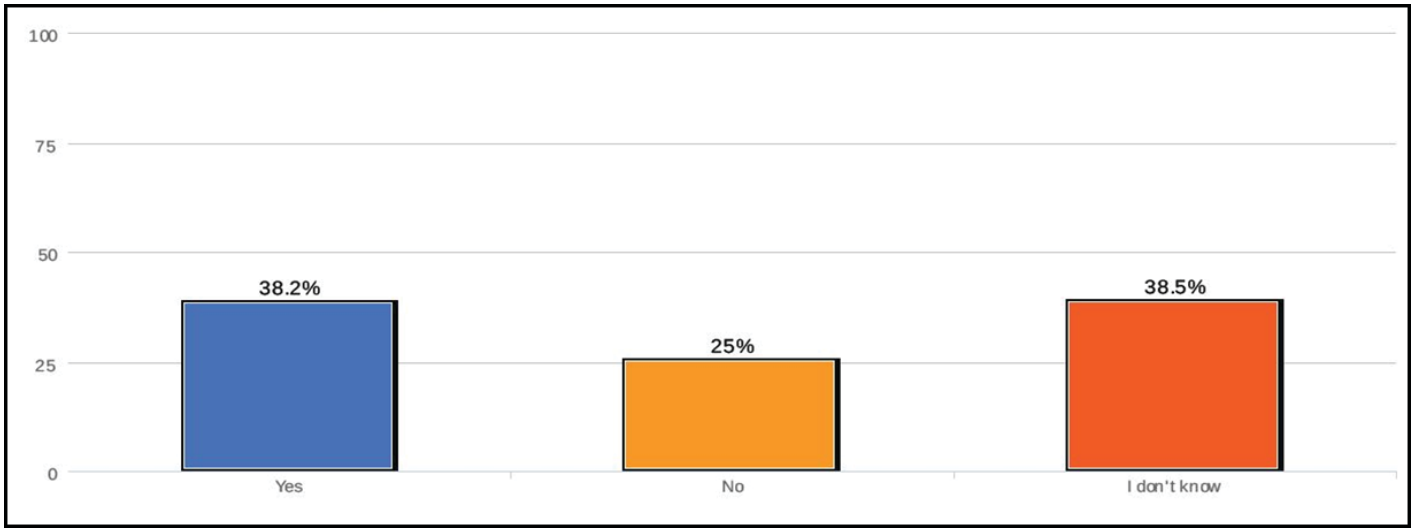
> "Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity."
>
> -- John F. Kennedy

10. Safe routes to school program (walking or biking to school vs. school busing)

School districts can assess and, if necessary, make needed improvements to make it safer and easier for students to walk and bike to school.

2012 Wellness Policy Survey Results

Does your school offer “safe routes” for children to walk or bike to school?



According to the Office of Superintendent of Public Instruction, Child Nutrition Service’s 2012 Washington State Schools Wellness Policy Survey, here are the most popular Safe Routes to schools strategies used:

- ✓ Crossing guards at major intersections
- ✓ Bike/walk to school routes identified
- ✓ Sidewalks
- ✓ Buddy system for walking
- ✓ Expanded walking areas
- ✓ Bike safety training
- ✓ Bike lanes
- ✓ Bike racks to park bikes
- ✓ Walk safely programs
- ✓ Walking school bus
- ✓ Encourage students to walk/bike to school
- ✓ Half block in front of school closed to traffic for walker and biker safety
- ✓ Flashing signs to slow traffic in school neighborhood

Seattle Public Schools (John Muir Elementary School) conducted a Safe Routes to Schools project that included traffic calming and safety features. The school installed a traffic circle, pavement markings, pedestrian delineation islands, sidewalk improvements, curb ramps, signs, and a bike rack. Pedestrian and bicycle safety education, as well as walk and bike to school events were used to inform and encourage children to walk and bike to school. Increased police patrols helped to remind motorists to slow down and stop for pedestrians on the crosswalk.

As a result of these changes, there was a 49 percent increase in children walking and biking to school. The school was recognized by Seattle Public Schools for their increase in children walking and biking to school and the success of their Safe Routes to schools project.

Olympia School District (Roosevelt Elementary and Reeves Middle Schools) made infrastructure improvements such as flashing beacons, school zone signs, the "pace car" safe driving campaign, and volunteer speed watch program. These changes were implemented to reduce travel speeds near the school. There were also bicycle and pedestrian safety classes, as well as assemblies and outreach for both students and parents. In addition, the bike racks, bicycle counter system, bicycle repair classes and Walk'n Roll program have made a significant difference in the numbers of children bicycling and walking at school. As a result of the changes, there was a 70 percent increase in the number of children walking and biking to school (226 children or 60 percent of the total student population).

Cle Elum-Roslyn School District (Cle Elum Elementary, Cle Elum High School and Walter Strom Middle School) provided a safe bicycle and pedestrian route between the schools and the community of Cle Elum where there had been none before. There were 4,900 feet of multi-use pathway, crosswalk improvements, and 300 feet of fencing installed. Safety promotion activities and police patrols also occurred. As a result of the project, there was a 76 percent increase in the number of children walking and biking to school and there was a 100 percent reduction in the number of students walking and biking on the shoulder of SR903.

Battle Ground School District (Daybreak Primary and Middle Schools) in order to provide a safer walking route for the 383 children that were already walking to school, the school added sidewalks, signs, overhead crosswalk flashers, and a school speed zone. These infrastructure improvements as well as the increased police patrols were implemented.

South Whidbey School District (Langley Middle School) received a $23,000 grant to teach safe walking and biking education to students through the Safe Routes to School Bike and Pedestrian Safety Education Program. An old bus barn now houses over 30 new and donated bikes, trailer, helmets, and other training aids. The program already offers many life-long types of fitness activities ranging from kayaking, golf, wind-surfing, orienteering, outdoor education, in-line skating, climbing, and many others.

Tacoma School District includes a “safe route to school” map for each elementary school in the district.
http://www.tacoma.k12.wa.us/Schools/Pages/SafeWalkingRoutes.aspx

Resources:

School Walk and Bike Routes: A guide for planning and improving walk and bike to school options for students
http://www.wsdot.wa.gov

Safe Routes to School
http://www.saferoutesinfo.org
http://www.k12.wa.us/HealthFitness/SafeRoutes.aspx

11. Staff physical activity and wellness programs

Providing opportunities for school staff to learn about nutrition and participate in wellness programs is one step toward improving the school nutrition environment. Encouraging staff to model healthy eating and physical activity behaviors is important.

Schools can implement wellness programs for staff such as:

- ✓ Walking/running clubs
- ✓ Fitness classes: yoga, spinning, weight training (offered for an extra fee by staff, local fitness clubs, YMCA's or
- ✓ local community members)
- ✓ Employee wellness website with nutrition, exercise, weight loss, stress management, and smoking cessation information.
- ✓ Weight Watchers program

Northshore School District (Woodmoor Elementary School) physical education instructor Renee Colleran started a walking club for staff members at the school. To kick off the program, Ms. Colleran showed a video, "23-1/2 hours," at a faculty meeting. The video stressed the importance of physical activity and encourages individuals to walk for 30 minutes a day. The walking club meets before school on Tuesdays and Fridays and after school on Thursdays. Pedometers can be checked out and participants walk as a group.

Everett School District offers regular yoga, Zumba, and total body conditioning classes at several schools throughout the district as part of their award winning wellness program. The district has a wellness website which offers information and programs on nutrition, exercise, stress management, weight management, and smoking cessation.
http://www.everett.k12.wa.us/wellness/

H. Public notification (staff, parents, students and school board)

Policy:
Inform and update the public (including parents, students, and others in the community) about the content and implementation of local wellness policies.

Information for the Public on the School Nutrition Environment: Requires LEAs to report on the school nutrition environment to the USDA and to the public, including information on food safety inspections, local wellness policies, school meal program participation, nutritional quality of program meals, etc.

There are many communication vehicles available in the school environment to update the community on wellness policy activities. The most effective communications program uses more than one form of media to reach people.

Some of your options include:

- ✓ Simple flyers or bulletin-board posters
- ✓ Articles in the school newsletter
- ✓ Articles or notices sent home in students' backpacks
- ✓ Staff and community emails
- ✓ Daily loudspeaker announcements
- ✓ Health and wellness programs
- ✓ In-service educational programs
- ✓ Cafeteria promotions
- ✓ Food festivals, farmer's markets and other events
- ✓ Tent cards left on desks
- ✓ News releases to local newspapers

(Please see handouts: Sample memo to parents/families, sample memo to school staff, and sample article for school newsletter and website in the "Tools to Go" section)

I. Implementation, assessment and updating the wellness policies

Policy:

Be measured periodically on the extent to which schools are in compliance with the local wellness policy, the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public

"Strong wellness policies are important for "institutionalizing" all of the good programs and work that is already being done in schools."

-- Mary Podrabsky, MPH, RD, Director of School and Community Initiatives, Center for Public Health Nutrition, University of Washington

Wellness policies are not effective if the policies within are not successfully implemented and assessed regularly. Action plans are developed to ensure goals are met. Schools should regularly assess the school's compliance to the wellness policies and make an action plan for areas that are non-compliant. The wellness policy should also be updated on a regular basis to continually build on and strengthen the existing policy.

Tools for assessing school wellness policies

- USDA, Team Nutrition Website:
  http://www.fns.usda.gov/tn/healthy/wellnesspolicy_tools.html

- WellSAT: The Wellness School Assessment Tool measures the comprehensiveness of the school's wellness policy. It guides a school wellness committee through an assessment of a wellness policy. By completing the WellSAT, users will be able to assess the quality of their wellness policy and will be provided with personalized guidance and resources for making improvements. Users scoring multiple policies can download their data for comparison across districts or within the same district over time. If the policy is strong, implementation will be strong.
  http://wellsat.org/

- School Wellness Policy Evaluation Tool: This tool can be used to evaluate the school wellness policy of any school district in the United States. It is also known as the Comprehensive Coding System to Measure the Quality of School Wellness Policies.
  http://www.yaleruddcenter.org/resources/upload/docs/what/communities/SchoolWellnessPolicyEvaluationTool.pdf

- Model Wellness Policies
  http://www.schoolwellnesspolicies.org/WellnessPolicies.html

- Center for Disease Control
  http://www.cdc.gov/healthyyouth/npao/wellness.htm

- Action for Healthy Kids Wellness Policy Tool
  http://www.actionforhealthykids.org/for-schools/wellness-policy-tool/wellness-tool-8.html

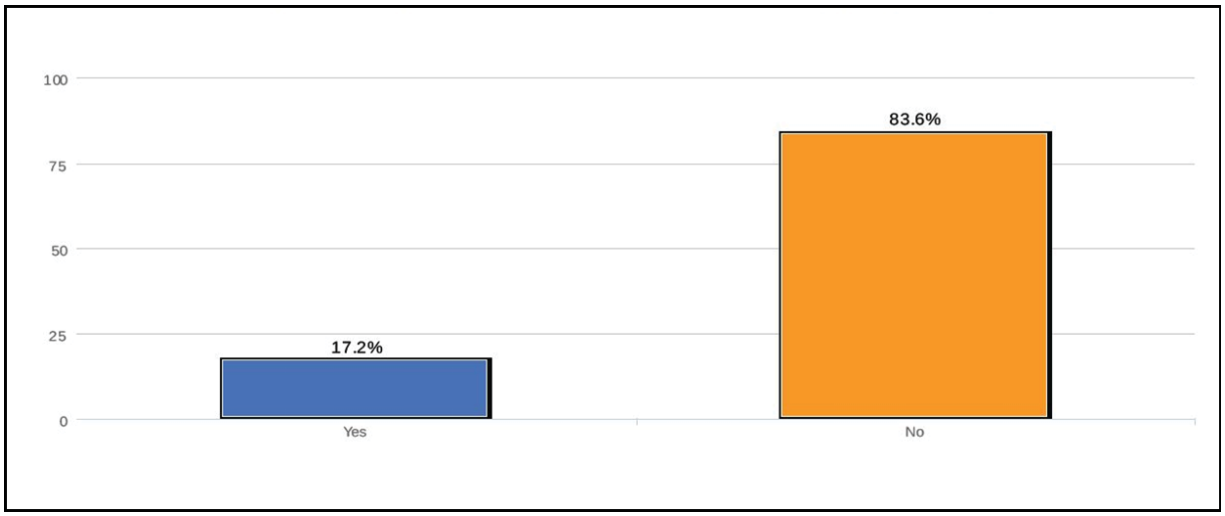
- School Health Index
  http://www.cdc.gov/healthyyouth/shi/

J. Measurement and evaluation

The wellness team should conduct reviews every three to six months in the first year and annually thereafter, comparing the original baseline data, plan and implementation priorities with objective measures and subjective measures of progress. The information gathered serves as a source of pride for students and staff and allows the benefits or savings to continually grow.

2012 Wellness Policy Survey Results

Do you evaluate your program and determine if you are meeting your goals using an evaluation tool?



Here are some examples of evaluation/monitoring methods:

- ✓ Student health trends, e.g., fitness tests, nutrition status
- ✓ Time spent on physical activity
- ✓ Nutrition education programs conducted
- ✓ Financial impact, e.g. cafeteria a la carte sales, vending machines

Schools can utilize the Wellness Policy Implementation and Monitoring tool below to develop an implementation and monitoring plan (printable and editable PDF available in the "Tools to Go" section)

Wellness policy implementation and monitoring

Schools can utilize the Wellness Policy Implementation and Monitoring tool to develop an implementation and monitoring plan

Plan Instructions:

- The requirements section of this plan lists the key policy elements school need to have in their wellness policies according to the 2010 Healthy, Hunger Free Kids Act.
- The Implementation Strategy section includes suggested strategies schools may use to fulfill the policy requirements.
- Strategies that are being used or plan to be used can be checked off and included in the Implementation Plan.
- A Person/Team responsible, Date Due, and Date Implemented should be identified for each Implementation strategy.
- A Monitoring Plan should then be noted. Identify in this box how you will evaluate implementation of the strategy (i.e. annual nutrition education classes conducted per grade)
- According to the monitoring plan for each strategy, check off whether there is policy compliance. If not, an Action Plan to correct the issue can be planned.
- Finally, document the date each strategy was evaluated.

For working forms, visit:
http://www.k12.wa.us/ChildNutrition/WellnessPolicy/WellnessPolicy.docx

Wellness Policy Requirement: *Implementation and Monitoring* Plan

Requirement	Implementation Strategy	Implementation Plan	Person /Team responsible	Date Due	Date Implemented	Monitoring Plan	Policy Compliance? Action Plan to correct	Eval. Date
Public Involvement Collaborative community team to develop, implement and review policy	Build a team including: parents, teachers, physical education instructors, school health professionals, school board and administration, and community members						☐ Yes ☐ No	
Nutrition Guidelines Standards for all food available on school campus								
☐	School meals (USDA guidelines,scratch-made, healthy menu changes, farm to school)						☐ Yes ☐ No	
☐	Increase availability of fruits and vegetables (e.g. salad bar, farm stand)						☐ Yes ☐ No	
☐	Free water available during lunchtime						☐ Yes ☐ No	
☐	Competitive foods *(a la carte, vending, stores)*						☐ Yes ☐ No	
☐	Classroom/school celebrations						☐ Yes ☐ No	
☐	Using non-food rewards						☐ Yes ☐ No	
☐	Healthy fundraisers						☐ Yes ☐ No	
☐	Providing sufficient lunch times						☐ Yes ☐ No	
Nutrition Education Goals for nutrition education		• Standards based nutrition education • Integrated into curricula • Education links with school environment						
☐	Classroom –based (incorporated into curriculum, cooking						☐ Yes ☐ No	

Wellness Policy Requirement: *Implementation and Monitoring* Plan

	classes)							
☐	Cafeteria interventions (Myplate information, "Eat the colors of the rainbow" themes)						☐ Yes ☐ No	
☐	Foodservice staff education *(scratch cooking, healthy meals)*						☐ Yes ☐ No	
☐	Staff training (Continuing education on Nutrition						☐ Yes ☐ No	
☐	Home and community (Sending information home, community education-Nutrition /Physical Activity nights)						☐ Yes ☐ No	
Nutrition Promotion Changing the school environment to support healthy eating								
☐	Become a Healthier US School						☐ Yes ☐ No	
☐	Become a Team Nutrition School						☐ Yes ☐ No	
☐	Cafeteria ambiance/education						☐ Yes ☐ No	
☐	Apply USDA Fresh Fruit and Vegetable program						☐ Yes ☐ No	
☐	School garden						☐ Yes ☐ No	
☐	Taste of Washington/Taste testing days						☐ Yes ☐ No	
☐	Community meal events						☐ Yes ☐ No	
☐	Wellness newsletters						☐ Yes ☐ No	
☐	Health Fair						☐ Yes ☐ No	
☐	Staff modeling healthy eating						☐ Yes ☐ No	
Physical Education							☐ Yes ☐ No	
PE								

VIII. Conclusion

Imagine a school setting where alongside the education curriculum was a healthy school environment...

Imagine Washington State students healthier, with less absence, better test scores, and ready to learn...

The best practices on the pages of this tool kit showing how many schools have incorporated wellness into the everyday aspects of education are inspiring. Through small changes the school nutrition environment has been enhanced. Schools come in all shapes and sizes and there isn't a one size fits all model for wellness policies. This is why wellness policies are local school wellness policies. Gather your team and explore all the possibilities; choose the ones that make sense for your school and those that will ultimately improve the health and well- being of your students.

Quote from Helen Phillips, School Nutrition Association President 2011-2012, in response to the new National School Lunch and School Breakfast Program meal patterns:

"We're on a 12- year plan: Eating healthy will be a way of life by the time the kindergarten students graduate."

IX. References

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3. Washington State Fact Sheet:
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4. The Role of Media in Childhood Obesity:
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9. Action for Healthy Kids Winter 2012 Newsletter:
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11. Action Guide for School Nutrition Policies:
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13. Recess for Elementary School Students: http://www.aahperd.org/naspe/standards/upload/Recess-for-Elementary-School-Students-2006.pdf

14. Recess Placement Prior to Lunch in Elementary Schools: What Are the Barriers? http://docs.schoolnutrition.org/newsroom/jcnm/06fall/rainville/index.asp

X. "Tools to Go"

The documents in this section were developed and organized to serve as a tool for schools to successfully implement their wellness policies. All documents in the section can be edited to include your school's name and specific contact information. They may then be printed and used in your school community.

To download documents, visit:
http://www.k12.wa.us/ChildNutrition/SchoolWellness

Sample letter to Parents/Families

Sample Memo to School Staff

Sample Article for School Newsletter and Website

Healthy Fundraising

Alternatives to Using Food as a Reward

Healthy Classroom Celebrations

Checklists

- Appendix A - School District Administration and Boards
- Appendix B - School Principals
- Appendix C - Foodservice
- Appendix D - Teachers
- Appendix E - Physical Education Instructors
- Appendix F - Parents
- Appendix G - Students

Wellness Policy Requirement: Implementation and Monitoring Plan

Presentation (PPT)

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Child Nutrition
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