

## WYOMING TEAM

**Joan Bangen**  
Early Childhood Consultant

**Judy Barbe, State Liaison**  
Western Dairy Council

**Carol Boal**  
Wyoming School Nurses Association

**Jody Bogus**  
Team Nutrition

**Brent Caldwell**  
Sheridan County SD #1

**Nancy Eklund**  
WAHPERD

**Dave Fall, MD**  
Campbell County SD Trustee

**Gay Hughes**  
WAHPERD

**Sunny Kaste**  
Wyoming Department of Education

**Linda Melcher**  
University of Wyoming

**Sylvia Moore**  
University of Wyoming

**Katie Mordhorst**  
Wyoming Department of Education

**Beth Nolan**  
Natrona County SD #1

**Chris Pasley**  
University of Wyoming

**Suzy Pelican**  
University of Wyoming

**Donna Toly**  
Sweetwater County SD #1

**Dorothy Turner**  
Sweetwater County SD #2

**Mary Kay Wardlaw**  
University of Wyoming

**Linda Willman**  
Laramie County SD #1

**Scott Winnail**  
University of Wyoming



PO Box 1480 Mills WY 82644 307-472-1830

May 2005

Greetings,

Enclosed is a Wellness Policy Toolkit that has been developed as a service of Wyoming Action for Healthy Kids, which is dedicated to promoting child health and learning through nutrition and physical activity. We believe you will find this toolkit helpful in your work to continue improving the health, learning, and wellbeing of Wyoming's school-aged youth.

With the impending deadline of "no later than the first day of the school year beginning after June 30, 2006" requirement of the Child Reauthorization Act of 2004, Section 204 of Public Law 108-265, to develop a district-wide wellness policy, we felt it critical to help support this effort by providing you with model policies and ideas from across the nation. Our hope is that this "Toolkit" will help make your work a little easier and keep you from having to "reinvent the wheel." Rather, you may be able to combine and tweak what has already been created and mold that into your own personal policy.

We hope that you will find the enclosed toolkit useful. It was developed by many Wyoming experts in education, health, wellness, nutrition, and physical activity who are concerned about the future of our youth. Should you have any questions or need for additional information, please do not hesitate to contact Judy Barbe at 307-472-1830 or Jody Bogus at 307-638-6390.

Thank you again for your dedication to our youth!

Sincerely,

A handwritten signature in black ink, appearing to read "Scott D. Winnail".

Scott D. Winnail, MSPH, Ph.D.  
Co-Chair

A handwritten signature in black ink, appearing to read "Judy Barbe".

Judy Barbe, MS, RD  
State Liaison

*Healthy eating and activity can improve  
attendance · energy levels · participation · school behavior · test scores · academic success*

*Wyoming Action for Healthy Kids is focused on creating healthy schools that support  
sound nutrition and physical activity as part of a total learning environment.*



## WYOMING ACTION FOR HEALTHY KIDS

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A Brighter, Healthier Future for Our School Children

# Wellness Policy Toolkit 2005

# Local School District Wellness Policy Toolkit



**D**eveloping a comprehensive local school district wellness policy is essential to the academic success and lifelong wellbeing of students in Wyoming. This school wellness policy toolkit is intended to assist school districts in developing and implementing wellness policies that create a learning environment that allows students to achieve their full academic potential and enjoy lifelong health, while meeting the requirements of [Section 204 of Public Law 108-265](#)—June 30, 2004—Child Nutrition and WIC Reauthorization Act of 2004.

Schools play a critical role in creating healthy environments to promote the wellbeing of children. These environments can help prevent childhood obesity, eating disorders, health problems related to poor nutrition and lack of physical activity and to the unfair treatment of children based on body size or shape. The Child Reauthorization Act establishes baseline criteria that must be met. The act requires that schools set goals for nutrition education, physical activity and other school-based activities designed to promote student wellness. The Child Reauthorization Act further requires that schools establish nutrition standards for all foods that are available on each school campus during the school day. Additionally, schools are required to measure the implementation of the wellness policy, designate one or more persons to ensure that the school meets the policy, and involve a broad group of individuals in policy development. Because the responsibility of developing a district's wellness policy has been placed at the local level, each school district can create a policy that meets not only the minimum criteria but also the needs of its students and community.

This toolkit is provided as an aid for schools to simplify the process of policy development. It contains resources, sample policies, sample policy wording and a template to assist individual school districts in developing policies that are reasonable and realistic. School districts are free to choose the information that fits their needs while meeting the requirements of the Child Reauthorization Act. The compact disc provided includes a copy of sample policy wording suggestions in Microsoft Word and as a Microsoft read-only file. The MSWord document can be used to cut and paste to create a policy that meets the needs of each school district and community. The MSWord read-only file cannot be changed and can serve as a permanent resource for policy implementation. The District Wellness Advisory Council is encouraged to use the resources provided to strengthen its schools' learning environments by expanding beyond the minimum policy requirements.

The policy samples in this toolkit are not intended for adoption in their entirety, nor do the resources and sample policy wording included in this toolkit represent a comprehensive list. The links in [colored print](#) provide background material and resource information on the topic. Unless specified, the resources are included on the disk and do not require an Internet connection. To open, click on the link or press the "ctrl" button and click.

The materials in this electronic library have all been obtained from government or Internet sites, and are being disseminated under the copyright fair use doctrine. Citations to the original sites are included with each publication.

Compiled by Jody Bogus, MA, Team Nutrition Project Director

## Review Panel



Joan Bangen, MS Early Childhood Consultant	Judy Barbe, MS, RD Western Dairy Council
Carol Boal, RN, NCSN School Nurse, Health Educator Natrona County SD #1 Wyoming School Nurses Association National Association of School Nurses	Jody Bogus, MA Team Nutrition Project Director Wyoming Department of Education
Brent Caldwell Principal, Sheridan County SD #1 Elementary School Principals Association	Nancy Eklund Physical Education Teacher Sweetwater County SD #2 WAHPERD
Dave Fall, MD Pediatrician Chair, Campbell County SD #1 Trustee Board of Trustees	Gay Hughes School Healthy Coordinator Fremont County SD #25 WAHPERD – Past President
Sunny Kaste, RN At-Risk and School Health Supervisor Wyoming Department of Education	Linda Melcher, MS, RD Director, Cent\$ible Nutrition Program University of Wyoming
Sylvia Moore, Ph.D., RD Professor/Director Medical Education & Public Health University of Wyoming	Katie Mordhorst Nutrition Programs Supervisor Wyoming Department of Education
Beth Nolan Physical Education Teacher Natrona County SD #1	Suzy Pelican, MS, RD Food and Nutrition Specialist University of Wyoming Cooperative Extension Service
Janelle Rose, MS, RD Nutrition Programs Consultant Wyoming Department of Education	Jeanne Scheneman President Wyoming Parent Teacher Association
Julie Smueles Nutrition Programs Consultant Wyoming Department of Education	Donna Toly Food Service Director Sweetwater County SD #1
Dorothy Turner Food Service Director Sweetwater County SD #2	Kristin Underwood Physical Education Teacher PEP Grant Coordinator Natrona County SD #1
Mary Kay Wardlaw, MS Food Stamp Nutrition Education Specialist University of Wyoming	Linda Willman, RD Nutrition Services Director Laramie County SD #1
Scott D. Winnail, MSPH, Ph.D. Professor University of Wyoming	Loretta Wolf, RN Director of Government Relations for Wyoming American Cancer Society

## Toolkit at a Glance



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# Guidelines for Implementing a School Wellness Policy



## Policy Requirements

On June 30, 2004, Congress passed [Section 204 of Public Law 108-265](#), of the Child Nutrition and WIC Reauthorization Act of 2004. This law requires local education agencies who participate in the National School Lunch Act or the Child Nutrition Act of 1966 to develop a wellness policy that addresses the growing problem of childhood obesity *by the first day of the school year beginning after June 30, 2006*.

## Components of a Wellness Policy

The five basic components of a wellness policy are:

1. [Nutrition education goals](#)
2. [Physical activity goals](#)
3. [Nutrition standards](#)
4. [Other school-based activities](#)
5. [Maintenance and utilization of a District Wellness Advisory Council and monitoring and review of the policy](#)

## Who Should Be Involved

Appropriate representation of students, parents, teachers, school board members, school administrators, medical professionals, coaches, school food and nutrition service personnel, and the general public should be involved in developing a school wellness policy. It is to the advantage of the school district to obtain outside representation to help facilitate communication, efficiently use resources, and provide consistency in decision making.

Schools must review how effectively the wellness policy is implemented and should designate at least one person at the school district level or in each school with operational responsibility for meeting the policy.

## Steps for Establishing a Local Wellness Policy

### 1. Form a team

Many schools may have an existing school health council under the Coordinated School Health Program. Find out if there is already a team at your school. The task of establishing a local wellness policy may involve expanding the scope of an existing team or building a new team.

If your district needs to develop a wellness council, there are [resources available](#) to assist in the formation of an effective council.

## 2. Assess the needs

Before you begin developing policies, it is essential that the wellness council assess students' needs. The council can conduct formal and informal assessments, including surveying students and parents to help determine areas for policy consideration. Sample [assessment tools](#) are included in this toolkit.

## 3. Update current or create new policies

Determine if your individual school or school district already has written policies or guidelines. If a policy exists, compare it to the requirements of Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

Existing policies may easily be incorporated into a comprehensive wellness policy. It will also be helpful to review policies created by other schools and organizations. Several [examples](#) have been included in this toolkit as well as sample policy wording. [Comprehensive resources/guides](#) are also included to assist you in the process.

## 4. Market the established policies

Effective marketing of the policy will play a key role in your community's acceptance of the policy. Marketing should begin as the policy is being drafted. This early publicity may allow your team to capitalize on additional resources in your community. When developing a marketing plan, remember to involve those affected by the policy. Anticipate, respond to, and involve critics. Include other student-serving agencies in the community and involve people from a variety of community groups.

## 5. Implementing policies and maintaining the effort

A successful policy must have an implementation plan incorporated from the beginning. The plan should establish a realistic time frame for implementation, an individual who is responsible for evaluating and enforcing the guidelines, and what resources are necessary to gain widespread approval by school staff, students and the local community. Planning, communication, management, and commitment are the keys to the success of your policy.

***"Given the current epidemic of obesity in our children, school districts have an obligation to lead the way in developing and implementing changes through a comprehensive wellness policy."***

**Dave Fall, MD  
Chairman of the Board of Trustees  
Campbell County SD#1**

Material Adapted From [Local Nutrition Policies – NASBE](#) and USDA Team Nutrition

# Policy Outline Template



To assist local school districts in developing a wellness policy that meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004, the following template has been provided. The District Wellness Advisory Council can cut, paste and revise the sample policy wording from the following pages to create a policy that meets the needs of its individual schools and community. To utilize this template, the MSWord version needs to be accessed. (The compact disc provided includes a copy of the sample wording suggestions in MSWord and as an MSWord read-only. The MSWord file can be changed and the read-only file serves as a permanent resource for school districts.)

## **Intent:**

## **Rationale:**

## **Component 1 – Nutrition Education:**

## **Component 2 – Physical Activity:**

## **Component 3 – Nutrition Standards for All Foods Available on Each School Campus During the School Day:**

- **Guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses:**
- **Guidelines for foods and beverages sold as a la carte sales in the food service program:**
- **Guidelines for foods and beverages sold as part of school-sponsored fundraising activities:**

## **Component 4 – Other School-Based Activities Designed to Promote Student Wellness Goals:**

## **Component 5 – Maintain a District Wellness Advisory Council and Monitor and Review the Policy:**

# Wellness Policy

## Sample Wording



### Intent:

(School District Name) shall promote student wellbeing and academic achievement by supporting quality nutrition and physical activity as part of the learning environment. The district recognizes that collaborating with parents, students, school personnel, health professionals, and community members is the most effective method of creating a healthy environment where children can learn about and adopt positive lifestyle habits that are essential for them to achieve their full academic potential, as well as lifelong good health and wellbeing.

### Rationale:

Healthy eating patterns, respect for body-size differences, and physical activity are essential for students to reach their academic potential, full physical and mental growth, and lifelong health and wellbeing. Recent studies have shown a strong link among nutrition, physical activity and learning. Positive correlations have been made regarding academic performance as measured by test scores, concentration, tardiness, attendance rates, and discipline.

Healthy eating and physical activity are also clearly linked to the reduced risk for mortality and development of many chronic diseases. Over the past 20 years the percentage of overweight children has doubled and the percentage of overweight adolescents has tripled. Being overweight increases the risk of children developing Type 2 diabetes, asthma, and cardiovascular problems such as high blood pressure, elevated cholesterol levels, as well as some forms of cancer. Overweight children often experience low self-esteem and even depression. In economic terms, the effects of students' poor nutrition and physical activity patterns can potentially cost vital dollars to schools each year.

Because students are in school for a substantial portion of the day, school districts have a responsibility to help students establish and maintain lifelong, healthy and enjoyable eating and physical activity patterns, while creating environments that reflect respect for body-size differences.

Increasing evidence suggests that schools are more effective in preventing long-term health problems when they work together with students, parents, and the community. A school wellness council that includes parents, community leaders, health professionals, students, and school personnel can facilitate communications, efficiently use resources, and provide consistency in decision making.

# Rationale

## Research and Background Information



[Prevalence of Overweight Among Children and Adolescents: United States, 1999-2002 - CDC](#)

[Changing The Scene: Improving the School Nutrition Environment – Support Materials - USDA](#)

[Childhood Obesity, What Research Tells Us – The Center for Health and Health Care in Schools](#)

[Childhood Overweight, A Fact Sheet for Professionals – University of California, Berkeley, Cooperative Education](#)

[Food Choices At School: Risks to Child Nutrition And Health Call for Action - Democratic Staff of the Senate Committee on Agriculture, Nutrition, and Forestry](#)

[Getting Results: Developing Safe and Healthy Kids Update 5: Student Health, Supportive Schools, and Academic Success, California Department of Education](#)

[Guidelines for School Health Programs to Promote Lifelong Healthy Eating – Centers for Disease Control and Prevention](#)

[Guidelines for School Health Programs to Promote Lifelong Physical Activity Among Young People – Centers for Disease Control and Prevention](#)

[Healthy Schools, Healthy Students: What School Districts Can Do About Children's Health – National School Boards Association](#)

[Making It Happen: School Nutrition Success Stories – U.S. Department of Agriculture Team Nutrition and CDC](#)

[Nutrition, Learning and Behavior in Children: A Resource List for Professionals – United States Department of Agriculture](#)

[Obesity and Other Diet-Related Diseases in Children – National Alliance for Nutrition and Activity](#)

[PE and Academics – California Department of Education](#)

[Preventing Childhood Obesity by Reducing Consumption of Carbonated Drinks: Cluster Randomized Controlled Trial – BMJ](#)

[School Health Issues, Childhood Obesity: A Select Bibliography, March 2005 – The Center for Health and Health Care in Schools](#)

[The Learning Connection - The Value of Improving Nutrition and Physical Activity in Our Schools - AFHK](#)

[The Obesity Epidemic - American School Board Journal](#)

[The Role of Media in Childhood Obesity – Kaiser Family Foundation](#)

[The Role of Michigan Schools in Promoting Healthy Weight – Michigan Department of Education](#)

[The Role of Sound Nutrition and Physical Activity in Academic Achievement - Action for Healthy Kids](#)

[What's Right for Kids – Improving the School Nutrition Environment - Wisconsin Department of Public Instruction](#)

[Wyoming State Profile – Action for Healthy Kids](#)

[Wyoming Youth Risk Behavior Survey 2003, Executive Summary – Wyoming Department of Education](#)

[Nutrition, Weight, and Physical Activity, Wyoming Fast Facts – Youth Risk Behavior Survey 2003](#)

# Component 1

## Nutrition Education

**The primary goal of nutrition education is for students to develop positive attitudes, behaviors, and the appropriate skills associated with lifelong healthful and enjoyable eating patterns.**

## Sample Policy Wording

### Component 1: Nutrition Education

Students in grades K-12 will receive behavior-focused nutrition education that is interactive and teaches the knowledge, attitudes, skills and behaviors they need to adopt healthy and enjoyable eating habits that last a lifetime.

State and district health education curriculum standards and guidelines are met or exceeded.

#### [Wyoming Health Standards](#)

Nutrition education curriculum, materials, flyers, handouts, etc. will be based on sound scientific research.

Nutrition education is offered to all grade levels as part of a sequential, comprehensive, standards-based program.

The staff teaching nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program. Professional development activities will provide basic knowledge of nutrition, combined with skills practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits and the importance of body-size acceptance.

The district will provide ongoing professional training for foodservice staff and teachers in the area of nutrition that includes instructional strategies that promote healthy eating patterns.

#### [Guidelines for School Health Programs to Promote Lifelong Healthy Eating - CDC](#)

Students are educated regarding body image, healthy attitudes toward food, and the pleasurable aspects of eating.

Nutrition education will include the importance of body-size acceptance and the dangers of unhealthy weight-control practices.

Nutrition education is integrated into the core curriculum (e.g., math, science, language arts, and social studies).

#### [Nutrition Booklist – Michigan Team Nutrition](#)

#### ***Wyoming Success Story***

***Donna Toly, Food Service Director, Sweetwater County SD #1, worked with school nurses and teachers to provide health and nutrition education. Grant funds were used for training and teaching materials to provide instruction on healthy food choices.***

[Nutritionexplorations.org](http://Nutritionexplorations.org) is a web site that has classroom programs that integrate language arts and nutrition. For additional teaching resources, visit these websites.

The school cafeteria offers a “learning laboratory” to link the lessons learned in the classroom with the practice of making health-promoting food choices.

Nutrition education is offered in the school cafeteria as well as in the classroom with coordination between the foodservice staff and teachers.

Nutrition education is delivered in environments that reflect respect for body-size differences.

Students receive consistent nutrition messages throughout the school, classroom, cafeteria, home, community and local media.

The district links nutrition education activities with the coordinated school health program.

Staff providing nutrition education will not advocate dieting behaviors or any specific eating regimen to students, other staff members, or parents.

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

The school district will encourage parents, teachers, school personnel, and students to serve as role models in practicing healthy eating and being physically active.

The school district will provide information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for their families.

All schools in the district are Team Nutrition Schools, and they conduct nutrition education activities and promotions that involve parents, students and the community.

[What is Team Nutrition? - USDA](#)

[Team Nutrition Enrollment Form - USDA](#)

All schools in the district have received the HealthierUS School Nutrition Challenge certification recognizing each school’s commitment to the health and wellbeing of students.

[HealthierUS School Challenge - USDA](#)

[HealthierUS School Application - USDA](#)

[HealthierUS School Criteria - USDA](#)

[HealthierUS School Guidance - USDA](#)

***“It is crucial that we teach children about the importance of healthy food choices and physical activity in the elementary schools so they can take control of their health from an early age.”***

**Jennifer Sheaffer  
3rd/4th Grade Teacher  
Albany County SD #1**

## Component 2

# Physical Activity

**The primary goal for a school's physical activity component is to provide opportunities for every student from K-12 to develop the knowledge, attitudes, and skills to be able to regularly participate in physical activity, and to enjoy the short and long-term benefits of a physically active and healthful lifestyle.**

## Sample Policy Wording

### Component 2: Physical Activity

***“WE have a critical challenge: we must play a key role in reversing the trend of physical inactivity in our youth! As we design curriculum to motivate TODAY’s youth, we need to instill a desire to be active for optimal quality of life. Research shows that children who are physically active during the day at school are more likely to be physically active after school as well!”***

**Nancy Eklund  
Physical Education  
Teacher  
Sweetwater County  
SD #2**

State and district physical education curriculum standards and guidelines are met or exceeded.

[Wyoming Physical Education Standards](#)

[What Constitutes a Quality Physical Education Program – National Association for Sport and Physical Education](#)

[Physical Activity Tools – Bright Futures – Georgetown University](#)

Students in grades K-12 will receive behavior-focused physical education that actively engages all youth, regardless of skill level, and that teaches the knowledge, attitudes, skills and behaviors that students need to adopt and enjoy a physically active lifestyle.

The school district will provide ongoing professional training and development for staff in the area of physical activity.

State-certified physical education instructors teach all physical education classes.

All physical education classes have a student/teacher ratio comparable to other classes.

The school district does not allow courses or activities to be substituted for physical education.

All students in grades K-12, including students with disabilities, will receive daily physical education of 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students for the entire school year.

[Building the Argument: The Need for Physical Education and Physical Activity in Our Schools – Action for Healthy Kids](#)

[Guidelines for School Health Programs to Promote Lifelong Physical Activity Among Young People – Centers for Disease Control and Prevention](#)

[YRBSS National Youth Risk Behavior Survey: 1991-2003 Trends in the Prevalence of Physical Activity](#)

[Physical Activity and the Health of Young People – Centers for Disease Control and Prevention](#)

[Physical Activity and Health, A Report of the Surgeon General Executive Summary – Centers for Disease Control and Prevention](#)

[Shape of Our Nation’s Children Fact Sheet – National Association for Sport & Physical Education](#)

The district will provide appropriate physical activity opportunities to students who have special needs. To the extent it is feasible, such students will take part in regular classes. Special classes will be scheduled for students who are severely handicapped or who are otherwise unable to participate in the regular program.

Physical activity programs are carried out in environments that reflect respect for body-size differences and varying skill levels.

[Physical Education is Critical to a Complete Education – National Association for Sport and Physical Education](#)

Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

At a minimum, students will engage in 60 minutes of physical activity, preferably all days of the week.

Students will be provided several opportunities, approximately every two hours for physical activity lasting 15 minutes.

Extended periods of inactivity (periods of two or more hours) are discouraged.

[Guide to Physical Activity in Schools – Alabama for Healthy Kids of Alabama](#)

The school district shall provide elementary students a daily recess of at least 20 minutes. Recess will be scheduled before lunch.

[Recess in Elementary Schools – National Association for Sport and Physical Education](#)

[Recess Before Lunch – Action for Healthy Kids Wyoming](#)

[Recess Before Lunch: A Guide for Success – Montana Team Nutrition](#)

***“There is no question, physical activity is vital for a lifetime of good health. As a physical education teacher, I firmly believe that it is my responsibility to teach ALL students the skills they need to participate in physical activities that they will continue to enjoy for their entire lives.”***

**John Bogus, Adaptive Physical Education Teacher  
Laramie County SD #1**

The school district shall provide adequate physical activity equipment for students to use during recess (jump ropes, hula hoops, balls, etc.).

Physical activity opportunities will focus on individual activities in addition to competitive and non-competitive team sports.

Students will be given opportunities for physical activity during the school day through daily recess periods, elective physical education (PE) classes, walking programs, and the integration of physical activity into the academic curriculum.

[Energizers, Classroom-based Physical Activities, The Way Teachers Integrate Physical Activity with Academic Concepts - East Carolina University](#)

The district will provide students with opportunities for physical activity through a range of afterschool programs including intramurals, interscholastic athletics, and physical activity clubs.

The school district provides an environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.

Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Schools shall establish rules and procedures concerning safety, infection control, provision of first aid, and the reporting of injuries and illnesses to students' families and appropriate school and community authorities. School administrators shall enforce compliance with these rules and procedures by all students, school personnel, volunteers, and community members who use school facilities. Students and their families shall be informed of their school's health and safety rules at least annually.

Elementary, middle, and high schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative opportunities that allow students to have a choice of activities in which they can participate. Schools should allow every student an opportunity to participate, regardless of physical ability, and allow students to have the opportunity to be involved in the planning, organization, and administration of the program.

The school district will work with the community to coordinate and enhance opportunities available to students for physical activity after school.

The school will encourage families and community members to support programs outside of the school that encourage physical activity.

Information will be provided to families to help them incorporate physical activity into students' lives.

The school shall ensure that adequate spaces, facilities, equipment, supplies, and operational budgets are available to achieve the objectives of the physical education program.

The schools will work with the community to create an environment that is safe and supportive of students' physically active commute to and from school.

[KIDSWALK-TO-SCHOOL, A Guide to Promote Walking to School – Centers for Disease Control and Prevention](#)

[Walkability Check List – US Department of Transportation](#)

The school district will encourage parents, teachers, school personnel, and students to serve as role models in practicing healthy eating and being physically active.

# **Component 3**

## **Nutrition Standards for All Food Available on Each School Campus During the School Day**

**Students' lifelong eating habits are greatly influenced by the types of foods and beverages available. Schools must ensure that reimbursable meals are easily available to all students, and that the foods sold or served to students outside of the school meal program provide a positive contribution to the students' diet.**

# Sample Policy Wording

## Component 3: Nutrition Standards for All Food Available on Each School Campus During the School Day

*These standards should focus on increasing nutritious foods such as whole grains, fruits, vegetables, and low-fat dairy foods while decreasing fats and added sugars.*

**Guidelines should be based on current scientific information.**

[Nutrition.gov website provides reliable information on healthy eating, nutrition, obesity prevention – Requires Internet](#)

The school district shall use the *Dietary Guidelines for Americans*, the USDA School Meal Program requirements, and the criteria for the USDA HealthierUS School Challenge when deciding what foods and beverages will be available to students.

[Dietary Guidelines for Americans 2005 – U.S. Department of Agriculture](#)

**Guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses.**

A school authority will be responsible for monitoring the content of food and beverages in vending machines and school stores to ensure that only health-promoting foods are available for sale to students.

[Nutritious School Vending: Step-by-Step Guide to Implement Colorado Senate Bill 04-103, Colorado Department of Education](#)

[Nutritious Vending Product Guidelines – Colorado Department of Education](#)

[Dispensing Junk: How School Vending Undermines Efforts to Feed Children Well – Center for Science in the Public Interest](#)

[Competitive Foods In Schools – Food Research & Action Center](#)

### **Wyoming Success Stories**

***“Cheyenne has implemented breakfast in the classroom in five elementary schools. Teachers report that the quiet time while students are eating is great for announcements, reading aloud, taking attendance, plus the students settle down to work more quickly. Breakfast participation now exceeds 90 percent, so the reimbursement for breakfast makes this a smart business decision.”***

**Linda Willman, RD  
Nutrition Services  
Director  
Laramie County SD #1**

[Competitive Food Standards Recommendations – California Center for Public Health Advocacy](#)

[Guidelines for Food Choices in School Stores & Vending Machines - Central Okanagan, BC](#)

Only the foods and beverages listed may be sold through school vending machines: plain, unflavored, non-carbonated water; milk including: flavored milk; 100% fruit juices; electrolyte replacement beverage (only in vending machines placed near the gym); nuts, cheese, seeds, fresh fruits or vegetables, dried fruits or vegetables, low-fat dairy foods, and packaged fruits in their own juice; and other food items containing: not more than 35% of total calories from fat and not more than 10% of those calories from saturated fat; and not more than 35% of their total weight in sugar.

Foods and beverages sold in vending machines, snack bars, school stores, and concession stands will meet the criteria of the USDA HealthierUS School Challenge. This will include foods sold by students on school property.

[HealthierUS School Challenge Criteria – United States Department of Agriculture](#)

[Snack Ideas – WIN Wyoming](#)

Classroom snacks feature healthy choices.

Foods and beverages that have as the first ingredient: sugar, corn syrup, shortening, lard, partially or fully hydrogenated oil, or similar ingredients, may not be sold to students on school district property.

[School Foods Tool Kit - A Guide to Improving School Foods & Beverages Part II: Materials and Policies – Center for Science in the Public Interest](#)

[Think Your Drink – National Dairy Council](#)

All schools shall provide information on the nutritional content of foods vended, if requested.

All schools shall provide a summary of laws and school district policies pertaining to nutrition, if requested.

Beverages offered in vending machines must meet the following requirements: water, 100% juice, or milk.

[Taking the Fizz Out of Soda Contracts - A Guide to Community Action - California Project LEAN](#)

[Motion to Promote Healthy Beverage Sales – Los Angeles Unified School District](#)

The sale of foods of minimal nutritional value shall be prohibited throughout the school grounds between the start of the school day and the end of the last lunch period. This prohibition applies to all food sales on school grounds, including sales from kiosks, vending machines, or school bookstores.

#### [Foods of Minimal Nutritional Value - USDA](#)

#### [Schools and School Districts That Have Improved School Foods and Beverages and Not Lost Revenue – Center for Science in the Public Interest](#)

Candy will not be sold or served during the school day.

Snacks served during the school day or in afterschool enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will consider the timing of school meals, children’s nutritional needs and children’s ages when determining snack availability.

#### [Suggestions for Nutritious Snacks – Texas](#)

#### [Food for Thought - Healthy Food Guidelines for Schools - Lexington-Fayette County Health Department](#)

#### [Snack Ideas – WIN Wyoming](#)

Schools may not sell any food (in vending machines, school stores, or otherwise) that competes with the school meal programs from the beginning of the school day until the end of the last lunch period. Schools may, however, sell 100% juice, water, and milk throughout the entire school day.

The school campus will not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises throughout the school day until the end of the last scheduled class. This does not pertain to food items made available by the school food service department.

Nutrition information for vending machines, snack bars, school stores, and concession stands is readily available near the point of purchase.

***“The opportunity to provide a milk vending machine for our students is exciting. With the removal of the pop machines from our schools, this has been the perfect opportunity to promote milk sales by providing them the choices of low-fat flavored milk. It is not all about revenue to my department—it is about providing healthy choices for students!”***

***Sue Harter, Food Service Director  
Campbell County SD #1***

***Guidelines for foods and beverages sold as a la carte sales in the food service program on school campuses.***

***A La Carte:*** Refers to individually priced food items provided by the school nutrition services department. These items may or may not be part of the reimbursable meal.

A la carte sales are limited to foods contributing to the nutritional wellbeing of the child and aiding in the establishment of good food habits.

Foods and beverages sold as a la carte items will meet the criteria of the USDA HealthierUS School Challenge.

[HealthierUS School Challenge Criteria – United States Department of Agriculture](#)

All profits from the sale of a la carte food shall be used for the school's non-profit Child Nutrition Programs.

A la carte items may not include food of minimal nutritional value.

[Dispensing Junk: How School Vending Undermines Efforts to Feed Children Well – Center for Science in the Public Interest](#)

[EAT SMART: NORTH CAROLINA'S Recommended Standards for All Foods AVAILABLE in School – North Carolina Division of Public Health](#)

[Foods of Minimal Nutritional Value - USDA](#)

[Massachusetts A La Carte Food & Beverage Standards to Promote a Healthier School Environment – Massachusetts Action for Healthy Kids](#)

***Guidelines for foods and beverages sold as part of school-sponsored fundraising activities.***

All foods offered to students during a school activity should be a good source of nutrients, be moderate in sodium, be moderate or low in fat, and be moderate in sugar that is not naturally occurring in the food.

The sale of foods of minimal nutritional value shall be prohibited throughout the school grounds between the start of the school day and the end of the last lunch period. This prohibition applies to all food sales on school grounds, including sales from kiosks, vending machines, or school bookstores.

The school district will encourage fundraisers that involve physical activity.

The school district shall not sell food items as a fundraiser. The school will provide students and organizations a list of acceptable fundraisers.

[Creative Financing & Fun Fundraising Ideas – Shasta County Public Health](#)

[Food for Thought, Healthy Food Guidelines for Schools - Lexington-Fayette County Health Department](#)

[Fund-raising Efforts Support Healthy Eating! - Minnesota Department of Children, Families & Learning, Food and Nutrition Service](#)

[Guide to Healthy School Fundraising – Alabama Action for Healthy Kids](#)

[Healthy Fundraisers for Schools: Tips from AFHK Members – Action for Healthy Kids](#)

[School Foods Tool Kit - A Guide to Improving School Foods & Beverages Part II: Materials and Policies – Center for Science in the Public Interest](#)

[Snack and Fundraisers – Sheridan, Wyoming](#)

[Snacks and Fundraising Ideas – WIN Wyoming](#)

***Guidelines for refreshments served at parties, celebrations, and meetings during the school day.***

The school will limit celebrations in classrooms that involve food during the school day. When food is served at a party, it should meet the requirements of the HealthierUS School Challenge with the exception of one food or beverage item.

[HealthierUS School Challenge Criteria – United States Department of Agriculture](#)

[Classroom Party Ideas – University of California Cooperative Extension Ventura County](#)

[Guide to Healthy School Parties – Alabama Action for Healthy Kids](#)

[Snacks and Fundraising Ideas – WIN Wyoming](#)

[Snack Ideas – WIN Wyoming](#)

The school prohibits the distribution and service of food items including treats that are prepared in individual homes. Food for classroom parties, birthday celebrations, or any occasion must be purchased from a source that is subject to state food inspection regulations. All food to be shared with other students must be commercially prepared, pre-packaged, unopened and, when possible, individually wrapped. This action is taken in order to protect food safety and prevent the spread of germs and disease.

Elementary classrooms may allow one nutritious snack per day under the teacher's supervision. The snack may be in the morning or afternoon but may not be at the same time as the regular meal periods for that class. The snack may be provided by the school food service, the teacher, parents or other groups. The snack must comply with

the HealthierUS School Challenge and may not contain any foods of minimal nutritional value or consist of candy or dessert type items (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.).

[Alternatives to Using Food as a Reward - Michigan State University Extension](#)

[Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health – Center for Science in the Public Interest](#)

[Food for Thought Healthy Food Guidelines for Schools - Lexington-Fayette County Health Department](#)

[Non-Food Ways to Raise Funds and Reward a Job Well Done – Texas Department of Agriculture](#)

[Snack and Fundraisers – Sheridan, Wyoming](#)

[Suggestions for Nutritious Snacks – Texas](#)

***Guidelines should ensure that the school breakfast and lunch programs will meet the USDA requirements for Federal School Meal Programs.***

\*The school breakfast and lunch program will meet the USDA requirements for Federal School Meal Programs.

[Not Your Mother's Lunch Program – Minnesota Department of Children, Family, & Learning, Food and Nutrition Services](#)

During each school day the nutrition services program will offer breakfast and lunch that meet the guidelines of the USDA's National School Lunch and Breakfast Programs.

[Benefits of School Meal Participation – Action for Healthy Kids](#)

[Eating Breakfast Greatly Improves School Children's Diet Quality – United States Department of Agriculture](#)

\*The district shall maintain confidentiality of participation in the free and reduced meal program.

The school shall provide appealing and attractive meals to children that offer a variety of fruits and vegetables and ensure that half of the served grains are whole grain.

[Meal Marketing – Montana School Food Service Association, Hayes](#)

**USDA's Guidelines for Reimbursable School Meals require that meals:**

- ✓ meet the *Dietary Guidelines for Americans*.
- ✓ meet nutrient standards for protein, vitamin A, vitamin C, iron, calcium, and calories.
- ✓ do not exceed 30% of a child's daily requirement for fat or 10% for saturated fat.

Menus are planned with input from students and include local, cultural and ethnic favorites of the students.

The nutrition services department shall analyze the nutrient content of its weekly menus and provide this information to the public, if requested.

The school district will offer students the opportunity to eat breakfast in the classroom during regular instruction days.

[Breakfast for Learning – Food Research & Action Center](#)

[School Breakfast Programs Energizing the Classroom – Minnesota Department of Children, Families & Learning](#)

[School Breakfast Scorecard: 2004 - Food Research & Action Center](#)

The school will arrange bus schedules and utilize methods that encourage breakfast participation, including serving breakfast in the classroom and grab-and-go breakfasts.

Schools shall offer free universal school breakfast to all students regardless of income.

[Universal School Breakfast Programs – Food Research & Action Center](#)

[Breakfast Key to Academic Success – Western Dairy Council](#)

All schools shall offer breakfast and lunch during the school day as well as snacks for students in organized afterschool programs.

[Fact Sheet: Afterschool Snacks Program – United States Department of Agriculture](#)

[Afterschool Guide – Food Research & Action Center](#)

School personnel will offer no competitive foods for sale during the school day. Sale of food and beverage items by students is prohibited during school hours. It is the intention of the school district that students eat nutritious meals in the school cafeteria.

[Competitive Foods in Schools – Food Research & Action Center](#)

[EAT SMART: NORTH CAROLINA'S Recommended Standards for All Foods AVAILABLE in School – North Carolina Division of Public Health](#)

[National Consensus Panel on School Nutrition: Recommendations for Competitive Food Standards in California Schools - California Center for Public Health Advocacy](#)

The food service program will aim to be financially self-supporting. However, profit generation will not take precedence over the nutritional needs of the students. If subsidy is needed, it will not be from the sale of foods that compete nutritionally with reimbursable school meals.

All revenue accrued by schools from foods sold on school campuses shall be spent only on non-profit school nutrition service programs.

[Healthy Foods and Healthy Finances: How Schools Are Making Nutrition Changes That Make Financial Sense – Action for Healthy Kids](#)  
[Impact of Competitive Foods on the National School Lunch Program and School Breakfast Program – Action for Healthy Kids](#)

All schools shall make available, upon request, the nutritional content of food served and post a summary of laws and school district policies pertaining to nutrition.

\*Schools are regularly evaluated to ensure that the food served meets the approved nutritional standards.

Hazard Analysis and Critical Control Points (HACCP) guidelines are implemented.

For food safety reasons, access to the food service cooking and storage area is limited to nutrition staff only.

[A Biosecurity Checklist for School Foodservice Programs Developing a Biosecurity Management Plan - USDA](#)

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program. The program should run for at least six weeks between the last day of the academic school year and the first day of the following school year and, if possible, during the entire summer vacation.

“Hungry to Learn” Public Service Announcements – Wyoming Department of Education – requires Windows Media Player – click on title and follow media guide to select PSA.

[Clock](#)

[Nurse](#)

[Shakespeare](#)

[Football](#)

[Rulon Gardner – 30](#)

[Rulon Gardner - 60](#)

[Trent Blankenship](#)

***Additional guidelines for consideration.***

Parents and teachers will be encouraged to model healthy eating habits while on school property.

[Teachers as Lifestyle Role Models – USDA Team Nutrition](#)

The school district will discourage parents from bringing foods high in fat and low in nutrients to the cafeteria during meal times.

Food providers will be sensitive to the school environment in displaying logos and trademarks on school grounds.

Advertising messages are consistent with and reinforce the objectives of the education and nutrition environment goals of the school.

*\*regulatory based on USDA Federal Meal Program Guidelines*

# Component 4

## Other School-Based Activities Designed to Promote Student Wellness Goals

**Policies established under this category create a school environment that provides consistent wellness messages that promote healthy and pleasurable eating, enjoyable physical activity and respect for body-size differences. The entire school environment, not just the classroom or cafeteria, should be aligned with healthy school goals.**

## Sample Policy Wording

### Component 4: Other School-Based Activities Designed to Promote Student Wellness Goals



#### **Wyoming Success Story**

***“Big Horn Elementary is in our second year of having students attend recess before lunch. Student behavior has improved and there are fewer discipline problems in our cafeteria. Two adults are now able to supervise the lunch period, which used to require four people. Our students are consuming more food, reducing our daily trash from eight cans to two or three. Teachers report that students are entering the classroom after lunch ready to learn and they are not having to resolve playground conflicts.”***

**Brent Caldwell,  
Principal  
Sheridan County  
School District #1**

Recess is scheduled for elementary grades before lunch so that children will come to lunch less distracted and ready to eat.

[Recess Before Lunch – Wyoming Action for Healthy Kids](#)

[Recess Before Lunch – A Guide for Success – Montana Team Nutrition](#)

[What is Recess Before Lunch Policy? – Montana Team Nutrition](#)

School personnel will not deny a student’s participation in recess or other physical activity as a form of discipline, or cancellation of recess or other physical activity time for instructional make-up time.

[Relationship of Meal and Recess Schedules to Plate Waste in Elementary Schools – National Food Service Management Institute](#)

[Recess In Elementary Schools – National Association for Sport and Physical Education](#)

Dining room supervisory staff shall receive training in how to maintain a safe, clean, and pleasant eating environment.

Lunch periods are scheduled as near the middle of the day as possible.

School personnel will provide a clean, safe, enjoyable meal environment for students.

School staff will model appropriate meal-time behaviors and emphasize the positive social aspects of meal time to students.

Students shall have adequate time to eat, relax, and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.

The school will provide adequate time for students to enjoy eating healthy foods with friends, scheduled as near the middle of the school day as possible.

Convenient access to facilities for hand washing shall be available.

The district will provide enough space and serving areas to ensure student access to school meals with a minimum of wait time.

Safe drinking water will be available throughout the school day.

Through the school newsletter, the school district will provide information to parents on healthy and pleasurable eating, enjoyable physical activity, and respect for body-size differences.

Students are not permitted to leave school grounds during the school day to purchase food or beverages.

The school district shall promote healthy eating and enjoyable physical activity and respect for body-size differences, using posters, special promotions, media events, newsletters, and health fairs throughout the school year.

The school prohibits the use of food as a reward or punishment.

[Alternatives to Using Food as a Reward - Michigan State University Extension](#)

[Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health - Center for Science in the Public Interest](#)

[Non-Food Ways to Raise Funds and Reward a Job Well Done – Texas Department of Agriculture](#)

[Snack and Fundraisers – Sheridan, Wyoming](#)

[Suggestions for Nutritious Snacks – Texas](#)

School-based marketing of brands promoting low-nutrition foods and beverages is prohibited. The promotion of healthy foods - including fruits, vegetables, whole grains, and low-fat dairy products - is encouraged.

***“Providing non-food options for school fundraisers and classroom rewards has increased the level of awareness of healthy food choices for students, parents, and teachers.”***

**Carol Boal, RN, NCSN**

Advertisements in the school should be consistent with the goals of a healthy school nutrition environment.

[Food Marketing and Advertising Directed at Children and Adolescents: Implications for Overweight – Action for Healthy Kids](#)

[Guidelines for Responsible Food Marketing to Children – Center for Science in the Public Interest](#)

The district will ensure fundraising efforts are supportive of healthy eating and physical activity.

[Creative Financing & Fun Fundraising Ideas – Shasta County Public Health](#)

[Healthy Fundraisers for Schools: Tips from AFHK Members – Action for Healthy Kids](#)

# **Component 5**

## **Maintain a District Wellness Advisory Council and Monitor and Review the Policy**

**The goal of the council is to involve parents, students, school food service, teachers, administrators, and the public in the development of a healthy school nutrition environment; to assess the needs; to effectively use resources; and to establish a plan for development, implementation, and measurement of the policy.**

# Sample Policy Wording

## Component 5: Maintenance and Utilization of a District Wellness Advisory Council and Monitoring and Review of the Policy



The school district shall utilize a District Wellness Council.

[Nutrition and Physical Activity Advisory Committee \(NPAAC\): A Guide for Schools, Parents, and Communities – Arkansas Department of Health](#)

[Effective School Health Advisory Councils – Moving from Policy to Action – North Carolina Department of Public Instruction](#)

[Healthy Living, Healthy Learning – Wyoming Coordinated School Health Results of Site Visits](#)

[Developing School Health Councils – Wyoming Department of Education](#)

[Mobilizing Your Community – Wyoming Department of Education](#)

It is recommended that the District Wellness Advisory Council include: food service director/manager, dietitian, medical professional, school nurse, parent representative, student representative, teacher, school board member, PE/health teacher, family and consumer science teacher, and community members.

[Coalition Building: Tips and Techniques – Action for Healthy Kids](#)

[Tips for Engaging Decision-Makers – Action for Healthy Kids](#)

Each school's administrator shall ensure compliance with all federal, state, and local regulations pertaining to the wellness policy.

The district shall prepare an annual report for the school board and the public on the progress toward meeting policy goals.

***“The success of any school health initiative hinges largely on the ability to build support for and sustain efforts through policy. A diverse wellness council comprised of educators, community members and staff is a vital element for effective policy development. The breadth of experience a wellness council can provide cannot be assumed. Utilizing a council in such a way fosters ownership; another key element in policy development.”***

***Jesus Rios  
Coordinated School  
Health Director  
Sheridan County SD #2***

The Wellness Council shall: conduct an assessment to provide a baseline on each element of the wellness policy, evaluate the policy to provide information on the extent to which the policy is being implemented, and conduct an outcome evaluation to determine the impact of the wellness policy on Body Mass Index (BMI), food intake, physical activity, sedentary activity, body image/eating disorders and self-efficacy.

[Weighing the Risks and Benefits of BMI Reporting in the School Setting – University of California, Berkeley](#)

The Wellness Council shall evaluate each school's healthy school nutrition environment using an established assessment tool during the final quarter of the school year. The council will then report to the school board its recommendations for improvements during the next school year.

[Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity – Action for Healthy Kids](#)

***Resources that will help assess your school's needs.***

[Changing the Scene – School Improvement Checklist – United States Department of Agriculture, Team Nutrition](#)

[Michigan Team Nutrition Healthy School Nutrition Environment Modified Improvement Checklist](#)

[School Health Index: a Self-Assessment and Planning Guide, Elementary School 2004 – Centers for Disease Control and Prevention](#)

[CDC School Health Index: a Self-Assessment and Planning Guide, Middle and High School 2004 - Centers for Disease Control and Prevention](#)

[Keys to Excellence: Standard of Practice for Nutrition Integrity – School Nutrition Association](#)

The District Wellness Council will build awareness among education and health leaders, administrators, teachers, food-service staff, coaches, nurses and other school staff, as well as community and business leaders and the media about the contribution of proper nutrition and physical activity to the maintenance of lifelong healthy weight.

[Preventing Childhood Obesity – Western Dairy Council](#)

[Communities Can Play a Role in Preventing Childhood Obesity – Institute of Medicine](#)

[Parents Can Play a Role In Preventing Childhood Obesity – Institute of Medicine](#)

[Schools Can Play a Role In Preventing Childhood Obesity – Institute of Medicine](#)

The District Wellness Council will educate education leaders, administrators, teachers, staff and parents about the importance of school physical education and nutrition programs and policies.

[Healthy School Nutrition Environment – Western Dairy Council](#)

The District Wellness Council will motivate community members, education leaders, administrators, teachers and other school staff to take action toward a healthy school environment, based on research linking good nutrition and physical activity with academic performance.

[The Role of Sound Nutrition and Physical Activity in Academic Achievement – Action for Healthy Kids](#)

[Becoming a Champion for Nutrition at School - HAYES](#)

“Hungry to Learn” Public Service Announcements – Wyoming Department of Education – requires Windows Media Player – click on title and follow media guide to select PSA.

[Clock](#)

[Nurse](#)

[Shakespeare](#)

[Football](#)

[Rulon Gardner – 30](#)

[Rulon Gardner - 60](#)

[Trent Blankenship](#)

The District Wellness Council will educate parents, teachers, coaches, staff and other adults in the community about the importance they hold as role models for children and teach them how to be models for healthy eating and regular physical activity.

[Teachers as Lifestyle Role Models – United States Department of Agriculture, Team Nutrition](#)

The District Wellness Council will develop strategies for parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.

The District Wellness Council will educate students, teachers, staff and parents about the importance of body-size acceptance and the dangers of unhealthy weight-control practices.

[Guidelines for Collecting Heights and Weights on Children and Adolescents in School Settings – University of California, Berkeley](#)

[Guidelines for Childhood Obesity Prevention Programs: Promoting Healthy Weight in Children - Weight Realities Division of the Society for Nutrition Education](#)

The District Wellness Council will develop sensitivity of staff to the problems encountered by the overweight child.

***“I appreciate it when the school district involves me regarding decisions that affect my children’s environment. My children spend the majority of their day at school, and I want them to have the opportunity to make healthy choices at school and at home.”***

**Kara Gann  
Wyoming Parent and Community Member**

# ***Sample Nutrition and Physical Activity Guidelines and Policies***



*The policies listed below are provided as resources and have not been endorsed by Wyoming Action for Healthy Kids*

[Arkansas' Child Health Advisory Committee Recommendations – Arkansas Department of Health](#)

[Arizona Healthy School Environment Model Policy – Arizona Action for Healthy Kids](#)

[Changing the Scene: Improving the School Nutrition Environment—A Guide to Local Action – United States Department of Agriculture, Team Nutrition](#)

[Colorado School Site Resource Kit Implementation Guide for the Colorado Physical Activity and Nutrition State Plan 2010 - Colorado Physical Activity and Nutrition Program](#)

[EAT SMART: NORTH CAROLINA'S Recommended Standards for All Foods AVAILABLE in School – North Carolina Division of Public Health](#)

[Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People – Centers for Disease Control and Prevention](#)

[Guidelines for School Health Programs to Promote Lifelong Healthy Eating – Centers for Disease Control and Prevention](#)

[Model Local School Wellness Policies on Physical Activity and Nutrition National Alliance for Nutrition and Activity](#)

[North Carolina State Board of Education Policy Manual](#)

[Nutrition Guidelines for Schools – Action for Healthy Kids](#)

[Nutrition Policy – Cortland City, NY](#)

[Nutrition Policy - Hudson Falls, NY](#)

[Nutrition Policy - Judson ISD, TX](#)

[Nutrition Policy - Mercedes, Texas](#)

[Nutrition Policy – New Jersey Department of Agriculture](#)

[National Association of State Boards of Education – Sample Policies to Encourage Physical Activity](#)

[National Association of State Boards of Education – Sample Policies to Encourage Healthy Eating](#)

[Comprehensive School Nutrition Policy – Comprehensive School Nutrition Policy Task Force](#)

[Recess Before Lunch – A Guide for Success – Montana Office of Public Instruction](#)

[School District Nutrition & Physical Activity Model Policy Language - Rhode Island Healthy Schools Coalition](#)

[The Role of Michigan Schools in Promoting Healthy Weight – Michigan Department of Education](#)

[Local Wellness Policy Guidelines – School Nutrition Association](#)

[Recommendations for Improving Student Nutrition and Physical Activity – South Carolina Department of Education](#)

[Texas Public School Nutrition Policy – Texas Department of Agriculture](#)

[What's Right for Kids – Improving the School Nutrition Environment – Wisconsin Department of Public Instruction](#)

# Sample Policy

## Wyoming Action for Healthy Kids Endorsed Policy



### Intent:

(School District Name) shall promote student wellbeing and academic achievement by supporting quality nutrition and physical activity as part of the learning environment. The district recognizes that collaborating with parents, students, school personnel, health professionals, and community members is the most effective method of creating a healthy environment where children can learn about and adopt positive lifestyle habits that are essential for students to achieve their full academic potential, as well as lifelong good health and wellbeing.

### Rationale:

Healthy eating patterns, respect for body-size differences, and physical activity are essential for students to reach their academic potential, full physical and mental growth, and lifelong health and wellbeing. Recent studies have shown a strong link among nutrition, physical activity and learning. Positive correlations have been made regarding academic performance as measured by test scores, concentration, tardiness, attendance rates, and discipline.

Healthy eating and physical activity are also clearly linked to the reduced risk for mortality and development of many chronic diseases. Over the past 20 years the percentage of overweight children has doubled and the percentage of overweight adolescents has tripled. Being overweight increases the risk of children developing Type 2 diabetes, asthma, and cardiovascular problems such as high blood pressure, elevated cholesterol levels, as well as some forms of cancer. Overweight children often experience low self-esteem and even depression. In economic terms, the effects of students' poor nutrition and physical activity patterns can potentially cost vital dollars to schools each year.

Because students are in school for a substantial portion of the day, school districts have a responsibility to help students establish and maintain lifelong, healthy and enjoyable eating and physical activity patterns, while creating environments that reflect respect for body-size differences.

Increasing evidence suggests that schools are more effective in preventing long-term health problems when they work together with students, parents, and the community. A school wellness council that includes parents, community leaders, health professionals, students, and school personnel can facilitate communication, efficiently use resources, and provide consistency in decision making.

## **Nutrition Education:**

- Students in grades K-12 will receive behavior-focused nutrition education that is interactive and teaches the knowledge, attitudes, skills and behaviors they need to adopt healthy and enjoyable eating habits that last a lifetime.
- State and district health education curriculum standards and guidelines are met or exceeded.
- The staff teaching nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program. Professional development activities will provide basic knowledge of nutrition, combined with skills practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits and the importance of body-size acceptance.
- Nutrition education is integrated into the core curriculum (e.g., math, science, language arts, and social studies).
- The school cafeteria offers a “learning laboratory” to link the lessons learned in the classroom with the practice of making health-promoting food choices.
- Students receive consistent nutrition messages throughout the school, classroom, cafeteria, home, community and local media.
- The school district will build awareness among teachers, food-service staff, coaches, nurses and other school staff about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness.
- The school district will encourage parents, teachers, school personnel, and students to serve as role models in practicing healthy eating and being physically active.

## **Physical Education:**

- State and district physical education curriculum standards and guidelines are met or exceeded.
- Students in grades K-12 will receive behavior-focused physical education that actively engages all youth, regardless of skill level, and that teaches the knowledge, attitudes, skills and behaviors that students need to adopt and enjoy a physically active lifestyle.
- The school district will provide ongoing professional training and development for staff in the area of physical activity.
- All physical education classes have a student/teacher ratio comparable to other classes.
- The school district does not allow courses or activities to be substituted for physical education.
- All students in grades K-12, including students with disabilities, will receive daily physical education of 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students for the entire school year.
- Physical activity programs are carried out in environments that reflect respect for body-size differences and varying skill levels.
- Students will be provided several opportunities, approximately every two hours for physical activity lasting 15 minutes.
- The school district shall provide elementary students a daily recess of at least 20 minutes. Recess will be scheduled before lunch.

- Physical activity opportunities will focus on individual activities in addition to competitive and non-competitive team sports.
- Students will be given opportunities for physical activity during the school day through daily recess periods, elective physical education (PE) classes, walking programs, and the integration of physical activity into the academic curriculum.
- The school district provides an environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.
- The school will encourage families and community members to support programs outside of the school that encourage physical activity.

### **Nutrition Standards for All Foods Available on Each School Campus During the School Day:**

- The school district shall use the *Dietary Guidelines for Americans*, the USDA School Meal Program requirements, and the criteria for the USDA HealthierUS School Challenge when deciding what foods and beverages will be available to students through:
  - Vending machines
  - A la carte
  - Snacks
  - Fundraisers
  - Concession stands
  - Student stores
  - School parities/celebrations
- A school authority will be responsible for monitoring the content of food and beverages in vending machines and school stores to ensure that only health-promoting foods are available for sale to students.
- During each school day the nutrition services program will offer breakfast and lunch that meet the guidelines of the USDA's National School Lunch and Breakfast Programs.
- Classroom snacks feature healthy choices.
- Beverages offered in vending machines must meet the following requirements: water, 100% juice, or milk.
- The sale of foods of minimal nutritional value shall be prohibited throughout the school grounds between the start of the school day and the end of the last lunch period. This prohibition applies to all food sales on school grounds, including sales from kiosks, vending machines, or school bookstores.
- Schools may not sell any food (in vending machines, school stores, or otherwise) that competes with the School Meal Programs from the beginning of the school day until the end of the last lunch period. Schools may, however, sell 100% juice, water and milk throughout the entire school day.
- The school shall provide appealing and attractive meals to children that offer a variety of fruits and vegetables and ensure that half of the served grains are whole grain.
- The promotion of healthy foods - including fruits, vegetables, whole grains, and low-fat dairy products - is encouraged.
- Menus are planned with input from students and include local, cultural, and ethnic favorites of the students.

- The school will arrange bus schedules and utilize methods that encourage breakfast participation, including serving breakfast in the classroom and grab-and-go breakfasts.
- Hazard Analysis and Critical Control Points (HACCP) guidelines are implemented.
- Parents and teachers will be encouraged to model healthy eating habits while on school property.
- Advertising messages are consistent with and reinforce the objectives of the education and nutrition environment goals of the school.

### **Other School-Based Activities Designed to Promote Student Wellness Goals:**

- Recess is scheduled for elementary grades before lunch so that children will come to lunch less distracted and ready to eat.
- School personnel will not deny a student's participation in recess or other physical activity as a form of discipline, or cancellation of recess or other physical activity time for instructional make-up time.
- Dining room supervisory staff shall receive training in how to maintain a safe, clean, and pleasant eating environment.
- Lunch periods are scheduled as near the middle of the day as possible.
- Students shall have adequate time to eat, relax, and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.
- The district will provide enough space and serving areas to ensure student access to school meals with a minimum of wait time.
- Convenient access to facilities for hand washing shall be available.
- Safe drinking water will be available throughout the school day.
- The school district shall promote healthy eating and enjoyable physical activity and respect for body-size differences, using posters, special promotions, media events, newsletters, and health fairs throughout the school year.
- The school prohibits the use of food as a reward or punishment.
- The district will ensure fundraising efforts are supportive of healthy eating and physical activity.

### **Maintain a District Wellness Advisory Council and Monitor and Review the Policy:**

- The school district shall utilize a District Wellness Advisory Council.
- It is recommended that the District Wellness Advisory Council include: food service director/manager, dietitian, medical professional, school nurse, parent representative, student representative, teacher, school board member, PE/health teacher, family and consumer science teacher, and community members.
- Each school's administrator shall ensure compliance with all federal, state, and local regulations pertaining to the wellness policy.
- The district shall prepare an annual report for the school board and the public on the progress toward meeting policy goals.
- The Wellness Council shall evaluate each school's healthy school nutrition environment using an established assessment tool during the final quarter of the school year. The council will then report to the school board its recommendations for improvements during the next school year.

- The District Wellness Council will educate education leaders, administrators, teachers, staff and parents about the importance of school physical education and nutrition programs and policies.
- The District Wellness Council will develop strategies for parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
- The District Wellness Council will educate students, teachers, staff and parents about the importance of body-size acceptance and the dangers of unhealthy weight-control practices.

# Considerations for Pre-Kindergarten Policy Nutrition Education

*“Young children are not immune to the health crisis facing American school age youth and adults. Fatty streaks around the aorta, obesity, and physical inactivity are just a few health risks that have been reported in children as young as three years of age. Since adult health is believed to be rooted, in part, in childhood health practices, early intervention is critical. Healthy preschoolers make healthy children, and healthy children make better students.”*

Tami Benham Deal, PED  
Associate Professor  
Division of Kinesiology and Health  
University of Wyoming

## Policy Considerations

# General Early Childhood Policy



Although this Toolkit does not address pre-kindergarten programs, it is critical that policies and guidelines are in place for this population. The underlying principles for pre-K programs are fundamentally the same as K-12 programs. Research-based, developmentally appropriate practice standards and policies in nutrition and physical activity help us all to gain through increased understanding of the learning experiences that contribute to children's long-term health and wellbeing. Additional information can be obtained for pre-kindergarten policies and programs in the Web Resources section.

### **General Early Childhood Policy Web Sites**

The National Association for the Education of Young Children (NAEYC) focuses on improving the quality of services for children from birth through age 8. All NAEYC Position Statements are online and downloadable. The *Young Children* Searchable Index contains article information and annotations of articles published since 1985. A search form helps locate articles of interest and need. <http://www.naeyc.org/resources>

Links to sites with information, research, and policies pertaining to pre-kindergarten programs. [http://www.naeyc.org/ece/critical/state\\_preK.asp](http://www.naeyc.org/ece/critical/state_preK.asp)

*Caring for Our Children: National Health & Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2<sup>nd</sup> ed.* (2002) is a joint collaborative project of the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care. This manual includes basic standards of practice to ensure the health and safety of young children in early education, a rationale for each standard, and comments with background information or additional resources to help meet the guidelines. Chapter 4, "Nutrition and Food Service," includes guidelines for health education, a sample nutrition plan, and policy. The appendices also provide information on food components for infants, preschoolers, and school-agers, infant feeding policies, and child care food service staff requirements. Although this publication is written for child care, the standards, guidelines and policies are very appropriate for early childhood programs in the public schools. The publication is available to download from the Web at <http://nrc.uchsc.edu/CFOC/index.html>.

[Model Child Care Health Policies](#), 4<sup>th</sup> ed. (2002) is available by clicking on the title. These policies were created from more than 100 early childhood/child care policies that were submitted to a team of pediatric nurses. They have been revised according to comments from early childhood/child care providers and health care professionals. Many of these policies are appropriate for school districts.

## **Component I: Nutrition Education**

*Starting Early: Food and Nutrition Education for Young Children* includes sample policies based on a United Kingdom research study and can be downloaded from this site.

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3672>

National Network for Child Care homepage with many links pertaining to early childhood nutrition policies, nutrition education, obesity, USDA Child and Adult Care Food program and others.

[http://cyfernet.ces.ncsu.edu/cyfdb/browse\\_2pageAnncc.php?subcat=Nutrition+and+Diet&search=NNCC&search\\_type=browse](http://cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat=Nutrition+and+Diet&search=NNCC&search_type=browse)

## **Component II: Physical Activity**

*Appropriate Practices in Movement for Young Children, Ages 3-5, Appropriate Practice for Elementary Physical Education, Middle School Physical Education, and High School Physical Education* all can be downloaded from this site.

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

*Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years.* Guidelines and information for teachers, parents, caregivers, and health-care professionals who are interested in promoting physical activity for infants, toddlers, and preschoolers. This publication from the National Association for Sport and Physical Education can be purchased from this site.

[http://www.aahperd.org/naspe/template.cfm?template=ns\\_active.html](http://www.aahperd.org/naspe/template.cfm?template=ns_active.html)

*Recess in Public Schools, 2001.* Scroll down to Physical Education and then the title to download this article. <http://www.aahperd.org/naspe/template.cfm?template=position-papers.html>

For health and physical education teachers, parents, administrators, and students – this site provides the latest information about developmentally appropriate physical education programs for children and youth. It includes a Preschool Physical Education section, plus an e-mail newsletter, equipment sources, and links to other sites.

<http://www.pecentral.com>

Sources and links are given for helping to adapt physical education for children with disabilities and developmental delays.

<http://www.pecentral.org/adapted/adaptedmenu.html>

## **III. Nutrition Standards**

*The Food Guide Pyramid for Young Children.* Food Pyramids in various sizes in PDF files that you can download from the Center for Nutrition Policy and Promotion.

<http://www.usda.gov/cnpp/KidsPyra/>

# Wellness Policy

## Web Resources



### **Action for Healthy Kids (AFHK)**

[www.actionforhealthykids.org/](http://www.actionforhealthykids.org/)

Action for Healthy Kids (AFHK) is a nationwide initiative dedicated to improving the health and educational performance of children through better nutrition and physical activity in schools. This site provides tools, resources, and contacts.

### **American Cancer Society**

<http://www.cancer.org/docroot/home/index.asp>

The American Cancer Society (ACS) is a nationwide, community-based voluntary health organization. This site provides tools, resources and contact information.

### **American Dental Association**

<http://www.ada.org/public/topics/diet.asp>

This American Dental Association website contains resources related to diet and oral health, including position papers and public service announcements.

### **BeefNutrition.org (National Cattlemen's Beef Association)**

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

Parent education handouts, presentation graphics, and body-image resources for adolescents are just a few of the materials available for downloading.

### **The Body Positive**

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

Through videos, workshops and consulting, the creators of Body Positive teach young people how to have a positive body image and a healthy relationship with food.

### **Brain Breaks**

<http://www.emc.cmich.edu/brainbreaks/>

Physical activity ideas for elementary classroom teachers developed by the Michigan Department of Education.

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

[www.cdc.gov/nccdphp/dnopa/](http://www.cdc.gov/nccdphp/dnopa/) and [www.cdc.gov/HealthyYouth/index.htm](http://www.cdc.gov/HealthyYouth/index.htm)

Provides resources on nutrition and physical activity issues. Contains surveillance data (including maps of obesity prevalence); pediatric growth charts; and several national campaigns, such as *Kids Walk-to-School* and *Turn Off Your TV*.

### **Center for Health and HealthCare in School**

<http://www.healthinschools.org/home.asp>

The Center for Health and HealthCare in School was established to explore ways to strengthen the wellbeing of children and youth through effective health programs and health-care services in schools. CHHCS publishes monthly E-journal of policies, news alerts, grant alerts, policy analyses, etc.

### **Center for Science in the Public Interest**

[www.cspinet.org/schoolfoodindex.html](http://www.cspinet.org/schoolfoodindex.html)

CSPI has been a strong advocate for nutrition and health, food safety, alcohol policy, and sound science since 1971. Includes information on portion-size recommendations, healthy beverage and snack options for vending, healthy fundraising alternatives, and success stories from schools.

### **Center for Weight and Health (University of California, Berkeley)**

[www.cnr.berkeley.edu/cwh/](http://www.cnr.berkeley.edu/cwh/)

The site features links to literature, research, surveys, funding, and information on reversing childhood obesity trends.

### **Dole 5 A Day**

[www.dole5aday.com/](http://www.dole5aday.com/)

An excellent site about fruit and vegetable facts, recipes, and fun with sections for kids, parents, teachers, and school foodservice.

### **Eat Smart, Move More ... North Carolina**

[www.eatsmartmovemorenc.com/](http://www.eatsmartmovemorenc.com/)

This initiative promotes increased opportunities for physical activity and healthy eating through policy and environmental change.

### **Food Research and Action Center (FRAC)**

<http://www.frac.org/html/resources/contact.html>

FRAC is a leading national organization working to improve public policies to eradicate hunger and under nutrition in the United States. Founded in 1970 as a public-interest law firm, FRAC is a nonprofit and nonpartisan research and public policy center that serves as the hub of an anti-hunger network of thousands of individuals and agencies across the country.

### **Healthy School Food Coalition**

[http://departments.oxy.edu/uepi/cfj/cfj\\_LA\\_sodaban.htm](http://departments.oxy.edu/uepi/cfj/cfj_LA_sodaban.htm)

Los Angeles Unified School District banned carbonated soft drink sales in all district schools. This site offers a guide to the strategies used in LA and other school nutrition information.

### **Healthy School Meals Resource System (US Department of Agriculture)**

<http://schoolmeals.nal.usda.gov/>

The Healthy School Meals Resource System (HSMRS) provides information to persons working in USDA's Child Nutrition Programs.

### **KidsRunning.com**

<http://www.kidsrunning.com/index.html>

Website devoted to promoting the sport of running for kids so that they can enjoy the benefits of a fit and healthy lifestyle both at school and home. Includes strategies developed by a creative teacher to incorporate healthy snacking and physical activities into elementary and special education classrooms.

### **Minnesota Team Nutrition Toolkit**

<https://fns.state.mn.us/FNSProg/NSLP/NSLPResource.htm#toolkit>

Provides tools for enhancing school nutrition environments, including handouts for parents and students.

### **National Association of State Boards of Education:**

[www.nasbe.org/HealthySchools/physical\\_activity.html](http://www.nasbe.org/HealthySchools/physical_activity.html)

A variety of sample policies are available from the National Association of State Boards of Education.

### **National Association for Sport and Physical Education**

<http://www.aahperd.org/NASPE/>

The National Association for Sport and Physical Education seeks to enhance knowledge and professional practice in sport and physical activity through scientific study and dissemination of research-based and experiential knowledge to members and the public.

### **National Association of State Boards of Education (NASBE)**

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

This resource shares sample school health policies plus policies to encourage physical activity and healthy eating.

### **National PTA**

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

National PTA is the largest volunteer child advocacy organization in the United States. A not-for-profit association of parents, educators, students, and other citizens active in their schools and communities, PTA is a leader in reminding our nation of its obligations to children.

### **National School Foodservice Management Institute**

[www.nfsmi.org/index.html](http://www.nfsmi.org/index.html)

NSFMI offers training in Child Nutrition Management, a catalog of materials for child nutrition professionals, and research studies on foodservice and healthy school nutrition environments.

### **Nutrition Explorations**

[www.nutritionexplorations.org/](http://www.nutritionexplorations.org/)

Download 2<sup>nd</sup> and 4<sup>th</sup> grade Five Food Group classroom programs that integrate language arts and more. Provides dozens of fun and easy ways to teach and learn nutrition with in-depth sections for parents, teachers, and school foodservice professionals.

### **PASA (Parent's Advocating School Accountability)**

<http://pasaorg.tripod.com/nutrition/nutrition.html>

This parent group in San Francisco (CA) has supported extensive changes in the nutrition environment of SFUSD schools. Site includes detailed information about those changes, links to other sites, and an archive of school nutrition news.

### **PE4life**

<http://pe4life.org/about.php>

Inspires active, healthy living by advancing the development of quality, daily physical education programs for all children.

### **President's Challenge ~ You're It. Get Fit!**

[www.presidentschallenge.org/](http://www.presidentschallenge.org/)

Physical activity and awards program for Americans of all ages. Activity logs for kids, teens, and adults (register your whole school), as well as online tools and award ideas.

### **Project LEAN (Leaders Encouraging Activity and Nutrition)**

[www.californiaprojectlean.org/](http://www.californiaprojectlean.org/)

California Project LEAN, from the Public Health Institute, supports several projects, including a *Superintendent's Challenge*, as well as *Food on the Run: Your Energy Wake Up Call*, a site with nutrition and activity solutions for teens.

### **School Nutrition Association**

[www.asfsa.org/](http://www.asfsa.org/)

SNA represents members who work in school nutrition programs all across the USA. The site features news, research, and free promotional kits for school meals.

### **Take 10!**

[www.take10.net/](http://www.take10.net/)

**Take 10** is a classroom-based physical activity program for kindergarten to fifth grade students, which is linked to academic learning objectives. The goal is to get American kids moving more – ten minutes at a time - which complements existing physical education and recess options.

### **Team Nutrition – USDA**

[www.fns.usda.gov/tn/Default.htm](http://www.fns.usda.gov/tn/Default.htm)

The Team Nutrition program provides materials, kits, and local success stories to enhance school nutrition environments.

### **USDA Team Nutrition ~ HealthierUS School Challenge**

[www.fns.usda.gov/tn/HealthierUS/index.htm](http://www.fns.usda.gov/tn/HealthierUS/index.htm)

The HealthierUS School Challenge recognizes schools that take steps to improve their school meal programs, to address the problems of obesity, and to encourage other schools to follow their lead.

### **Texas Department of Agriculture ~ Child Nutrition Programs**

[http://www.squaremeals.org/fn/home/page/0,1248,2348\\_0\\_0\\_0,00.html](http://www.squaremeals.org/fn/home/page/0,1248,2348_0_0_0,00.html)

Details on the statewide policy on competitive foods, along with resources to help implement a Healthy School Nutrition Environment.

### **SPARK: The New PE**

[www.sparkpe.org/](http://www.sparkpe.org/)

SPARK's training and tools promise PE classes that are more inclusive, active, and fun. SPARK offers programs for Early Childhood, Elementary and Middle School Physical Education, Lifelong Wellness, and Afterschool Recreation.

### **VERB™: It's What You Do**

[www.verbnow.com/](http://www.verbnow.com/)

VERB™ is CDC's physical activity website aimed at ages 8 to 12. The site provides ways to record activities and win prizes – along with videos of dance moves, skateboarding tricks, and BMX bike actions.

**Wisconsin Department of Education**

<http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/tn.html>

The Wisconsin Department of Public Instruction has a number of tools, materials and resources available on its Team Nutrition web page that are designed to assist schools and community partners in addressing children's nutrition and fitness.

**Wheat Foods Council: The Grains Information Center**

[www.wheatfoods.org/](http://www.wheatfoods.org/)

Recipes, research updates, and professional resources about grains.

**WIN Wyoming**

<http://www.uwyo.edu/winwyoming/>

WIN Wyoming/Wellness in Wyoming educates people to respect body-size diversity and to enjoy the benefits of active living, pleasurable and healthful eating and positive self-image.

# Definitions

**A La Carte:** Refers to individually priced food items provided by the school nutrition services department. These items may or may not be part of the reimbursable meal.

**Competitive Foods:** Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program and/or Afterschool Snack Program. This definition includes, but is not limited to, food and beverages sold or provided in vending machines, in school stores or as part of school fundraisers. School fundraisers include food sold by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company or organization.

**Dietary Guidelines for Americans:** Refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.

**Extracurricular activities:** Refers to school-sponsored voluntary programs that supplement regular education and contribute to the educational objectives of the school.

**FMNV:** Foods of Minimal Nutritional Value. Refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the U. S. Department of Agriculture under the child nutrition programs.

## FOODS OF MINIMAL NUTRITIONAL VALUE (FMNV)

FMNV are foods that do not meet the minimum nutritional requirements specified by the USDA. In the case of artificially sweetened foods, these provide less than 5 percent of the United States Reference Daily Intakes (U.S. RDI) for each of eight specified nutrients per serving. In the case of all other foods, these provide less than 5 percent of the U.S. RDI for each of eight specified nutrients per 100 calories and per serving.

FMNV cannot be sold in food service areas during the meal periods. These foods also cannot be given away as part of a reimbursable meal, even as an incentive for increased participation. These FMNV are:

1. **Soda Water:** A class of beverages made by absorbing carbon dioxide in potable water. No product shall be excluded from this definition because it contains artificial sweeteners or discreet nutrients added to the food such as vitamins, minerals and protein.
2. **Water Ices:** As defined by the governing Code of Federal Regulations (CFR) under 21 CFR 135.170 Food and Drug Administration. Water ices containing fruit or fruit juices are not included in this definition. When purchasing the fruit ices, watch the labeling so that a reasonable amount of fruit or fruit juice is included in the product.
3. **Chewing Gum:** Flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

4. **Certain Candies:** Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients and characterized as the following types:
- a. **Hard Candy:** A product made predominantly from sugar (sucrose) and corn syrup, which may be flavored and colored, that is characterized by a hard, brittle texture. It includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after-dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jawbreakers, and cough drops.
  - b. **Jellies and Gums:** A mixture of carbohydrates combined to form a stable, gelatinous system of jelly-like character, and are generally flavored and colored. This category includes gumdrops, "Gummy Bears," jelly beans, and jellied, fruit-flavored slices.
  - c. **Marshmallow Candy:** An aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.
  - d. **Fondant:** A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.
  - e. **Licorice:** A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root. Similar products include "Twizzlers" and other such items.
  - f. **Spun Candy:** A product that is made from sugar that has been boiled at a high temperature and spun at a high speed in a special machine.
  - g. **Candy-Coated Popcorn:** Popcorn that is coated with a mixture made predominately from sugar and corn syrup.

#### [Exemptions Under the Competitive Foods Regulation and additional information](#)

##### [Foods of Minimal Nutritional Value Competitive Foods Rule](#)

**Food Service:** Refers to the school's operation of the National School lunch Program, School Breakfast Program and Afterschool Snack Programs and includes all food service operations conducted by the school principally for the benefit of school children, all of the revenue from which is used solely for the operation or improvement of such food services.

**Fried Foods:** Foods that are cooked by total immersion into hot oil or other fat, commonly referred to as "deep fat frying." This definition does not include foods that are stir-fried or sautéed.

**Fruit or Vegetable Drink:** Beverages labeled as containing fruit or vegetable juice in amounts less than 100 percent.

**Fruit or Vegetable Juice:** Beverages labeled as containing 100 percent fruit or vegetable juice.

**Health-related physical fitness:** Refers to cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

**Healthy School Nutrition Environment:** A healthy school nutrition environment gives students consistent, reliable health information - and ample opportunity to use it. For example, in a healthy environment:

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

**Interscholastic athletics:** Refers to organized individual and team sports that involve more than one school.

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

**Physical Education:** A planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional, and social development, and should promote activities and sports that all students enjoy and can pursue throughout their lives. Qualified, trained teachers teach physical education.

**Recess:** Refers to regularly scheduled periods within the school day for unstructured physical activity and play.

**School Day:** The school day begins with the start of the first breakfast period and continues until the end of the last instruction period of the day (last bell).

**School Meals:** Meals provided under the National School Lunch Program, School Breakfast Program and Afterschool Snack Program for which schools receive reimbursement in accordance with all applicable federal regulations, policies, instructions and guidelines.

**Snacks:** Defined as either competitive foods or a la carte (see definitions above), depending on whether or not they are provided by the school nutrition services department.

**Trans Fat:** Occurs in foods when manufacturers use hydrogenation, a process in which hydrogen is added to vegetable oil to turn the oil into a more solid (saturated) fat. Trans fats may be found in such foods as margarine, crackers, candies, cookies, snack foods, fried foods, baked goods, salad dressings and other processed foods.

**Vigorous physical activity:** Refers to exertion that makes a person sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, and similar aerobic activities.

# Toolkit Evaluation Form



Tell us what you think! Your feedback will help us to evaluate and improve the Wyoming Action for Healthy Kids Wellness Policy Toolkit.

Name  
(optional): \_\_\_\_\_

School District (optional): \_\_\_\_\_

Position  
(optional): \_\_\_\_\_

How did you obtain the AFHK Wellness Policy Toolkit? \_\_\_\_\_

## Please choose the appropriate response:

1. I used the Wellness Policy Toolkit as a guide to create my school district's wellness policy.

Yes

No

2. I used the Wellness Policy Toolkit resources to improve the learning environment in my school.

Yes

No

3. The Toolkit made developing a Wellness Policy easier.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

4. Did the Toolkit increase your awareness of the importance of physical activity and nutrition in schools?

- Yes
- No

5. Was the toolkit format easy to follow?

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

6. How can the Toolkit be improved?

THANK YOU FOR YOUR INPUT!

**Please send your completed form to:**

Judy Barbe  
WYAFHK  
PO Box 1480  
Mills, WY 82644