Creating Healthy Policies in Schools Toolkit: Healthy Foods

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About this Toolkit

This toolkit is to empower child nutrition directors and district administrators to be leaders, equip them with tools and materials to ask for change, and successfully implement healthy policies and practices. Additionally, example policy language, along with key research articles and resources to support communication and implementation, are included. This toolkit is best used with a group of key stakeholders leading its process. Stakeholders could include representation from district adminstration, child nutrition, district wellness committee, plus community, student, and family members.

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Introduction to the Importance of School Wellness and Nutrition Policies

School wellness policies are an important, low-cost approach for school districts to ensure that healthy eating and physical activity interventions are implemented across their district. Effective school wellness policies support a culture of health within a school community by establishing procedures that make the healthy choice the easy choice for students, staff, and families.

Self-Assessments: Page 8

The self-assessment gauges your district's policies and policy implementation. A step by step guide for using the assessment tool is provided. Self-Assessments are available for Healthy Foods, Community Support, and Communicating the Vision.

Healthy School Meals: Page 35

What are healthy school meals and how do we best provide them?

Child nutrition plays an important role in the overall health and wellbeing in an individual's life.

Community Support: Page 41

How do we get community support for our wellness program?

Community partnerships and support are an important, but often forgotten, component in the success of school wellness policies.

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What are the strategies to communicate wellness policies and information?

Consistent messaging will reinforce the value of students' health and well-being.

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Glossary and Citations

A comprehensive glossary offers the definitions of many of the concepts and terms in Wellness Committee topics. Also an extensive bibliography is provided for citations.

School Wellness Policy

WHAT ARE SCHOOL WELLNESS POLICIES AND HOW DO WE DEVELOP NEW ONES?

A school wellness policy is a document that guides a school district's efforts to establish a school environment that promotes students' health, wellbeing, and ability to learn.[1] School wellness policies are an important, low-cost approach for school districts to ensure that healthy eating and physical activity interventions are implemented across their district. Effective school wellness policies support a culture of health within a school community by establishing procedures that make the healthy choice the easy choice for students, staff, and families.[2]

Schools play an important role in the health of children and adolescents. The majority of children in the U.S. are enrolled in schools where they typically spend 6 hours a day for up to 13 years of their lives.[3,4] Schools are an important setting in the community to implement interventions that address preventable health issues among children.[5-7] Schools can provide children opportunities to consume nutritious meals and snacks, engage in regular physical activity, and learn about the importance of nutrition and healthy eating. School wellness policies should include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.[8]

School wellness policies should be developed, implemented, and monitored by a wellness committee. In addition to monitoring school health and wellness policies, this committee also advises the school district on school health issues and organizes health-promotion programs or events for the district.[9] Wellness committees typically consist of 6-12 members and include school staff, school health professionals, students, families, and community members. The wellness committee should represent the diversity of your school district and community and include individuals that are passionate about child health, have an influence within the school or community, and are able to commit time to support the wellness committee's goals.[9] Initial meetings should identify priority topics, develop an action plan, and set a regular meeting schedule.[9] Typically, school wellness committees meet at least four times per year, however they can meet more frequently if so desired.

Self Assessments

INTRODUCTION TO SELF-ASSESSMENT TOOL TO DETERMINE CURRENT STATE OF WELLNESS POLICIES

Research shows organizations that link a self-assessment process to decision making are more likely to meet goals and achieve success than those which do not.[1] Using the Wellness Policies Self-Assessment tool allows you and your wellness committee to engage staff, children and youth, parents and other stakeholders in authentic discussions about how to continuously improve your wellness program.

The self-assessment tool is meant to be used in concert with other formal and informal evaluation methods, such as youth, parent, and staff surveys; staff meetings; youth and parent focus groups; external monitoring; and formal evaluation. Each of these methods can help you identify program strengths and areas in need of improvement.

Assessments are available in the following areas: **Healthy Foods, Nutrition Education, Gardening Education, and Physical Activity.** Find them at https://nwa.uams.edu/chr/chefs.

To build a strong healthy foods nutrition policy document, use the 3 self-assessments listed below to understand where you are currently and to begin to set goals to strengthen your policy statements.

Healthy Foods Self-Assessment: Page 12

Community Support Self-Assessment: Page 24

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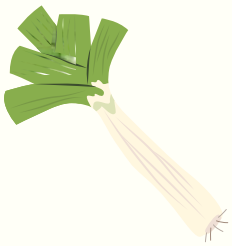
Steps in using the *Self-Assessment*

1. Form a team

Wellness committees typically consist of 6-12 members and include school staff, school health professionals, students, families, and community members.

2. Use self-assessment tool

Wellness Committee members review policies using the self-assessment tool. Tool is available in paper format or interactive PDF format (Use Adobe Acrobat to access the interactive tools).



3. Review results

Project team members, including Project Leads and Registered Dieticians, review the results, and develop a comprehensive results report to share.

4. Identify policy goals

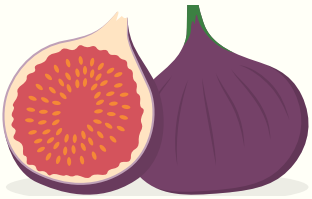
District Wellness Committee members identify policies identified by the tool to immediately address with new or improved polices.

5. Develop policy drafts

Selected District Wellness Committee members, alongside UAMS project team members, develop draft of new or revised policies.

6. Present policy to wellness committee for review

District Wellness Committee as a group will review the new or Improved policies.



7. Edit and review

Selected District Wellness Committee members, alongside project team members, will edit policies with the input provided by Wellness Committee.

8. Identify policy goals

Superintendent and school board will provide input into new policies and consider them for adoption.

Healthy Foods Self-Assessment

1. Review the self-assessment before beginning.
2. Identify appropriate staff/wellness committee members to complete each subsection.
3. Compare policy standards and examples to current school district wellness policies.
4. Tally the score. (Note: "N/A" is not the same as "Not Mentioned". DO NOT count items with "N/A" answers toward the total score for that subsection. For example if your district does not have vending machines, then you will not be penalized for not having a policy that addresses vending.)
5. Review the policy toolkit with staff/wellness committee/school board.
6. Choose policies to institute that address gaps in the district's current wellness policies, as identified by the self-assessment.

H1. Requires compliance with Nutrition Standards in the National School Lunch and School Breakfast Programs.	**Score:**
USDA standards are included in the policy or a working link to the USDA website is provided. Example: "Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable (working links provided)." 3 – Strong Statement	
Policy states that school meals must meet or exceed USDA nutrition standards, but no links or clear standards mentioned. Example: "...all foods sold/served on campus will meet USDA nutrition standards for school meals." **2 – Moderate Statement**	
Policy is vague by mentioning compliance, but not to any set standards. Example: "School meals comply with guidelines." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H2. Requires school meals meet meal patterns and quantities as established by the Nutrition Standards in the National School Lunch and School Breakfast Programs.	Score:
USDA standards are included in the policy or a working link to the USDA website is provided. Example: "Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable (working links provided)." **3 – Strong Statement**	
Policy states that school meals will meet or are in compliance with USDA nutrition standards but does not link to or cite the nutrition standards. Example: "...all foods sold/served on campus will meet USDA nutrition standards for school meals " **2 – Moderate Statement**	
Suggests meals meet standards, but does not state which standards. Example: "School meals meet guidelines." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	
H3. Requires sodium reduction targets that align meals with the Dietary Guidelines for Americans for sodium.	**Score:**
Requires that foods sold exceed sodium level recommendations. Examples: •"All meals must meet Target 2 sodium levels." •"Schools are encouraged to work toward and meet Target 2 sodium levels for school meals." The Target 2 sodium is K-5, 6-8, 9-12: **Breakfast**: ≤ 485 mg ≤ 535 mg ≤ 570 mg **Lunch**: ≤ 935 mg ≤ 1,035 mg ≤ 1,080 mg **Entrées**: ≤ 480 mg **Snacks/Sides**: ≤ 230 mg **3 – Strong Statement**	
Nutrition standards include sodium reduction strategies, but without meal targets aligned with the Dietary Guidelines for Americans (e.g., no mention of meeting Target 2 sodium levels). Example: •"Only meals with less sodium will be sold to students." **2 – Moderate Statement**	
Sodium reduction is mentioned in policy as part of healthy food, however with no specifics. Example: "School meals comply with sodium reduction goals." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H4. Requires meeting the 51% whole grains recommendation of the USDA.	Score:
Nutrition guidelines require adhering to USDA whole grains recommendations, with specific guidelines and targets of the USDA. Examples: •"Meals sold to students during the school day and during after school programs must be at least 51% whole grains, as USDA guidelines specify." **3 – Strong Statement**	
Nutrition guidelines suggest following whole grains recommendations, with no alignment to a specific target or guideline. Examples: •"Meals sold to students during the school day and during after school programs should have more whole grains." **2 – Moderate Statement**	
Mentions using whole grains in policies, however without specific guidelines or targets referenced. Example: "School meals use whole grains." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	
H5. Establishes an added sugar limit for school meals and competitive foods in alignment with the most recent Dietary Guidelines for Americans.	**Score:**
Nutrition guidelines establish a quantitative added sugar limit aligning meals and snacks with the recommendations of the Dietary Guidelines for Americans with guidelines and targets. Example: •"Meals sold to students must contain no more than 10 percent of calories from added sugars following the Dietary Guidelines for Americans." **3 – Strong Statement**	
Nutrition guidelines suggest following sugar limit recommendations, without quantifying or set to guidelines of the Dietary Guidelines for Americans. Example: •"Meals sold to students during after school programs should be limited in added sugar." **2 – Moderate Statement**	
Suggests limiting sugar intake in policies, however without specific guidelines referenced. Example: "School meals comply with limiting sugar guidelines." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H6. Addresses access to a breakfast program.	Score:
Includes language to institutionalize a school breakfast program (e.g., specific reference to USDA, School Breakfast Program or CFR Part 220) or another breakfast standard. Example: • "All schools will provide breakfast through the USDA School Breakfast Program." • "The district will provide free breakfast meeting nutritional guidelines to all students, regardless of household income." **3 – Strong Statement**	
Encourages or suggests participation in a breakfast program or addresses breakfast without mentioning School Breakfast Program by name. Example: • "The district shall make every effort to offer school breakfast." • "The district shall operate under Lunch and Breakfast Programs." **2 – Moderate Statement**	
Policy mentions participation in the program, but without specifics. Example: • "District schools participate in the School Breakfast Program." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H7. Specifies strategies to increase consumption and reduce waste in school meal programs.	Score:
Require specific strategies, such as limiting access to competitive foods in the cafeteria, requiring that all high school students are encouraged to have a scheduled lunch period on campus, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" or Breakfast in the Classroom. Examples: •"Students will have the opportunity to provide input on local, cultural, and ethnic favorites." •"The district shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu." •"Students are provided sufficient time to eat on campus." •"Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast." •"Tutoring, club or organizational meetings will not be scheduled during the lunch period unless students are allowed to purchase lunch to be consumed during meetings." •"The district shall use the USDA's Smarter Lunchroom tools and other resources available on the USDA website." •"The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria." •"Snack foods may not be purchased during meals." **3 – Strong Statement**	
Mentions some policies with vague strategies. Examples: •"School meals shall be made attractive to students by appealing to their taste preferences." (vague) •"Snack foods are discouraged." (vague) **2 – Moderate Statement**	
Mentions vague strategies. Examples: •"School meals shall be made attractive to students by appealing to their taste preferences." •"Student schedules shall be designed to encourage participation in school meal programs." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H8. Requires compliance with USDA nutrition standards (commonly referred to as Smart Snacks) and/or Nutrition Standards in the National School Lunch and School Breakfast Programs for all food and beverages sold to students during the school day.	Score:
All foods and beverages sold to students during the school day are required to meet compliance with USDA Smart Snacks federal nutrition standards or specific standards demonstrate compliance. Examples: •"The district is in compliance with all federal and state nutrition standards for all foods sold and served in schools." •"The district will meet guidelines from USDA's Final Rule apply to a la carte in the cafeteria, in-school stores, snack bars, vending machines, and any other venues where food or candy may be sold on school campuses during the school day, including fundraisers, beginning July 1, 2014." **3 – Strong Statement**	
All foods and beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks federal nutrition standards or specific standards are named that imply compliance, however specific scenarios or guidelines are not given. Examples: •"The district is in compliance with all federal and state nutrition standards." •"Guidelines from USDA's Final Rule: Nutrition Standards for All Food Sold in School standards apply to school food." **2 – Moderate Statement**	
Vague and/or suggested. Any of the following: •Specifies meeting nutrition standards for competitive foods, but does not show specific standards that document compliance OR specify USDA Smart Snacks OR specify federal requirements. •Lists some, but not all standards/implies partial compliance. •Requires Smart Snacks for foods or beverages, but not both. Examples: •"All foods sold to students outside of school meals shall meet district nutrition standards." (district nutrition standards do not meet Smart Snacks) •"All beverages sold must meet Smart Snack nutrition standards." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H9. Regulates food and beverages sold a la carte in the cafeteria.	Score:
Requires either Smart Snacks or competitive food and beverage sales are banned during the school day (or just within the a la carte lines). Examples: •"It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the USDA school meal and Smart Snacks in School (Smart Snacks) nutrition standards." •"All food items served or offered (for sale) to students during the school day will meet all federal, state, and local standards for all nutrition and competitive food guidelines." •"The sale of food and beverages is limited to food and beverages sold through the school meal program." •"No competitive foods or beverages may be sold during the school day." **3 – Strong Statement**	
Recommended/limited to either of the following: •A la carte regulations or umbrella statement regulating "all (competitive) foods" is vague, time-specific, location-specific, subject to principal's discretion, or weakened by other exceptions. •A la carte nutrition standards are required, but do not meet the level of Smart Snacks. Examples: •"Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales." •"All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks) **2 – Moderate Statement**	
Policy includes language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs." (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H10. Regulates food and beverages sold in vending machines, school stores, and fundraising on the school campus.	Score:
Requires either of the following: •Food and beverages sold in vending machine, school stores, and fundraising events meet USDA Smart Snacks in Schools standards. •Competitive food and beverage sales are banned during the school day if not following USDA Smart Snacks in Schools standards. Examples: •"It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the USDA school meal and Smart Snacks in School nutrition standards." •"All food items served or offered for sale to students during the school day will meet all federal, state, and local standards for all nutrient and competitive food guidelines." •"All vending machines not meeting Smart Snacks standards will be turned off during the school day." •"No competitive foods or beverages not meeting Smart Snacks guidelines may be sold during the school day." **3 – Strong Statement**	
Recommended or limited to either of the following: •Vending machine regulations or umbrella statement regulating "all competitive foods" is vague, suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions •Vending machine nutrition standards are required, but do not meet the level of Smart Snacks Examples: •"Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales." •"All foods and beverages sold in vending machines, school stores, or as fundraising items must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks) **2 – Moderate Statement**	
Policy includes language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs." (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H11. Ensures free drinking water is available during meals.	Score:
Free drinking water is available for self-service in the cafeteria. Examples: •"Water fountains or water filling stations are available in all cafeterias." •"Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period." •"Free water will be available in the cafeteria during meal times." **3 – Strong Statement**	
Drinking water is available, but accessibility is unclear. Example: •"Drinking water is available in the cafeteria upon request." •"Water should be available in the cafeteria." **2 – Moderate Statement**	
Policies only mentions water availability, but not location/s. Example: "Free drinking water is available." **1 – Weak Statement**	
Not Mentioned	
Not Applicable	
H12. Addresses the availability of free drinking water throughout the school day.	**Score:**
Free water is always available. Examples: •"Students and staff will have access to free, safe, and fresh drinking water throughout the school day in multiple locations via water fountains or water refill stations." •"Drinking water fountains will be made available to students and staff throughout the school building." •"Students will be provided free access to drinking water throughout the school day." •"Students are allowed to bring in bottled water from home." **3 – Strong Statement**	
Availability of free water is suggested or encouraged. Examples: •"Water should be accessible during hours of school operation through choices such as drinking fountains or vending machines." •"Schools are encouraged to provide drinking fountains throughout the school campus." **2 – Moderate Statement**	
Policy only mentions water availability where meals are served. Example: "Water is provided in cafeteria for all students." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H13. Addresses purchasing local foods for the school meals program.	Score:
Local foods will be purchased and promoted with specific qualifications. Examples: •"School meals will include Arkansas grown, process and packaged food, who are engaged in sustainable practices whenever possible and promoted in the cafeteria." •"Cafeteria will regularly provide taste tests for Arkansas grown, process and packaged food that meet nutrition guidelines." **3 – Strong Statement**	
Local foods will be purchased and promoted, but with no specific qualifications. Examples: •"School meals will include fresh, locally-grown foods and these foods will be promoted in the cafeteria." •"Cafeteria will regularly provide taste tests for locally grown products." **2 – Moderate Statement**	
Mentions vague suggested strategies. Examples: •"Schools are encouraged to make available locally grown produce available." •"Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H14 Addresses foods and beverages containing caffeine at the high school level.	Score:
Both of the following: Prohibits the sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels, during the school day; and requires high schools to follow the stricter Smart Snack beverage standards for middle schools. Examples: •"USDA Smart Snack standards for beverages sold in elementary and middle schools shall also be applied in high schools and beverages containing caffeine will not be sold on the high school campus." •"Only water, milk, and 100% juice adhering to Smart Snack beverage standards shall be sold to students during the school day." **3 – Strong Statement**	
Either of the following: Suggests the prohibition of the sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels, during the school day; or suggests high schools to follow the stricter Smart Snack beverage standards for middle schools. Examples: •"USDA Smart Snack standards for beverages sold in elementary and middle schools should also be applied in high schools." •"Beverages containing caffeine should not be sold on the high school campus." •"Only water, milk, and 100% juice should be sold to students during the school day." **2 – Moderate Statement**	
Recommends or suggests high schools not sell foods and/or beverages with caffeine. Example: "High school principals are encouraged to limit the sale of beverages with caffeine to high school students (e.g. coffee from the school store)." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

H15. Strongly encourages barring the use of unsafe artificial sweeteners.	Score:
Nutrition guidelines require barring the use of unsafe artificial sweeteners , including a list of substances not allowed. Example: •"Meals and snacks sold to students do not contain artificial sweeteners." **3 – Strong Statement**	
Nutrition guidelines suggest limiting artificial sweeteners, however without specific guidelines. Example: • "Meals and snacks sold to students should limit the use of artificial sweeteners. **2 – Moderate Statement**	
Includes limiting non-nutritive sweeteners intake in policies, however not called out in specific policy. Example: • "Food should discourage the use of caffeine, dyes and artificial sweeteners in food." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	
H16. Strongly encourages barring the use of dyes.	**Score:**
Nutrition guidelines require barring the use of dyes. Example: • "Meals and snacks sold to students do not contain dyes." **3 – Strong Statement**	
Nutrition guidelines suggest limiting dyes, however without specific guidelines. Example: •"Meals and snacks sold to students should limit the use of dyes." **2 – Moderate Statement**	
Suggests limiting dyes in policies, however, however not called out in specific policy. Example: • "Food policies should discourage the use of caffeine, dyes and fat substitutes in food." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Healthy School Meals Subtotal _____ of 48

(NOTE: "N/A" is not the same as "Not Mentioned". DO NOT count items with "N/A" answers toward the total score for that subsection. Subtract 3 points from the total score for each "N/A" answer. For example, in this subsection, if you answer N/A on one item, the total score will be 45; on two items, the total score will be 42; on three items, the total score will be 39.)

Community Support Self-Assessment

1. Review the self-assessment before beginning.
2. Identify appropriate staff/wellness committee members to complete each subsection.
3. Compare policy standards and examples to current school district wellness policies.
4. Tally the score. (Note: "N/A" is not the same as "Not Mentioned". DO NOT count items with "N/A" answers toward the total score for that subsection. For example if your district does not have vending machines, then you will not be penalized for not having a policy that addresses vending.)
5. Review the policy toolkit with staff/wellness committee/school board.
6. Choose policies to institute that address gaps in the district's current wellness policies, as identified by the self-assessment.

C1. Addresses the establishment of an ongoing district wellness committee.	Score:
The district provides detailed membership profiles, plus information of future recruitment. Meetings are published for the year as a requirement. Example: "The Wellness Committee membership is published online yearly on the district website." **3 – Strong Statement**	
The district policies outline the required formation of the wellness committee and ongoing membership. Example: "The district membership of the Wellness Committee is composed of the following stakeholder types." **2 – Moderate Statement**	
Vague description of the wellness committee membership and existence. **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

C2. Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	Score:
Addresses wellness committee required membership, and details the development and implementation of the wellness policies, plus specifies the review process. Examples: "Wellness Committee membership requires the following: …." "The Wellness Committee meets monthly during the school year to develop and review wellness policies. The committee also discusses the implementation of the policies and makes recommendations to district staff to ensure implementation." **3 – Strong Statement**	
Addresses relevant stakeholders and some details of policy updating procedures, however not specific in policy development procedures. Example: "Wellness Committee is made up of the following stakeholders, and meet regularly to develop and update wellness policies." **2 – Moderate Statement**	
Vague mention of updating and review of the district's wellness committee policies. Example: "District Wellness Committee reviews and updates wellness policies yearly." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	
C3. Identifies the officials responsible for the implementation and compliance of the local wellness policy.	**Score:**
Policies addresses both implementation and compliance responsibilities of the wellness policies. Example: "Nutrition Director is responsible for the implementation of wellness policy in every district school, while compliance review is done quarterly by Wellness Committee membership." **3 – Strong Statement**	
Policies mention responsible persons for the implementation of the district wellness policies, however no mention of compliance responsibilities. Example: "Nutrition Director is responsible for the implementation of wellness policy in every district school." **2 – Moderate Statement**	
Vague mention of responsible persons. Example: "The wellness policies will be implemented by district staff." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Community Support

C4. Addresses making the wellness policy available to the public.	Score:
Addresses wellness policy posting with location, along with the update frequency of wellness policies. Example: "District Wellness Policy Report will be posted on the Wellness Committee web page on an annual basis during the spring to set goals and timelines for the upcoming school year." **3 – Strong Statement**	
Addresses wellness policy posting with location, however not the update frequency of wellness policies. Example: "District Wellness Policy Report will be posted on the Wellness Committee web page." **2 – Moderate Statement**	
Addresses wellness policy posting, however not with location or the update frequency of wellness policies. Example: "District Wellness Policy Report will be posted." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	
C5. Addresses the assessment of district implementation of the local wellness policy at least once every three years. And addresses a plan for updating policy based on results of the triennial assessment.	**Score:**
Required. A specific plan to assess implementation Example: "The Advisory Council will conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation or the School Health Index." **3 – Strong Statement**	
Suggested, but not required. A specific plan to assess implementation Example: "The Advisory Council should conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation or the School Health Index." **2 – Moderate Statement**	
Either of the following: • It is suggested that policy implementation will be assessed • Implementation will be assessed, but less than triennially Example: "Representatives from each school should track compliance with the district School Wellness Policy within their school." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

C6. Encourages and addresses the establishment of an ongoing school building level wellness committee or team.	Score:
Clearly states that all schools in the district are required to have a committee that is ongoing with regular meetings Example: • "The school wellness committee at each school in the district meets quarterly." **3 – Strong Statement**	
Suggests that all schools in the district should have a committee that is ongoing with meetings Example: • "The school wellness committee at each school in the district should meet quarterly or at least on an annual basis." **2 – Moderate Statement**	
Mentions a school level wellness committee, but it is unclear whether or not it is active. Example: • "The wellness committee met to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school's website." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Community Support Subtotal _____ of 18

(NOTE: "N/A" is not the same as "Not Mentioned". DO NOT count items with "N/A" answers toward the total score for that subsection. Subtract 3 points from the total score for each "N/A" answer. For example, in this subsection, if you answer N/A on one item, the total score will be 15; on two items, the total score will be 12; on three items, the total score will be 9.)

Communicating the Vision Self-Assessment

1. Review the self-assessment before beginning.
2. Identify appropriate staff/wellness committee members to complete each subsection.
3. Compare policy standards and examples to current school district wellness policies.
4. Tally the score. (Note: "N/A" is not the same as "Not Mentioned". DO NOT count items with "N/A" answers toward the total score for that subsection. For example if your district does not have vending machines, then you will not be penalized for not having a policy that addresses vending.)
5. Review the policy toolkit with staff/wellness committee/school board.
6. Choose policies to institute that address gaps in the district's current wellness policies, as identified by the self-assessment.

CV1 Specifies marketing to promote healthy food and beverage choices.	Score:
Required to promote healthy food and beverage choices in policies. Example: "The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices." **3 – Strong Statement**	
Suggested to promote healthy food and beverage choices in policies. Example: "The healthiest choices, such as salads and fruit, should be prominently displayed in the cafeterias to encourage students to make healthy choices." **2 – Moderate Statement**	
Vague Example: "Marketing strategies, such as taste tests and signage in the cafeteria, should be used to promote healthy food and beverages throughout the school." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

CV2 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	Score:
Restricts marketing of foods and beverages on the school campus, during the school day to those items that meet Smart Snacks Examples: •"School-based marketing shall be consistent with Smart Snacks nutrition standards." •"Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards require Smart Snacks) **3 – Strong Statement**	
Recommends the marketing of foods and beverages on the school campus, during the school day to those items that meet Smart Snacks Examples: •"School-based marketing should be consistent with Smart Snacks nutrition standards." •"Marketing on the school campus should be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards require Smart Snacks) **2 – Moderate Statement**	
Vague or suggested or restricts marketing to district nutrition standards that do not rise to the level of Smart Snacks Examples: •"Food service providers should be sensitive to the nutrition environment when displaying logos/trademarks on school grounds." •"Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards do not meet Smart Snacks) **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Communicate the Vision

CM3 Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	Score:
Prohibits ALL advertising of food and beverages that cannot be sold during the school day/ do not meet Smart Snack nutrition standards and specifically prohibits this advertising on school property (signs, banners, scoreboards, etc.) or will prohibit at time of renewal of sponsorship agreements. Examples: •"Buses, building exteriors, score boards, etc. on and around school property shall be free of brands and illustrations of unhealthful foods" •"The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property." **3 – Strong Statement**	
Strongly discourages ALL advertising of food and beverages that cannot be sold during the school day/do not meet Smart Snack nutrition standards and specifically prohibits this advertising on school property (signs, banners, scoreboards, etc.) or will prohibit at time of renewal of sponsorship agreements. Examples: •"Buses, building exteriors, score boards, etc. on and around school property should be free of brands and illustrations of unhealthful foods" •"The advertising of foods and beverages that are not available for sale in district schools should not be advertised on any school property." **2 – Moderate Statement**	
Restrictions are vague, suggested or weakened by exceptions such as time, location, or a principal's discretion. Example: "Display and advertising of unhealthful foods is strongly discouraged on school grounds." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

CM4 Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	Score:
Specifically ensures advertising of food and beverages will be considered in the selection of curricular/educational materials. Example: "Criteria for selecting educational materials for the classroom shall be expanded to include review of advertising content. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods." **3 – Strong Statement**	
Suggests that advertising of food and beverages will be considered in the selection of curricular/educational materials. Example: "Criteria for selecting educational materials for the classroom should be expanded to include review of advertising content. An effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods." **2 – Moderate Statement**	
Restrictions are vague, suggested or weakened by exceptions Example: "A review of the advertising content of all classroom and online materials/websites used for teaching should be made prior to selection of materials. Use of materials depicting food brands or logos is discouraged." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Communicate the Vision

CM5. Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	Score:
Prohibits ALL advertising of food and beverages that cannot be sold at school/do not meet Smart Snack nutrition standards and specifically prohibits this advertising where food is purchased (food displays, vending machines, food and beverage containers and coolers). Example: "Advertising of any food or beverage that may not be sold on campus during the school day is prohibited. Advertising of any brand on containers used to serve food or in areas where food is purchased is prohibited." **3 – Strong Statement**	
Prohibits most or some advertising of food and beverages that cannot be sold at school/do not meet Smart Snack nutrition standards and specifically prohibits this advertising where food is purchased (food displays, vending machines, food and beverage containers and coolers). Example: "Advertising of any food or beverage that may not be sold on campus during the school day is not recommended. Advertising of any brand on containers used to serve food or in areas where food is purchased is discouraged." **2 – Moderate Statement**	
Restrictions are suggested or weakened by exceptions such as time, location, or a principal's discretion Example: "An effort will be made to remove advertising from the cafeteria. Existing vending machines and coolers with logos will be replaced when possible." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

CM6. Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	Score:
Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/ do not meet Smart Snack nutrition standards and specifically prohibits this advertising in school media. Example: "The district will not expose students to food marketing of any kind. All advertising in school publications and school media outlets must be approved by the principal." **3 – Strong Statement**	
Prohibits most or some advertising of food and beverages that cannot be sold to students during the school day/ do not meet Smart Snack nutrition standards and specifically prohibits this advertising in school media. Example: "The district should not expose students to food marketing of any kind. All advertising in school publications and school media outlets should be approved by the principal." **2 – Moderate Statement**	
Restrictions are vague/suggested or weakened by exceptions Example: "Schools will attempt to limit advertising of unhealthy products in school publications. All ads should be approved by the principal before being printed or included on the school website." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Communicate the Vision

CM7. Specifically addresses marketing through fundraisers and corporate-sponsored programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	Score:
Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/do not meet Smart Snack nutrition standards and specifically prohibits school participation in fundraising programs promoting brands or food and beverage companies. Example: "Given concerns about student exposure to marketing, district schools will no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's are required to research new fundraising opportunities to replace programs such as McTeacher's night and Box Tops for Education." **3 – Strong Statement**	
Prohibits most advertising of food and beverages that cannot be sold to students during the school day/do not meet Smart Snack nutrition standards and specifically prohibits school participation in fundraising programs promoting brands or food and beverage companies. Example: "Given concerns about student exposure to marketing, district schools should no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's are requested to research new fundraising opportunities to replace programs such as McTeacher's night and Box Tops for Education." **2 – Moderate Statement**	
Restrictions are vague/suggested or weakened by exceptions such as time, location, or principal's discretion. Example: "It is recommended that schools avoid participation in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community." **1 – Weak Statement**	
0 – Not Mentioned	
Not Applicable	

Communicate the VisionSubtotal _____ of 21

(NOTE: "N/A" is not the same as "Not Mentioned". DO NOT count items with "N/A" answers toward the total score for that subsection. Subtract 3 points from the total score for each "N/A" answer. For example, in this subsection, if you answer N/A on one item, the total score will be 18; on two items, the total score will be 15; on three items, the total score will be 12.)

Healthy School Meals

What are healthy school meals and how do we best provide them?

Child nutrition plays an important role in the overall health and well-being in an individual's life. Proper nutrition in childhood is associated with improved health and academic performance, which ultimately affects a child's ability to thrive socially and economically.[1] Unfortunately, most children are not getting the nutrition they need to thrive. Fewer than 10% of American students meet recommendations for fruit intake, and only 2% meet the vegetable recommendations.[1,2] Almost 40% of total calories consumed by children and adolescents are in the form of empty calories (added sugar and saturated fat).[3-5] 60% of youth consume a sugar-sweetened beverage daily, contributing an average of 143 calories to their daily caloric consumption.[6]

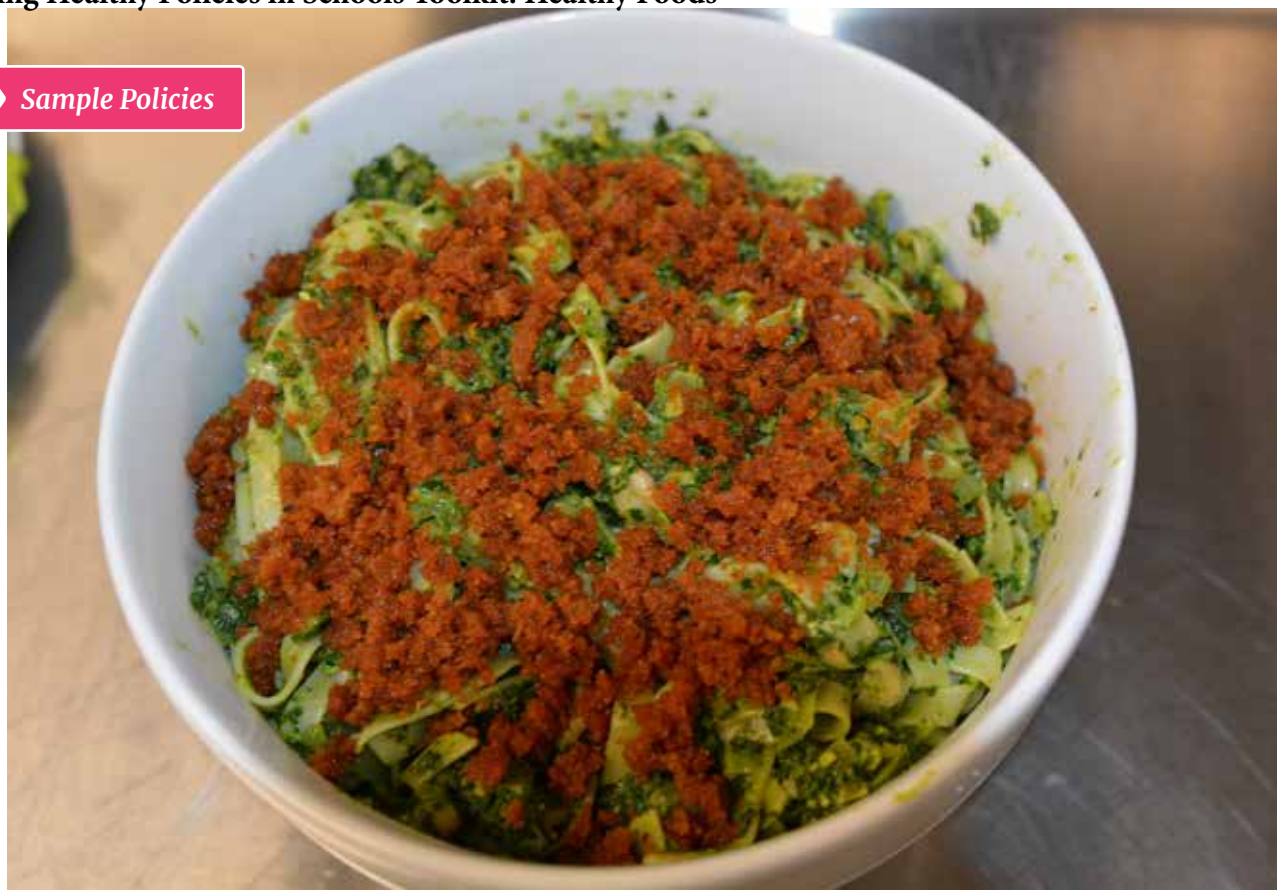
Healthy school meals can have a positive impact in improving these numbers. Children aged 5-18 consume more than 50% of their daily caloric intake in schools.[7] Therefore, school meals represent an important opportunity to influence students' nutritional intake and long-term food preferences. School districts across the US have implemented successful comprehensive nutrition interventions in schools and seen positive impacts, such as healthier BMI trajectories,[8,9] increased vegetable consumption,[10] and reduced consumption of less healthy foods with high amounts of fat, sodium, and added sugar.[9] Additionally, eating a healthy breakfast has been associated with improvements in memory, mood, and academic performance, as well as fewer absences from school.[11-14] School wellness policies include nutrition guidelines for all foods sold on each school campus during the school day that are consistent with federal regulations for school meals and Smart Snacks in School nutrition standards.[15]

Use the following model statements to strengthen your school wellness policies.

"Schools are now the single healthiest place Americans are eating."

Dariush Mozaffarian,
Dean of the Friedman School of Nutrition Science and Policy.
Tufts University

Sample Policies



Model Policy Statements

- Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable.
- Students will have the opportunity to provide input on local, cultural, and ethnic favorites.
- Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast.
- All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

"The nutritional improvements in foods obtained at school came from kids eating more of what's good for them...."

Junxiu Liu
Icahn School of Medicine at Mount Sinai

Model Policy Statements

- The district is in compliance with all federal and state nutrition standards for all foods sold and served in schools.
- Meals sold to students must contain no more than 10 percent of calories from added sugars.
- The district will provide free breakfast meeting nutritional guidelines to all students, regardless of household income.
- Nutrition Standards for All Food Sold in School standards apply to a la carte in the cafeteria, in-school stores, snack bars, vending machines, and any other venues where food or candy may be sold on school campuses during the school day, including fundraisers, beginning July 1, 2014.
- Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period.

"In Arkansas, 499,950 people are facing hunger – and of them 149,670 are children."

Feeding America

Resources: Healthy School Meals

Child nutrition plays an important role in the overall health and wellbeing in an individual's life.

Research Articles

- Americans do not Meet Federal Dietary Recommendations: Research article providing the data to justify advocating changing the diet for the average American.
  https://pubmed.ncbi.nlm.nih.gov/20702750/
- Dietary Sources of Energy for Youth in US: Identifies the top dietary sources of energy, solid fats, and added sugars among 2 to 18 year-olds in the United States.
  https://pubmed.ncbi.nlm.nih.gov/20869486/
- Nutrition Standards and Meal Requirements: A complete, comprehensive online text with the current national nutrition standards and meal requirements for school meals.
  https://www.ncbi.nlm.nih.gov/books/NBK214995/
- Impact of School Based Nutrition Intervention: This outlines the impact of a school-based intervention integrating garden enhanced nutrition education, family and community partnerships, and improvements to school fruit and vegetable availability.
  https://www.tandfonline.com/doi/abs/10.1080/19320248.2017.1374899
- Nutrition and Student Performance at School: Research articles are in four categories: food insufficiency; iron deficiency and supplementation; deficiency and supplementation of micronutrients; and the importance of breakfast.
  https://pubmed.ncbi.nlm.nih.gov/16014126/

Sample Resources

- USDA Child Nutrition Programs: Online listing of national child nutrition programs.
  https://www.fns.usda.gov/cn
- CATCH Cafeteria (Go, Slow, Whoa): Guidance and listing of resources to create an environment of healthy food in school cafeterias.
  https://catchinfo.org/modules/cafeteria/
- Nutrition Standards for School Meals: A comprehensive online list of nutrition standard regulations, policy memos, and helpful resources for implementation.
  https://www.fns.usda.gov/cn/nutrition-standards-school-meals
- Food in America's Schools Infographic: Infographic with information, statistics, and graphs regarding school nutrition programs.
  https://storage.googleapis.com/chefann-prod-v1/images/CAF_School_Food_Infographic_Updated_New_Font_V3.pdf
- Center for Science in the Public Interest (CSPI) Library: In-depth online library of resources for implementing, evaluating, and best practices in implementing school nutrition programs.
  https://cspinet.org/library

Community Support

How do we get community support for our wellness program?

Community partnerships and support are an important, but often forgotten, component in the success of school wellness policies. Strong partnerships between schools and community organizations can maximize the use of community resources and services and foster creative solutions that engage young people and their families. Building trust among the community is mutually beneficial for everyone.[1]

Consider a variety of partner organizations that align with the health and wellness goals for your school community, such as public health organizations, city government or other government agencies, out-of-school time providers, nonprofit organizations, food banks, health care providers, universities, and local businesses. Businesses and other organizations have a stake in helping young people be healthy and successful in school and may bring in unique perspectives and resources.[2] Community organizations can provide community-based opportunities for student service-learning, develop shared-use agreements for physical activity participation, and other resources.[3] Schools should ensure that community members and organizations have opportunities to be involved in the development and implementation of school wellness policies and programs.

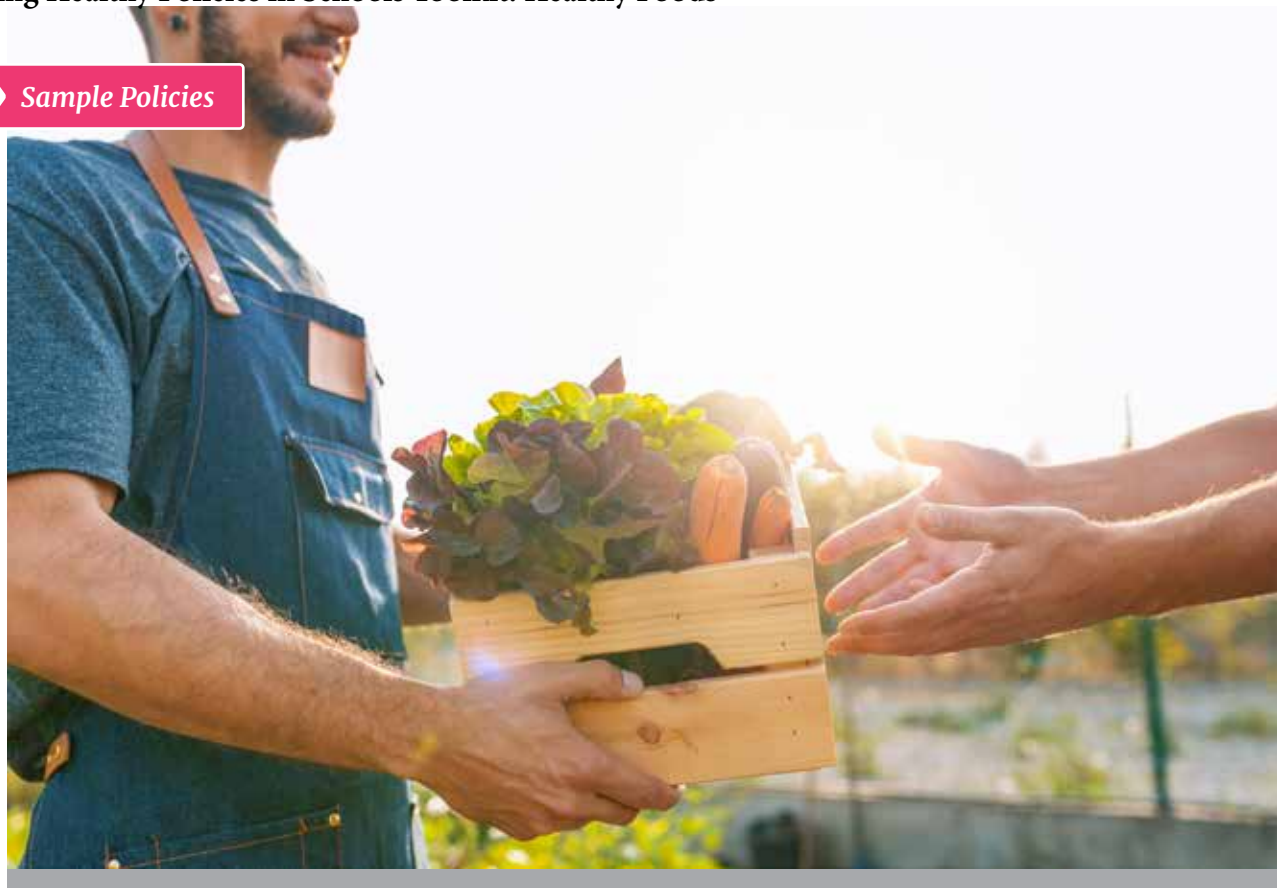
FoodCorps has an interesting toolkit that utilizes the Asset Based Community Development (ABCD) approach to building relationships with the community. You can find the resource here: https://foodcorps.org/cms/assets/uploads/2019/11/Healthy-School-Toolkit-%E2%80%93-English-Final-11.13.19.pdf starting on page 41.

Use the following model statements to strengthen your school wellness policies.

"My focus is different when I'm hungry... I'm gonna be thinking about which one of my classmates got food..."

Don (Age 16), "NoKidHungry.org"

Sample Policies



Model Policy Statements

- The Wellness Committee membership is published online yearly on the district website.
- Wellness Committee membership requires the following members: ....
- The Nutrition Director is responsible for the implementation of wellness policy in every district school, while the compliance review is done quarterly by Wellness Committee membership.
- The Wellness Committee meets monthly during the school year to develop and review wellness policies. The committee also discusses the implementation of the policies and makes recommendations to district staff to ensure implementation.

"We struggle on the weekends, because we're not at school, and we don't have food to eat."

Teen girl, Springdale, AR

Model Policy Statements

- The Advisory Council shall conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool Implementation or the School Health Index.
- District Wellness Policy Report will be posted on the Wellness Committee web page on an annual basis during the spring to set goals and timelines for the upcoming school year.
- The school wellness committee at each school in the district meets quarterly.
- At least two community members are required to have no connection to the school district as an employee or parent.

"Alone, we can do so little; together, we can do so much."

Helen Keller

Community Support

Community partnerships and support are an important, but often forgotten, component in the success of school wellness policies.

Research Articles

- Role of Family and Community Involvement: Analysis of evidence-based recommendation at improving nutrition and physical activity standards in schools.
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4903017/
- Shaping Healthy Choices Improving Nutrition Outcomes: Research outlining the effectiveness of the Shaping Healthy Choices Program (SHCP).
  https://pubmed.ncbi.nlm.nih.gov/28189500/
- Implementing a Nutrition and Physical Activity Curriculum in Head Start Through an Academic-Community Partnership: A study in the implementation of a community-based partnership with school nutrition programs.
  https://onlinelibrary.wiley.com/doi/epdf/10.1111/josh.12515

Sample Resources

- FoodCorps Healthy School Toolkit: Resources used by FoodCorps AmeriCorps service members across the US.
  https://foodcorps.org/resources/
- Chef Ann Get Support: Chef Ann's suggestions and strategies to connect to community members to support the efforts to provide healthy school meals.
  https://www.chefannfoundation.org/school-food-advocacy-toolkit/step-3-get-support
- Arkansas Advocates: An outline of the efforts of schools and community organizations to promote healthy school environments.
  http://www.aradvocates.org/wp-content/uploads/CH-AACF-SchoolHealth-2011-Web-errata.pdf
- Expanding Minds and Opportunities: Comprensive article discussing the strategies and best practices of school and community partnerships.
  https://www.expandinglearning.org/sites/default/files/em_articles/6_schoolcommunitylearning.pdf
- Community Partnerships (Cedar Rapids, IA): Example of best practices and resources to build quality school and community partnerships.
  https://www.cr.k12.ia.us/community-resources/community-partnerships/
- Strengthening Partnerships (Institute for Educational Leadership): Strengthening and sustaining family engagement to support school programs.
  https://iel.org/sites/default/files/Taking%20It%20To%20the%20Next%20Level.pdf
- Health and Health Care in Schools (The Center for Health and Health Care in Schools): Case studies of successful school-community partnerships.
  http://healthinschools.org/our-work/school-community-partnerships/#sthash.wwfbflNq.dpbs

SHARE

Communicating the Vision

What are the strategies to communicate wellness policies and information?

To ensure that a school wellness policy is successfully put into practice, you must effectively communicate the policy.[1] This also includes how you market your food to students. First, you want to break down the policy into achievable goals. Identify one wellness policy goal to highlight each month or each quarter and research the benefits of that goal so that you can communicate why it is important. Target individuals throughout the district and community who can assist in achieving each policy goal. Set specific, measurable goals for the staff responsible for implementing the policy goals and determine how to monitor the success.

When communicating your wellness policy to the school district and community, you should keep the messaging positive. Focus on the benefits and opportunities that the policy can bring to the school district.[1] You should also communicate the policy and food choices in multiple ways. Include communications regarding the policy on the school website, newsletters, social media, mass emails, and staff trainings.[1,2] In addition to multiple methods of direct messaging, including indirect messaging in several ways, including health-related posters in school buildings, healthy habits modeled by school staff, and healthy snack and activity-focused rewards and celebrations.[1] Finally, deliver messaging about your wellness policy and food nutrition repeatedly.[1] Integrate consistent messaging that reinforces that students' health and well-being are valued at your school districts.[1]

When creating a communication plan, keep in mind who the audience is, the method of sharing, the individual(s) responsible for marketing that message, and any resources to support your goals. Different audiences require different information, so what you share with school staff, for example, may vary from the type of information that you share with parents. Moreover, provide opportunities for all members of the school community to have their voices heard and help guide wellness policies and programs that are important to everyone. It is especially important to involve students in your communications so that your messages are relevant and personalized to your school community.

Use the following model statements to strengthen your school wellness policies.

"The foods we choose make a difference."

Michael Greger, Doctor and Author

Sample Policies

Model Policy Statements

- The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices.
- School-based marketing shall be consistent wellness policies of the district
- Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards.
- Busses, building exteriors, score boards, etc. on and around school property shall be free of brands and illustrations of unhealthful foods.
- Criteria for selecting educational materials for the classroom shall be expanded to include review of advertising content. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods.

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

John F. Kennedy

Model Policy Statements

- The advertising of foods and beverages that are not available for sale in district schools will not be in violation of the local school's wellness policies.
- Given concerns about student exposure to marketing, district schools will no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's are required to research new fundraising opportunities to replace programs such as McTeacher's night and Box Tops for Education.
- Advertising of any food or beverage that may not be sold on campus during the school day is prohibited. Advertising of any brand on containers used to serve food or in areas where food is purchased is prohibited.
- The district will not expose students to food marketing of any kind. All advertising in school publications and school media outlets must be approved by the principal.

"Health requires healthy food."

Roger Williams, Author

Communicating the Vision

Consistent messaging will reinforce the value of students' health and well-being.

Research Articles

- Adding a Social Marketing Campaign to a School-Based Nutrition Education Program: A study indicating the improvement of children's dietary intake.
  https://www.sciencedirect.com/science/article/pii/S2212267215018146?via%3Dihub
- Social Marketing-based Communications: Study of the use of social marketing-baed communications to support reducing risk factors for the development of type 2 diabetes.
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2747750/

Sample Resources

- Marketing Your School Nutrition Program: Tips to market school nutrition programs, including tips specifically for social media marketing.
  https://theicn.org/icn-resources-a-z/marketing-your-SNP
- School Wellness Committees (Alliance for a Healthier Generation): Suggested steps to build a school wellness committee to support health school meals.
  https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees
- School Wellness Policy Toolkit: USDA's toolkit to develop wellness policies.
  https://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit
- catch.org- Healthy Food Communication Resources: List of resources to use for communications in supporting healthy school meals.
  https://letsgo.catch.org/pages/go-slow-whoa
- Chef Ann Lunchbox Social Media Toolkit: Helpful resources and tools to promote public awareness of healthy school meals.
  https://www.thelunchbox.org/marketing/social-media-toolkit
- USDA Marketing Resources: List of tips and tools for marketing healthy school meals.
  https://www.fns.usda.gov/sbp/toolkit_marketingresources
- Tips for Educators (CSPI): Simple PDF listing tips for educators.
  cspinet.org/sites/default/files/attachment/School-Meals-Tip-Sheet-Educators.pdf
- SNA Communications and Marketing: Resources for positive promotion of your school nutrition program.
  https://schoolnutrition.org/learning-center/communications-marketing/

Appendix

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Glossary

- A la carte – Food items available for cash sale independent of the reimbursable meal. (2)
- Average Daily Attendance (ADA) – used for determining funding levels, ADA is calculated as the total number of days student attendance divided by the total number of days in the regular school year. (1)
- Behavioral Economics – Behavioral economics studies the effects of psychological, cognitive, emotional, cultural, and social factors on the decisions of individuals. Behavioral economic strategies can be applied in a cafeteria (or any site where an individual is selecting food) to help "nudge" clients to purchase or select healthier choices.
- Charter School – A school run independently of the traditional public school system but receiving public funding often run by groups such as teachers, parents, or foundations, and in some cases for-profit businesses. Charter schools are exempt from many state and local rules, policies, and regulations, but their charter must be approved by a public entity, often a local or state board of education. (1)
- Child Nutrition Director – A person who directs, supervises, or coordinates the school nutrition program at the school district level. School districts use varied position titles for those employed in this position, such as school lunch director and food service director. (3)
- Child Nutrition Programs (CNP) – Programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966, including the National School Lunch Program, the School Breakfast Program, the Child and Adult Care Food Program, the Summer Food Service Program, and the Fresh Fruit and Vegetable Program. (3)
- Coordinated School Health Program – A model developed by the Centers for Disease Control and Prevention (CDC) to connect health and education. The program consists of eight interactive components: health education, physical education, health services, nutrition services, health promotion for staff, counseling and psychological services, healthy school environment, and parent/community involvement. (1)
- Curriculum – A sequential, progressive course of studies that conveys content to students to help them achieve their academic goals, as defined by a school district or state. (1)
- Early Childhood Education – Education that takes place from 0-6 years od age, often encompassing preschool education, prekindergarten, and kindergarten. (1)

- Farm to School Program – Efforts that connect schools with local or regional producers in order to serve local or regionally produced foods in school cafeterias; improve student nutrition; provide agriculture, health, and nutrition education opportunities; and support local and regional farmers. (2)

- Fresh Fruit and Vegetable Program (FFVP) – A program under the National School Lunch Act that provides funding to states to make free fresh fruits and vegetables available in eligible elementary schools.
- Local Wellness Policy – Overseen and monitored by the U.S. Department of Agriculture's (USDA) Food and Nutrition Service, all districts participating in the National School Lunch Program are required to have a local wellness policy that meets specific criteria related to nutrition and physical activity. (1)
- National School Lunch Program – The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. (4)
- Parent Teacher Association (PTA) – An organization of parents in a school who organizes projects, raises funds, or otherwise supports the school that is affiliated with the National PTA. (1)
- Parent Teacher Organization (PTO) – An organization of parents in a school who organizes projects, raises funds, and otherwise supports the school that is not affiliated with a national organization. This type of group is sometimes also called a Home School Association or other similar names. (1)
- Policy – A rule or guideline formulated or adopted by an organization that must be adhered to by all persons or organization under the jurisdiction of that entity. A policy may be formal or informal, and can direct practice within the education sector. (1)
- Private School – A school that operates outside the structure of the public school system, often requiring tuition from students for attendance. Private schools may have a selection process for student admissions. (1)
- Public School – A school that receives public funding for operations, open to all students in a defined geographic area. (1)
- Reimbursable meal – A meal served within one of the Federal nutrition or food assistance programs that meets the USDA meal pattern requirements, served to an eligible student, and priced as an entire meal rather than based on individual food items. Such a meal qualifies for reimbursement with Federal funds. (2)

- School Breakfast Program (SBP) – A program that the Child Nutrition Act authorized which provides meals to children in the morning hours served at or close to the beginning of the child's day at school and meet nutrition requirements. (adapted from 2)
- School District – A defined geographic area that organizes K-12 schools serving students in that area. (1)
- Smart Snacks – Smart Snacks refer to the national nutrition standards for foods and beverages sold during the school day outside of the federal reimbursable school meal programs. All snacks sold during the school day must meet or exceed Smart Snacks nutrition standards, which include limitations on fat, sugar, sodium, and calorie content. States and local education agencies can continue to implement stronger nutrition standards than the federal guidelines for snacks sold in school. (6)
- SNAP – The Supplemental Nutrition Assistance Program (SNAP) is a federal program that provides nutrition benefits to supplement the food budget for low-income families and individuals so they can purchase healthy food. SNAP assists more than 42 million people across the U.S. every year. (5)
- Vending – A la carte foods sold in a vending machine at a variety of sites. (3)

References:

1. https://nasbe.nyc3.digitaloceanspaces.com/2020/01/How-Schools-Work-2014.pdf
2. https://childnutrition.ncpublicschools.gov/information-resources/menu-planning-production/j1819_menuplnnr_glssry.pdf
3. https://foodcorps.org/cms/assets/uploads/2019/11/Healthy-School-Toolkit-%E2%80%93-English-Final-11.13.19.pdf
4. https://www.fns.usda.gov/nslp
5. https://hungerandhealth.feedingamerica.org/explore-our-work/programs-target-populations/snap-eligible-households/
6. https://www.cdc.gov/healthyschools/npao/smartsnacks.htm

Citations

School Wellness Policy

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Communicating the Vision

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2. https://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit

3. Talking with Parents & Students about Healthier Foods at School (attached)

4. Marketing Vegetables in Elementary School Cafeterias to Increase Uptake (attached)

5. Encourage Healthy Eating Habits https://eclkc.ohs.acf.hhs.gov/nutrition/article/encourage-healthy-eating-habits

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