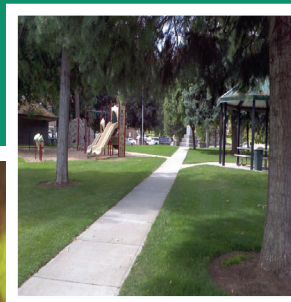




PARENTS IN ACTION!



*A Guide to Engaging
Parents in Local
School Wellness Policy*





CALIFORNIA PROJECT LEAN

The mission of California Project LEAN (Leaders Encouraging Activity and Nutrition) (CPL), a program of the Public Health Institute, is to increase healthy eating and physical activity to reduce the prevalence of obesity and chronic diseases such as heart disease, cancer, stroke, and diabetes.

CPL has worked since 1990 with state and local physical activity and nutrition leaders, key school and community organizations, parents and other community members to conduct and support programs in communities throughout California.

This toolkit is funded by a grant from the California Endowment.

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To purchase the toolkit, email: info@CaliforniaProjectLEAN.org.

Introduction 1

Engaging Parents

- Benefits of Engaging Parents 3
- Strategies for Reaching Parents 5
- Facilitating Successful Parent Meetings 10

Assessing Your School District

- How Are Parents Currently Involved in Your School District?..... 11
- Assessing Your School’s Nutrition and Physical Activity Environment 12

Preparing Parents for Action

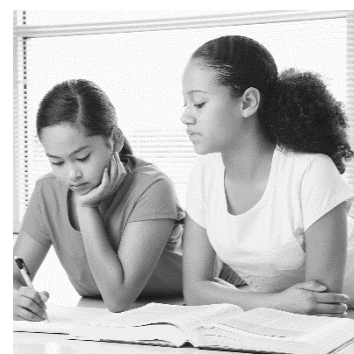
- Taking Action on Local School Wellness Policies 13
- Step 1: Pick a Problem and Find a Solution 15
- Step 2: Identify the Policy Players 17
- Step 3: Build an Action Plan 19
- Step 4: Evaluate how you are Doing 21

Case Studies

- Los Angeles Unified School District 22
- Monterey Elementary School, San Bernardino Unified School District 25
- Lewis Middle School, San Diego Unified School District 27
- Alamosa Park Elementary, Vista Unified School District 29

Fact Sheets

- Health and Academics 31
- What is Policy? 34
- Working with Schools 36
- The School Environment..... 37
- Classroom Messages 40
- Marketing in Schools 42
- California’s Nutrition Standards..... 44
- Physical Activity 47
- Physical Education 49
- School Lunch Program 51
- School Breakfast Program 54



CONTENTS

Fact Sheets continued

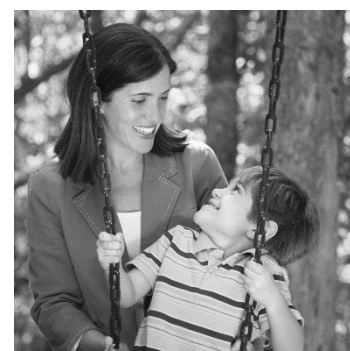
Fundraising in Schools.....	56
Water in Schools: Access and Promotion.....	58

Parent Handouts

Sample Resources for Communicating Local School Wellness Policies to Parents	61
---	----

Appendix

Glossary	71
Appendix A: Campus Survey.....	73
Appendix B: Action Plan Resources	84
Sample Student Survey.....	85
Letter Guide.....	86
Sample Letter.....	87
Sample Phone Guide	88
Presentations.....	89
Working with the Media	90
Acknowledgements	91





INTRODUCTION

Well nourished, physically active children are healthier and do better in school. The landscape of the school food, beverage, and physical activity environment has improved over the past decade and is set for even more positive change. However, we have not yet reversed the epidemic of childhood obesity. In response to rising rates of overweight/obesity and inactivity in America's youth, federal legislation was passed that required school districts to develop a Local School Wellness Policy (LSWP) by the beginning of the 2006-2007 school year. The LSWP required school districts to set goals for nutrition education, physical activity, all foods and beverages available on campus, and school-based activities designed to promote student wellness. The federal mandate also required school districts to establish a plan for measuring implementation. Additionally, it required schools to involve the community and, specifically, parents in the development of the policy.

In 2010, to further strengthen the response, Congress passed the Healthy, Hunger-Free Kids Act and added new provisions for Local School Wellness Policies. These included setting goals for nutrition education, nutrition promotion, and physical activity as well as information related to implementation, evaluation, and publicly reporting on the progress of the Local School Wellness Policy to key stakeholders.

The success of the LSWP can be best shaped by parents, through their involvement in designing and implementing the policy, and in monitoring whether the changes are really happening and how well they are working. Parents can play a critical role in assuring that the school policy is well done, makes sense for their community, and is actually implemented.

Involvement in school wellness provides an important opportunity for parents to help both their own children and the entire student body reach higher academic achievement, health and wellness.

California Project LEAN (CPL) conducted a literature review and key informant interviews with parents and stakeholders working with parents to determine why parents participate in school activities; what would get parents involved; obstacles to participation; gaps in parent knowledge about LSWP; ways parents are interested in becoming involved; and the best vehicles for communicating with parents. This research guided the development of this toolkit.

This toolkit aims to support parent efforts to improve the school environment and increase healthy food and physical activity opportunities through Local School Wellness Policy and practice.

INTRODUCTION

Who should use this toolkit?

- School and community stakeholders who want to work with parents to improve or implement school wellness policies and practices.
- Parents who want to advocate for strong school wellness policies and practices.

Purpose of the toolkit:

1. To provide tools and resources that help school stakeholders engage parents in developing and implementing the local school wellness policy.
2. To educate and engage English and Spanish speaking parents about LSWP requirements and expected changes to the nutrition and physical activity environment in their child's school.
3. To give parents the tools to be proactive and advocate when LSWP changes are not occurring or for school wellness policies and practices to meet the needs of their community.
4. To expand parent awareness of advocacy opportunities and how to be effective leaders in their communities.



Benefits of Engaging Parents

Across the nation, schools are challenged to improve the academic success of their students. We know that healthy, fit students are more successful students. It has been well-established that fit, well-nourished children tend to have better grades, school attendance, cognitive performance (e.g., learning and memory), and classroom behaviors (e.g., on-task behavior).¹

There are also numerous benefits to parent involvement in schools. It can promote positive health behaviors among children and adolescents. Research shows a strong relationship between parent engagement and educational outcomes. Schools with involved parents become better schools. Students with involved parents, no matter what their income or background, are more likely to attend school and have higher grades and classroom test scores.³

What is Parent Involvement/Engagement?

Parent involvement/engagement in schools can range from that of volunteer or fundraiser, to being a participant in parent groups or groups with different stakeholders to advocate for the improvement of school services.

For the purposes of this toolkit, CPL has defined parent engagement in schools as:

- Parents being involved in school activities
- Parents having an increased knowledge of what impacts student health and well-being
- Parents seeing and being involved in positive school changes
- Parents feeling that their opinions and perspectives are valued and feeling empowered.

What is Policy?

A policy is a rule or set of rules that people or organizations must follow. Policies have the power to influence how you and others act. Policies can be set by government, schools, organizations, and other groups. In school districts school board members are responsible for adopting district policy. Once a practice is written into school district policy, the schools in that district are then obligated to follow the policy.

¹ Centers for Disease Control and Prevention. Student Health and Academic Achievement Web site. http://www.cdc.gov/healthyyouth/health_and_academics/index.htm. Accessed February 28, 2014.

² Epstein J, Sheldon S. Present and accounted for: improving student attendance through family and community involvement. *The Journal of Educational Research* 2002;95(5):308–318.

³ Fan X, Chen M. Parental involvement and students' academic achievement: a meta-analysis. *Educational Psychology Review* 2001;13(1):1–22.

ENGAGING PARENTS

What is the Local School Wellness Policy (LSWP)?

Federal law requires school districts to establish Local School Wellness Policies that set goals for:

- Nutrition education.
- Physical activity.
- All foods and beverages available on campus.
- School-based activities designed to promote student wellness.

What is an Effective LSWP?

An effective LSWP has specific language that provides direction for schools on actions to improve nutrition and physical activity offerings, nutrition education, and other school-based activities that support student health. An effective LSWP also has specific information about how the policy will be implemented, monitored and evaluated. Ideally, a LSWP would make sure that the foods and beverages in a school are healthy, that children have access to sufficient physical activity and physical education in the course of their studies and that the school assures a safe and healthy environment for children in other ways.

For example, an effective LSWP may state “Clean potable water shall be easily available in the cafeteria line and other locations in the school. Beverages **not** allowed include soft drinks, sports drinks, iced teas, fruit-based drinks that contain added sugar or other sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of

caffeine). The food director or designee at each school will monitor this biannually and develop a summary report annually.” A policy can also go beyond food and physical activity and address other wellness issues, like assuring that the school controls pests and cleans in ways that can help avoid asthma in children. Most importantly, writing the policy needs to be followed up by making sure that the school actually implements it.

What is Advocacy?

Simply put, “advocacy” is an “ask.” Advocacy is asking for something that is important to you and making it happen through your actions and efforts. “Advocates” often speak on behalf of a group, “parents” for example, or mobilize a group regarding an issue that affects people’s lives. The result of successful advocacy is a change in a practice or policy.

With the school wellness policy process, parents can speak on behalf of students to improve nutrition and physical activity practices/policies, and in turn, the healthfulness of food and amount and quality of physical activity opportunities in their children’s schools. These parent actions can result in schools changing their policies and practices and lead to better health for their children and the children of their community. They can also speak to other concerns that affect children’s health and well-being as well, such as access to oral health programs or protection from violence at school.

Strategies for Reaching Parents

Successful engagement of parents in school wellness activities requires understanding what motivates parents to participate, the barriers to participation, and the opportunities for participation. Appealing to parents and addressing barriers to their participation will be very important for recruiting and engaging parents as well as for maintaining parent involvement.

Crafting Your Message

Once you have decided to reach out to parents, how can you make your message compelling so it motivates parents to respond? Your message to parents should provoke a response that moves them to act on local school wellness policy issues. Think about things that will resonate with and be important to parents. Consider some of the facts below when crafting your message.

Student Health: The Facts

Childhood obesity starts early, even in infancy in many children, and by school age being overweight or physically unfit are commonplace:

- ❖ Three of ten California 5th graders were physically unfit in 2014.⁴

- ❖ Three of every ten children in the U.S. are overweight or obese and rates are higher for African American and Latino youth.⁵

It will be important to determine what the local statistics are for your students. To do this, you may need to check with your local health department, the school district (for Fitnessgram® results), or perhaps your school nurse. In California, you can find this data at <http://data1.cde.ca.gov/dataquest>.⁶

Healthy Students are More Successful Students:

- ❖ Well-nourished, physically active students:
 - Have improved test scores.⁷
 - Have increased concentration.⁷
 - Have better attendance at school.⁷
- ❖ In California, schools with strong physical activity programs saw greater gains in math, reading, and writing scores than those schools with the lowest rates of students participating in physical activity and healthy eating.⁸

⁴ California Department of Education. 2013-2014 California Physical Fitness Report. Accessed at <http://data1.cde.ca.gov/dataquest/PhysFitness/PFTDN/Summary2011.aspx?r=0&t=4&y=2013-14&c=00000000000000&n=0000>

⁵ Ogden CL, Carroll MD, Kit BK, Flegal KM. Prevalence of Childhood and Adult Obesity in the United States, 2011-2012. *JAMA*. 2014;311(8):806-814. doi:10.1001/jama.2014.732.

⁶ To access Fitnessgram® data, go to <http://data1.cde.ca.gov/dataquest> and follow the steps by selecting 1. Level (e.g., state, county, district, or school), 2. Subject (i.e., Physical Fitness Test), and 3. Click Submit.

⁷ National Association for Sport and Physical Education; Physical education is critical to a complete education. Council of Physical education for children. (2001).

⁸ Hanson, T.L., & Austin, G.A., (2003). Are student health risks and low resilience an impediment to the academic progress of schools? California healthy kids survey fact sheet 3. CA: WestEd.

Schools are where our children spend a third or more of their day.

ENGAGING PARENTS

Childhood Overweight: The Consequences

Childhood obesity and overweight are not just cute chubbiness. They can affect a child's health now, and in the future.

- ❖ High blood pressure, high cholesterol, fatty liver disease, and type 2 diabetes.¹¹
- ❖ Breathing problems, such as sleep apnea and asthma.¹²
- ❖ Obese children and adolescents have a greater risk of social and psychological problems, such as discrimination and poor self-esteem, which can continue into adulthood.¹³
- ❖ Obese children are more likely to become obese adults.¹⁴

Local School Wellness Policies: An opportunity to make that time healthier

- ❖ More than 95 percent of young people are enrolled in schools, which means that schools are the best place to reach most kids.
- ❖ LSWPs were mandated in response to the recognition that schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity.

- ❖ Since children spend a significant amount of time in school, students can consume up to two-thirds of their daily food intake at school. All schools should assure students the opportunity to eat well and be physically active in school.

Parent Engagement: The Facts

California Project LEAN's research indicated that parents participate in schools:

- ❖ Because it makes them feel good.
- ❖ In order to show they care (about their child's health and education).
- ❖ Because they feel it is their duty.

Parents indicated that they would get involved if:

- ❖ Their input was valued and validated.
- ❖ There was a caring, compassionate, warm, and welcoming environment.
- ❖ There were Incentives (such as food, childcare, gift cards, raffle prizes, and discounted trip tickets).

⁹ Freedman DS, Mei Z, Srinivasan SR, Berenson GS, Dietz WH. Cardiovascular risk factors and excess adiposity among overweight children and adolescents: the Bogalusa Heart Study. *J Pediatr.* 2007;150(1):12—17.e2.

¹⁰ Han JC, Lawlor DA, Kimm SY. Childhood obesity. *Lancet.* May 15 2010;375(9727):1737—1748.

¹¹ Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. *Pediatrics.* 2005;116(1):e125—144.

¹² Sutherland ER. Obesity and asthma. *Immunol Allergy Clin North Am.* 2008;28(3):589—602, ix.

¹³ Swartz MB and Puhl R. Childhood obesity: a societal problem to solve. *Obesity Reviews* 2003; 4(1):57—71.

¹⁴ Biro FM, Wien M. Childhood obesity and adult morbidities. *Am J Clin Nutr.* May 2010;91(5):1499S—1505S.

ENGAGING PARENTS

Parents told us the top three ways to communicate with them were:

- ❖ Phone calls.
- ❖ Teacher's notes and letters of other printed materials sent home with their child.
- ❖ Emails.

Additional ways to communicate and reach parents include:

- ❖ School newsletters.
- ❖ Home mailings.
- ❖ Local newspapers.
- ❖ Parks and recreation facilities and bulletin boards.
- ❖ The school's announcement signs.
- ❖ Flyers/postcards.
- ❖ School website.
- ❖ Bulletin boards.
- ❖ Email.
- ❖ Text messages.
- ❖ Parent nights/back to school/open house events.
- ❖ Other parents.
- ❖ Parent-teacher meetings.
- ❖ Students.
- ❖ Face-to-face (at school drop-off areas or through teachers, school staff, etc.).
- ❖ Parent involvement coordinator.

- ❖ Home visits.
- ❖ School-appointed advisory committees.
- ❖ The community (churches, community events, etc.).
- ❖ Combining recruitment with other school-sponsored educational events (e.g., healthcare, dental information sessions, book fairs).

Please see **Parent Handouts** section for sample resources on communicating LSWP to parents.

Addressing Barriers to Parent Engagement

When planning activities for parents, it is critical to identify and address barriers to their participation. Different barriers may exist for different parents.

CPL's research revealed the following barriers to parent involvement in schools:

- ❖ Work and home schedules.
- ❖ Lack of childcare.
- ❖ Language/cultural barriers.
- ❖ Lack of interest/don't care.
- ❖ Lack of transportation.
- ❖ Feelings of inadequacy.
- ❖ Feeling disrespected or unwelcome.
- ❖ Opinions not valued.

*When planning activities for parents,
it is critical to identify and address
barriers to their participation.*

ENGAGING PARENTS

Strategies for Addressing Barriers to Parent Involvement in Schools:

Work

- Ensure meetings are held at various times (such as in the evenings and on weekends).
- Send parents questionnaires with day/time options. Keep questions short and simple, and ensure they are available in different languages.

Lack of Childcare

- Plan activities with the whole family in mind.
- Provide childcare for young children and enrichment activities for school age children during meetings/events. Make sure that your childcare activities model what you are encouraging parents to advocate for (e.g., serve healthy snacks and beverages and provide physical activity opportunities).

Language/Cultural Barriers

- Ensure written communication addresses non-English speakers and parents with low-literacy. Have native-language speakers facilitate meetings/events when possible.
- Provide interpreting services at meetings.
- Utilize respected community members to relay your message.
- Have parents invite other parents.
- Consider personal invitations. Both Latino and African American audiences value oral communication.

- Have a presence at community events to establish yourself in the community.
- Provide healthy refreshments at meetings. Food is an important part of gatherings in most cultures.

Lack of Interest/Don't Care

- Educate parents about the link between health and academics.
- Ask families about their experience with friends or family members with diabetes.
- Personalize your message when possible. Frame your message around parents' concerns for their children's future. Identify activities as an opportunity to address health disparities or social justice issues.

Lack of Transportation

- Hold meetings in convenient locations close to where the parents live.
- Provide transportation and/or public transportation passes.
- Facilitate carpooling.
- Divide groups by neighborhood when you do an activity to encourage them to interact informally and talk about transportation.

ENGAGING PARENTS

Feelings of Inadequacy

- Begin with small, attainable goals. Success builds confidence.
- Provide parents success stories of parents making a difference at other schools.
- Ensure all meetings/events provide time for socialization. This allows parents to build relationships with one another.
- Educate parents about advocacy.
- Educate parents about the school system and their potential role in it, and that schools have to allow parent engagement.
- Provide opportunities for parents to develop leadership skills in a safe environment.
- Emphasize both individual and group strengths and be clear about how parents can help.

Feeling Disrespected/Unwelcome and/or Opinions Not Being Valued

- Plan meetings so parents can speak within the first few minutes of your meeting.
- Recognize and reward parent involvement (e.g., prizes, awards, certificates, verbal praise, and appreciation).
- Educate parents about how new Federal law assures their right to participate and be heard.

The use of incentives is another beneficial way to improve parent participation. Possible suggestions for incentives include:

- Gift certificates (e.g., grocery stores, sporting goods stores, local stores).
- Aprons.
- Cookbooks.
- Bike helmets.
- Memberships at community centers and fitness clubs.
- Movie passes.
- Tickets to local sporting events.
- Healthy and culturally appropriate food/refreshments at meetings.
- Passes to community activities that support physical activity.

Identifying Parent Participation Opportunities

Before recruiting parents, it will be useful to understand the potential roles they can play in LSWP advocacy.

The top seven activities that parents reported they would be interested in included:

- Conducting school/student surveys.
- Administering student taste tests of new foods/beverages.
- Educating teachers, school administration, and students about health.

Organize your agenda to facilitate conversations and dialogue that will lead to active participation and engagement.

ENGAGING PARENTS

- Helping the school provide healthier food options.
- Volunteering for after school physical activity programs.
- Attending school board meetings or speaking to school board members.
- Attending and discussing health-related topics in group meetings and workshops.

Additional ways parents could be involved include:

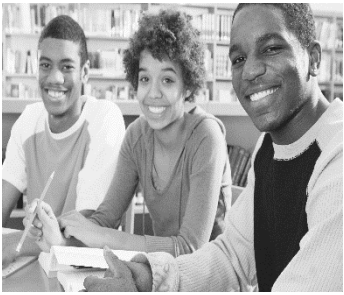
- Participating on local school wellness committees.
- Introducing healthy fundraising ideas.
- Inviting other parents to get involved (and translating for other parents when needed).

Facilitating Successful Parent Meetings

It is important that when working with parents you set an atmosphere of trust and respect. Organize your agenda to facilitate conversation and dialogue that will lead to active participation and engagement. Foster a sense of purpose and belonging.

- Approach parents with a respectful tone.
- Provide early opportunities for parents to speak and facilitate opportunities for conversation and interaction with other parents they might not know.
- Listen actively and take notes.
- Identify issues that are relevant to parents.

- Highlight the link between student health and academics, the role schools should play in this, and why this should matter to them.
- Create agendas that allow time for dialogue.
- Be respectful of time and negotiate time with parents. Say how long a meeting will last.
- Develop group agreements.
- Allow parents to discuss their personal resources and assets.
- Allow time for socializing.
- Ensure time is set aside for small-group work.
- Ensure handouts are available in different languages.
- Provide name tags.
- Serve refreshments that are consistent with your message, for example pitchers of cold water and healthy snacks.
- Identify outcomes and develop small, attainable goals at the beginning in order to build confidence and see early successes.
- Identify successes that other parents have had.
- Allow parents to determine action items and who will do these. Record who is responsible for what and the due date.
- Personalize messages. Be knowledgeable about the rates of obesity, availability of unhealthy foods and lack of physical activity opportunities in your school/community.
- Ensure the room is set up to facilitate small group discussion (e.g., chairs set up in circles, position speaker at same level as parents).
- Acknowledge parent efforts and celebrate successes.



ASSESSING YOUR SCHOOL DISTRICT

How Are Parents Currently Involved in Your School District?

The Local School Wellness Policy (LSWP) is a district policy that should be implemented at each school within the district. It may be in different stages of implementation at different schools. Before you begin working with parents or fellow parents, it may be a good idea to assess what is happening at your district regarding parent involvement in LSWP.

The following checklist will provide you with a baseline for assessing current parent involvement in your school district.

1. Does your school district have a School Wellness Committee*?

Yes No

2. If yes, how often does it meet?

3. If there is a School Wellness Committee, are there parents on it (parents should be a part of this committee)?

Yes No

4. Has the Local School Wellness Policy been communicated to parents throughout the district?

Yes No Unsure

a) If yes, how has it been communicated?

b) If the policy has been communicated, was it done in multiple languages and with consideration for low-literacy parents?

Yes No Unsure

If yes, list languages:

ASSESSING YOUR SCHOOL DISTRICT

5. Where are parents currently involved in your school/school district (this information may be school-specific)?

- PTO/PTA
- Parent center
- After school groups
- In-class volunteers
- Parent booster club
- Advisory boards
- Sports activities
- DLAC/ELAC
- _____
- _____
- _____

The information gathered from this brief survey will assist you in planning your parent outreach and activities. Having this information will allow you to find out where and how to reach parents currently involved at the school district, let you know if you need to assist the district in communicating the LSWP to parents, and whether any efforts have been made to reach low-literacy or non-English speaking parents.

Assessing Your Schools' Nutrition and Physical Activity Environment

Each school within your district may be implementing the LSWP in different stages. You may be working with parents at the district level and/or at the school level. Regardless, parents are more likely to want to become involved if they know what is happening at *their* child's school.

You may want to complete a brief survey of the school before you meet with your parents or have your parents complete a brief school survey with you to assess the nutrition and physical activity environment in some of your district's schools. The survey will provide you with information that may help identify areas within your school(s) that need work.

Please see **Appendix A** for a sample Campus Survey.

* Some schools may refer to their School Wellness Committee as the School Health Council, Coordinated School Health Council, or a Wellness Council. These perform the same function as the School Wellness Committee referred to here.



PREPARING PARENTS FOR ACTION

Taking Action on Local School Wellness Policies (LSWP)

Finding Your District's LSWP

Parents may need to know where to find their district's LSWP. Schools may have the policy posted in the cafeteria or on the school's website. You may need to ask someone at the school, district superintendent's office, or a wellness committee member where to locate the policy.

Parent Education on LSWP

Strong, fully implemented LSWPs have the power to impact nutrition/physical activity choices and student health during the school years and into adulthood.

For parents to effectively become advocates for improved LSWPs, they must first understand why LSWPs are important to them and their children. Before pursuing projects at school, parents may need background information on some or all of the following (see **Fact Sheets** section of this toolkit for detailed fact sheets on each):

Fact Sheet Topics

- ❖ Health and Academics
- ❖ What is Policy?
- ❖ Working with Schools
- ❖ The School Environment
- ❖ Classroom Messages
- ❖ Marketing in Schools
- ❖ California Nutrition Standards
- ❖ Physical Activity
- ❖ Physical Education
- ❖ School Lunch Program
- ❖ School Breakfast Program
- ❖ Fundraising
- ❖ Water in Schools

See **Parent Handouts** section for resources on healthy celebrations, alternative fundraising, and alternatives to food as a reward.

PREPARING PARENTS FOR ACTION

Parents Taking Action!

The **Parents Taking Action!** process outlines activities that can drive the implementation of the school wellness policy. It can serve as your guide for leading parents through the process of identifying problems in your school/district, establishing priorities, and taking action.

Consider using California Project LEAN's *Parent Lesson Plans: Advocating for Healthier School Environment*, which provides background information on the LSWP, the food, beverage, and physical activity environment on school campuses, and the Parents Taking Action advocacy process as this information will equip you to work with parents to advocate for the implementation of strong LSWPs.

Step 1: Pick a Problem and Find a Solution

Once you have gathered information about what LSWP components need work (e.g., by using the Campus Survey [see Appendix A], tools to evaluate wellness policies or information parents already have about their child's school), it is time to identify, with parents, areas of interest and potential solutions. As a group, brainstorm problems in the school and possible solutions. All ideas are important. But to advance in the right direction, parents will need to set priorities. Once ideas are on paper, the next step is to pick just one problem and one solution to address. More in-depth assessments may need to be done once parents decide on the problem they are going to work on.

Step 2: Identify the Policy Players

After parents have picked a problem and solution, they will want to identify supporters and/or people that may not support, but need to know about, the work. Consider those associated with

the school (administrators, teachers, students, staff, food service staff, school nurses, parents) in addition to community members, such as pediatricians or staff from public health departments or hospitals, community organizations, and non-profit agencies (e.g., the American Cancer Society, YMCA, or American Heart Association). Try to find champions who can work with you.

Consider:

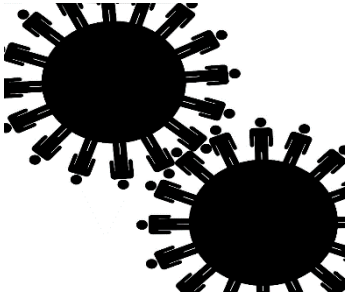
- ❖ Who can help you?
- ❖ Who may oppose your efforts?
- ❖ Who are the decision-makers?

Step 3: Build Your Action Plan

Once parents have identified a problem, solution, and the policy players, it's time to make an action plan. For the action plan, figure out what needs to be done, who will do it, and when it should be done. Some steps needed in the action plan may include administering simple surveys with students/parents/staff to understand and document the problem, writing letters, making phone calls and presentations, working with the media. (See Appendix B for sample letters, phone scripts and tips on presentations, surveys, and working with the media.)

Step 4: Evaluate How Your Group is Doing

Once parents put the plan into action, it's time to review. After completing items in the action plan, review the successes, progress, and challenges. Celebrate small achievements and keep in mind that change may take time.



STEP 1: PICK A PROBLEM AND FIND A SOLUTION

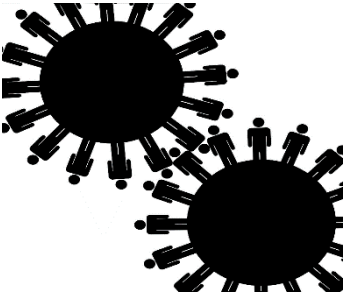
BRAINSTORMING WORKSHEET

Use this Brainstorming Worksheet to keep track of your ideas. Utilize your Campus Survey (Appendix A) information and resources in the Fact Sheets and Parent Handouts sections of the toolkit to assist with this step.

Problem:	Possible Solutions:
Problem:	Possible Solutions:
Problem:	Possible Solutions:

When picking your final problem and solution, consider:

- What will be different if we succeed?
- Which idea will help the most people?
- Which idea will make a lot of people healthier?
- Which idea has the best chance of working?
- Which idea will be the cheapest?
- Which idea can be done the quickest?
- Which idea do we like the best?

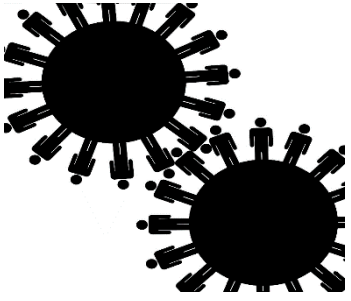


STEP 1: PICK A PROBLEM AND FIND A SOLUTION

BRAINSTORMING WORKSHEET

Use this Brainstorming Worksheet to keep track of your ideas. Utilize your Campus Survey (Appendix A) information and resources in the Fact Sheets and Parent Handouts sections of the toolkit to assist with this step.

Problem:	Possible Solutions:
<p><i>Students get limited physical activity before, during, or after school</i></p> <p>SAMPLE</p>	<ul style="list-style-type: none">• <i>Add investments for physical activity like coach time or walking school buses to the district's Local Control Accountability Plan (LCAP)</i>• <i>Strengthen wellness policy language to support more physical activity opportunities</i>• <i>Keep the gym open on weekends</i>• <i>Coordinate with local gym to get free or reduced-cost memberships</i>• <i>Work with your local planning department to build a bike trail or path</i>• <i>Improve the school yard facilities (playground structure, grass, play areas)</i>• <i>Work with the local parks department to utilize local parks or athletic facilities</i>• <i>Work with local afterschool programs to coordinate physical activity programs</i>• <i>Organize parent-led after school physical activities for students (e.g., dance, running, walking programs)</i>• <i>Get more students to walk or bike to school</i>• <i>Be sure all students get recess every day</i>• <i>Advocate for brief physical activity breaks in the classroom during the school day</i>



STEP 2:
IDENTIFY THE POLICY PLAYERS

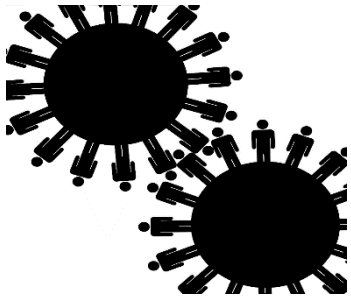
BRAINSTORMING WORKSHEET

Who are the policy players? Who can help you? Who may oppose your efforts? Who are the decision-makers?

Problem: _____

Possible Solution: _____

Name/Title	Organization	Address	Phone Number/Email	Notes



STEP 2: IDENTIFY THE POLICY PLAYERS

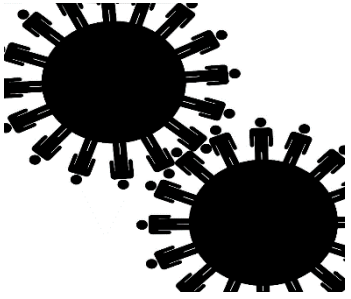
BRAINSTORMING WORKSHEET

Who are the policy players? Who can help you? Who may oppose your efforts? Who are the decision-makers?

Problem: Students get limited physical activity before, during, or after school

Possible Solution: Get more students to walk or bike to school

Name/Title	Organization	Address	Phone Number/Email	Notes
John Ramirez	PTA	12 Center St.	555-1212 jramirez01@yahoo.com	Walks sons to school every day, may support our work
Mrs. Beloney	Teacher, ABCD School		555-1222	On wellness committee, allows kids to take PA breaks during day, may support our work
Derek Lee	Principal, ABCD School		555-1333	Need buy-in, was not too supportive of LSWP
Cyndi Guerra	Athletic Director		555-1444	Has changed PE classes to improve PA in them, participates annually in Walk-to-School week, may support our work.

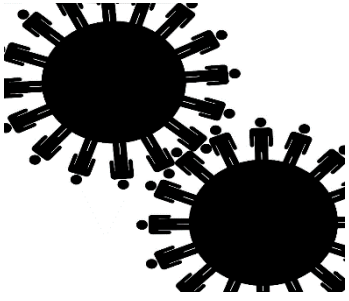


STEP 3:
BUILD AN ACTION PLAN

Problem: _____

Possible Solution: _____

Steps	Who does it?	By when?



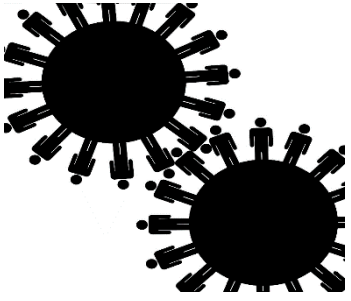
STEP 3: BUILD AN ACTION PLAN

Problem: Students get limited physical activity before, during, or after school

Possible Solution: Get more students to walk or bike to school

Steps	Who does it?	By when?
Find out what the LSWP says about walking/biking to school and what efforts have been done in the past	Joanne	October 1
Talk to the principal about desire to increase the number of students who walk to school	Luz	October 15
Create survey to find out why parents don't allow /students don't walk/bike to school	Vicki	November 1
Find out about walk/bike to school resources (how to get efforts started, tools for process, state funding)	Nestor	October 10
Send letters to parents asking for help with efforts	Peggy	November 25
Give a presentation at a school board meeting; explain why kids aren't walking or biking and ask that the LSWP include walk/bike activities	Grace	December 15
Get in touch with local community walking/biking groups for assistance with safety, outreach, and planning activities	Mike	November 15
Contact local police or planners regarding assistance with safety issues	David	November 15

SAMPLE



STEP 4:
EVALUATE HOW YOU ARE DOING

At meetings, take time to review the project’s progress.

What steps have been completed? What steps are still pending?

Which steps worked? What has not worked? Why didn’t it work?

What should be done differently?



Los Angeles Unified School District (LAUSD)

Objective

Elizabeth Medrano is part of the Healthy School Food Coalition, a group of parents, teachers, students, and community organizers, who want to improve the cafeteria foods and environment in LAUSD. Since 2001, LAUSD has been on the cutting edge of improving the foods and beverages sold separately from the school breakfast and lunch programs. LAUSD was one of the first school districts in the nation to eliminate the sale of sodas and unhealthy snacks on school campus. The district instituted this change before California passed a law requiring its school districts to do this. While this effort was a positive step for the district, Elizabeth said that changes were needed in the school lunch program as well. Students had very little say about the types of foods that were offered to them in the school cafeteria and the cafeteria lines were long, which meant that students had little time to eat after getting their lunch. Because of this, Elizabeth said that action was needed to address the issues and improve access to healthy school meals for all students.

Motivation

As a parent, Elizabeth wanted to make sure her son, who attends an LAUSD school, ate his meals in the cafeteria. She felt the cafeteria meals were a healthier option than some of the “competitive foods” — foods sold outside the school meal program. She got involved in improving the

cafeteria foods and environment in the district because she believes that all students should have access to healthy food, regardless of their income level.

Steps

In 2006 the LAUSD school board passed the Cafeteria Improvement Motion that called for improvements to the meal program and cafeteria environment. Elizabeth worked with the Healthy School Food Coalition to develop and implement a plan to improve the cafeteria. The committee identified some specific areas for improvement, such as creating a more varied menu, making the eating environment more attractive, improving the cafeteria equipment, addressing the long lines and limited time to eat lunch, and making sure nutrition education in the classroom was linked to the foods served in the cafeteria.

The Healthy School Food Coalition members felt it was important to make the meal service accessible to all students. The coalition learned that many students who qualified for free or reduced price meals did not eat in the cafeteria because there was a stigma associated with eating these meals. Students who get free or reduced price meals had to use a ticket system, which identifies them from students who pay for their lunch. Because of this, the district implemented a computer payment system instead of the ticket system so all students get their meals using the same process. This way, today no one can identify which students get free or reduced price meals.

“We want parents and young kids to pay attention and know what to expect from food at school. They should know their school food rights.”

CASE STUDIES

Elizabeth and other coalition members have brought the school and community together to make some significant improvements in the way the cafeterias serve their meals. They also have improved the kinds of foods served. Involving students in the process of improving the foods was critical to ensure success. LAUSD is currently conducting a pilot project to test some strategies aimed at improving student participation in the meal program. The coalition has worked with the school food service staff to change the way the food is presented to students, improve the layout and design of the cafeteria, and get student feedback about the cafeteria improvements through surveys and comment cards. Although this work is taking some time, Elizabeth said the end result of having healthier kids who are eating nutritious foods is well worth it.

“We want parents and young kids to pay attention and know what to expect from food at school,” Elizabeth said. “They should know their school food rights.”

Results

Some of the major accomplishments include:

- Students are participating in the discussion groups to add their perspective and input to improving the school meals.
- New menus now offer three lunch items, including a vegetarian as well as hot and cold entrées.
- An executive chef has been hired to make further improvements to the school district menu.

- Increased number of salad bars in schools.
- Increased participation in the meal program.
- Nutrition education in the classroom connects to foods offered in the meal program.

Who helped?

Executive chefs, students, parents, district administrators, district food service staff, school board members.

Challenges and Solutions

Challenge: It usually takes money to make changes to the meal program.

Solution: Encourage the school to connect to local farmers and find “win wins” like farm to school projects or to develop a significant garden project. Raise awareness of the connection between healthy eating and academic success to decision-makers so they are more likely to consider investing in your effort.

Challenge: How do you keep people on the coalition engaged in the topic?

Solution: Keep the energy level high with the idea that all people deserve food that is good for them. Try not to overwhelm people but instead, give them short-term achievable goals. Celebrate successes.

Challenge: School personnel are often not aware of new policies.

Solution: Continue to provide updates and reminders to school staff about policy changes. Find a champion teacher or other school staff member who cares about the issue. Get buy-in from school administrators by sharing the connection between academic achievement and improved nutrition.

Future Plans

- Address the use of unhealthy foods for fundraisers.
- Train parents on how to provide nutritious foods at home.
- Help other parents become more aware of how companies bypass parents and market foods directly to kids.

Advice for Other Parents

- Talk to your kids about what is going on at school.
- Share ideas or concerns with other parents, teachers, and the principal, or things won't change.
- Organize a group of concerned people who can work with you to make changes.
- Get involved in school meetings so you know how the system works.
- Present your message in a positive way.

Los Angeles Unified School District School District Demographics: Enrollment: 646,683

73.5%	Hispanic
9.2%	African American
9.3%	White
6.5%	Asian/Pacific Islander/Filipino
0.4%	American Indian or Alaska Native

Celina's persistence paid off. A salad bar is now offered at lunch and there is more variety on the lunch menu.

CASE STUDIES

Monterey Elementary School, San Bernardino Unified School District

Objective

After observing that many students did not eat foods offered in the school cafeteria, and noticing a lot of food ending up in the trash, parent Celina Sanchez began to investigate what was going on and search for a workable solution. Her child complained about the same foods being offered all the time, a complaint she heard from other students as well.

One of Celina's friends told her about the foods offered at her own child's school—including a salad bar and a variety of foods on the menu. Celina approached the Monterey Elementary principal and shared her concerns. She presented the idea of having a salad bar at their school to the principal and also suggested the school offer more variety for breakfast and lunch.

Motivation

Celina said that "seeing kids not eating the foods at breakfast and lunch and knowing that with an empty stomach, one cannot learn," motivated her to take some action.

Steps

After Celina presented her ideas to the school principal, the principal asked her to fill out an application for her request to the Food Service Department at the school district. Celina felt it was important to inform others about her suggestion to the school district in order to make sure the

district would view the issue as a priority. She presented her ideas to other parents, including the PTA, to gain their support. Celina collected lunch menus for the past three years and used them to demonstrate there was not much variety in the food choices offered to students. It took a year to hear back from the district. However, Celina did not give up and kept visiting the principal to get updates and check on the progress of her suggested changes.

Results

Celina's persistence paid off. A salad bar is now offered at lunch and there is more variety on the lunch menu. The other positive change was that cereal was added to the breakfast menu. By observations, Celina has noticed that students are using the salad bar and more foods are being consumed at both breakfast and lunch instead of going to waste.

Who Helped?

School principal, other parents.

Challenges and Solutions

Challenge: The biggest barrier was the **slow pace** the district took to approve her request—a full year! While the original school principal was very supportive of her request, when a new principal arrived, she did not have the same support.

Solution: **Persistence** and constant requests for updates on the progress of her suggestions from the principal kept the project moving forward.

Future Plans

Celina would like to propose a class that teaches students how to dance the traditional Mexican Baile Folclórico. She wants to extend this beyond just Cinco de Mayo and make it available year round. She feels that this not only teaches traditional Mexican dance, but also serves as physical activity for students.

Advice for Other Parents

- Don't give up.
- Look for help from other parents and groups and engage them both.
- Advocate for better health for your children.
- Speak up and direct your concerns to the school administration.

Monterey Elementary School, San Bernardino Unified School District

School District Demographics:

Enrollment: 590

77.5%	Hispanic
13.6%	African American
2.4%	White
3.1%	Asian/Pacific Islander/Filipino
0.7%	American Indian or Alaska Native

After hearing so much about childhood obesity, Deirdre was motivated to change some of the food options at her daughter's middle school.

CASE STUDIES

Lewis Middle School, San Diego Unified School District

Objective

Parent Deirdre Kleske wanted to make sure that the principal and parents knew changes needed to be made to the foods served and sold on her daughter's campus, including at the student store. After some investigation, she learned that the student store was continuing to sell candy and chips to students even though that was prohibited by California law and the new district wellness policy.

Motivation

After hearing so much about childhood obesity, Deirdre was motivated to change some of the food options at her daughter's middle school. Based on research she had read, Deirdre believed that healthy eating and physical activity can help students achieve more academically, as well as feel better about themselves.

Steps

Deirdre learned that the student store, which was run by the Associated Student Body (ASB) class as a fundraiser for activities, had eliminated the sale of sodas, but was still selling snack foods like candy and chips that did not meet the nutrition standards in the district's wellness policy. The store was run out of a classroom and was open to students during lunchtime.

Deirdre arranged a meeting with the ASB director to share her concerns and help him understand the new policy. She wanted to make sure the

school was not in violation of the district policy and new California laws dictating which foods and beverages could be sold on campus, so she shared information on the nutrition standards. Deirdre worked hard to make sure the ASB director considered her as a resource rather than the "food police."

She also helped educate ASB student leaders on the types of foods that could be sold in the store and she conducted taste tests of new products and worked with the students to identify new items to sell for a higher profit.

Results

The entire store is now stocked with compliant items. Additionally, the school provided funding to fix-up the store and increase its visibility among the students. Plus, students have been involved in promoting the new, compliant items to their peers.

Who Helped?

ASB advisor, principal, vendors, students, and school foundation.

Challenges and Solutions

Challenge: Reluctant staff.

Solution: Constant vigilance and serving as a resource rather than an "enforcer."

Future Plans

Help the student store stock healthier snacks. While some snacks meet the nutrition standards, they are not as nutritious as others that are available.

Work with school officials and vendors to supply healthy smoothies on campus that meet the nutrition standards.

Advice for Other Parents

- Secure support from a principal or other champion within the school.
- Celebrate even small changes and don't expect big changes to happen overnight.
- Share your small victories with other parents as they can motivate them to tackle a similar issue in their schools.

Lewis Middle School, San Diego Unified School District

School District Demographics:

Enrollment: 1,029

33.1%	Hispanic
7.2%	African American
32.5%	White
19%	Asian/Pacific Islander/Filipino
0.7%	American Indian or Alaska Native

Each day had a color theme and students were encouraged to bring in their favorite fruits or vegetables to match.

CASE STUDIES

Alamosa Park Elementary, Vista Unified School District

Objective

Vista Unified School District passed its local school wellness policy. Each school in the district provided a representative for the district wellness policy committee. As her son's school representative, parent Kathi Keene was asked to help get the word out about the new wellness policy and changes that would be occurring on her son's campus.

Motivation

Kathi has always had a passion for health and fitness so her assignment to help communicate the new wellness policy to her son's school community provided her a great opportunity to put her passion into action. As a parent, Kathi made every effort to keep her own children healthy by providing healthy foods and making sure they had opportunities to be physically active. When her son's elementary school principal asked her to get involved on the district wellness policy committee, she was eager to help the entire school learn more about eating healthfully and being active in fun and non-competitive ways.

Steps

Over the past two years, Kathi has focused on improving nutrition education and access to fresh fruits and vegetables on campus. She implemented healthy tips of the week and assisted the district in obtaining a grant to

implement the Harvest of the Month program. She regularly conducts taste tests of healthy foods and nutrition talks in her son's 4th grade classroom.

The school's foundation wanted to conduct a jog-a-thon in order to raise money to bring the Sports Play and Recreation for Kids (SPARK) physical education program to the school. Kathi felt that a fundraiser was a key way to introduce students to health and fitness.

Kathi and her partners at the school—the Wellness Council, the school district nutrition education coordinator, PTA, teachers, and community sponsors—put together a week of activities that culminated in a jog-a-thon fundraiser. “Healthy Hawk Week” was kicked off with the Healthy Hawk Chant and energizing activities. Each day had a color theme and students were encouraged to bring in their favorite fruits or vegetables to match. Other components of the week included a tour of the school garden, taste testing of less common fruits and vegetables, Walk to School Day, Nutrition Olympics, and a SPARK assembly to get the students excited about getting pledges and to introduce the teachers to the SPARK program.

Results

Healthy Hawk Week and the Jog-a-thon were a huge success. Here are some of the highlights:

- More than \$19,000 was raised by students during the jog-a-thon.
- The community contributed a multitude of healthy prizes for students, including a custom

BMX bike, free registration to a surf/karate camp, and bowling passes.

- Teachers pledged not to reward students with candy and were given lists of alternative rewards and incentives.
- The energy generated by this event rubbed off on teachers and parents, who have indicated they will use this information at home and in the classroom in the future.

Who Helped?

Wellness Council, Alamosa Park Elementary School Foundation, PTA, teachers, district nutrition education coordinator, and community sponsors.

Future Plans

- Continue Harvest of the Month.
- Conduct SPARK training.
- Implement an after school running or fitness club.

Advice for Other Parents

- Believe in the ultimate goal of decreasing the number of overweight kids.
- Find groups of similar minded parents to work with.
- Start small.
- Get involved in your school district's or your school's wellness committee.
- Get district support.

Alamosa Park Elementary, Vista Unified School District

School District Demographics:
Enrollment: 566

32.2%	Hispanic
3.0%	African American
48.2%	White
8.8%	Asian/Pacific Islander/Filipino
0.2%	American Indian or Alaska Native

FACT SHEET

HEALTH AND ACADEMICS

What is the Link Between Academic Achievement, Parent and Family Involvement, and the Local School Wellness Policy (LSWP)?

When parents are actively involved in their child's education and school, their children are more likely to:

- ❖ Earn better grades and achieve higher test scores.
- ❖ Participate in advanced academics.
- ❖ Attend school regularly.
- ❖ Develop better social skills.
- ❖ Graduate and go on to college.

Healthy, well-nourished, physically active students:

- ❖ Are more prepared to learn.
- ❖ Have increased concentration and improved test scores.
- ❖ Are more likely to attend school regularly.
- ❖ Show better attendance and a more positive attitude toward school.
- ❖ Are better able to take advantage of educational opportunities, such as attending college.

What are the Challenges?

- ❖ Parents not being informed about Local School Wellness Policy (LSWP) and the role they can play.
- ❖ Parents not being included in LSWP design, implementation, monitoring, and evaluation on an on-going basis.
- ❖ LSWPs may not be implemented, monitored, or evaluated.

Strong LSWPs and an active school community can create healthy school environments and healthy students.

Healthy students are more successful students. Parent involvement, healthy eating, physical education, and regular opportunities for physical activity all contribute to healthier students.



What is the Ideal Situation?

- ❖ Parents know about the LSWP and are involved in the design, implementation, monitoring, evaluation, and improvement of LSWPs.
- ❖ Parents are actively recruited and their participation is welcomed by schools and districts.
- ❖ Parent voices are respected.

What can Parents do?

- ❖ Be involved in your child's school. Get to know the principal, teachers, cafeteria staff, and other staff.
- ❖ Visit the school office or website to get a copy of the LSWP.
- ❖ Learn what your district's LSWP says about nutrition, nutrition education, foods and beverages sold at school, physical activity, and physical education.
- ❖ Find out what is really happening at your child's school. Ask your children, teachers or observe:
 - What foods or beverages are being sold?
 - How available is physical activity and does the school meet the state physical education requirements?
 - Are any food or drink products being promoted on the school grounds?
 - Can children walk or bike to school safely?
 - Are other issues affecting children's health?
- ❖ Ask at your school office who is responsible for the implementation of the policy or check the school/district website.
- ❖ Ask your school to post the LSWP at the school and on the school's website.
- ❖ Talk to other parents about the link between health, parent involvement, and children's success in school.

Additional Resources

Healthy Youth: Student Health and Academic Achievement, Centers for Disease Control and Prevention (CDC)

This web-based resource provides information on the connection between health and student achievement. It also provides links to pages on the connection between physical activity, coordinated school health, and student success.

www.cdc.gov/HealthyYouth/healthandacademics/index.htm

Health and Wellness, National Parent Teacher Association (PTA)

Web-based resources that contain individual sections of the PTA Healthy Lifestyles: A Parent's Guide. Topics include physical activity, nutrition, grocery shopping, school wellness policies, and vaccinations.

www.pta.org/programs/content.cfm?ItemNumber=317



HEALTH AND ACADEMICS *continued*

- ❖ Join or form a team of interested parents. You may find support from such groups as the Parent Teacher Association (PTA), Parent Teacher Organization (PTO), school health advisory council, school wellness council, school improvement team, or at your school parent center.
- ❖ Ask to join the committee or council responsible for implementing the LSWP.
- ❖ Request that a school representative speak to parents about the LSWP and the progress with its implementation.
- ❖ Work together with school leaders (principals, school nutrition staff, and physical education staff) to evaluate and improve the LSWP.
- ❖ Request wellness needs and priorities are considered in the new tools for school district financial planning, such as the Local Control Accountability Plan (LCAP) for California schools.



FACT SHEET

WHAT IS POLICY?

What is the Local School Wellness Policy (LSWP)?

By the beginning of the 2006-2007 school year, schools participating in the National School Lunch or Breakfast Program were required to establish a local school wellness policy (LSWP) that set goals for:

- ❖ Nutrition education.
- ❖ Physical activity.
- ❖ All foods and beverages available on campus.
- ❖ School-based activities designed to promote student wellness.

Almost all schools now have at least an initial policy, but most need to be updated and strengthened in response to new legislation, the Healthy, Hunger-Free Kids Act of 2010. This is an opportunity to do better.

The law says:

- ❖ School districts must establish wellness policy leadership with one or more school official(s) who have the authority and responsibility to ensure each school complies with the policy.
- ❖ School districts must allow participation in the wellness policy process by the general public and the school community, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators.

While all the new rules are set to be final Spring 2015, LSWPs should include nutrition guidelines for all foods and beverages available on the school campus during the school day that are consistent with the new stricter school meal nutrition standards and the Smart Snacks in School nutrition standards. Districts can decide to be stricter and more protective of student health as well.

What is Policy?

A policy is a rule or set of rules that people or organizations must follow. Policies have the power to influence how you and others act. Policies can be set by government, schools, organizations, and other groups. In schools, school board members are responsible for adopting school policy. Once a practice is written into school policy, the school is then obligated to follow the policy.



WHAT IS POLICY? *continued*

Policies should also assure that no unhealthy foods or beverages are marketed inside the school or on the school grounds that do not meet the Federal standards (for example through sponsorships, scoreboards, vending machine ads, textbook covers, etc.).

School districts can also choose to be stricter, for example limiting any marketing of foods or beverages to children.

Why is the LSWP Important to Parents?

- ❖ Healthy, fit students do better in school, are more likely to attend school, and perform better academically. Strong LSWPs can improve the nutrition and physical activity environment in schools and improve student health and welfare both in the short and long term.
- ❖ The rates of overweight and inactivity in America's youth are rising.
- ❖ Schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. Youth spend the majority of their time in school.
- ❖ School environments should foster healthy eating and regular physical activity.
- ❖ Engaging parents in LSWP implementation and measuring the effectiveness of implementation is an important strategy to ensure strong LSWPs are implemented in schools.
- ❖ Parents bring a variety of experience and new perspectives to the school.

Additional Resources

USDA, Local School Wellness Policy Implementation under the Healthy, Hunger-free Kids Act of 2010. Summary of Proposed Rule
<http://www.fns.usda.gov/sites/default/files/LWPproprulesummary.pdf>



FACT SHEET

WORKING WITH SCHOOLS

Who’s Who in the School System?

School Board

Elected officials that comprise the policy making body of the school district and are responsible for providing a quality public education program. The school board provides direction, oversight, and accountability for school policies.

Superintendent

Oversees and enhances educational programs, implements rules, regulations, policies and procedures.

District Administrators

Oversee specific areas such as curriculum and instructional development, student services, special needs, English language learners, athletics, transportation, food service/child nutrition directors, federal programs, testing and assessment, and finances.

School Principal

Chief administrator of a school – oversees school operations, provides staff with necessary skills to fulfill educational goals, and ensures that the rules, regulations, policies and procedures are enforced and fulfilled.

District or School Wellness Coordinator or Lead

Manages health and wellness programs and activities, including oversight of the Local School Wellness Policy.

Food Service Director

Provides leadership and management functions for the food service operation. Not only must assure that it complies with local, state, and federal requirements, but should also work to assure tasty, healthy enjoyable meals.

.....
Where do parents fit in your school/school district?
.....

Working with Schools

When advocating for changes in your local schools, it is important to know how schools work. Understanding how schools work will assist you in your efforts.



THE SCHOOL ENVIRONMENT

How can the Local School Wellness Policy (LSWP) Help Create a Healthier School Environment?

There are a variety of ways that the schools can promote and support proper nutrition and physical activity. Strong LSWPs address each of the components below.

Nutritious Food Choices

- ❖ Foods served are of good nutritional content, including fruits, vegetables, low-fat dairy, whole grains, and lean protein foods are available wherever and whenever food is sold or served during the school day.
- ❖ Foods sold/served during the school day meet the federal, state, and local nutrition standards.
- ❖ Foods sold/served on school grounds or at school-sponsored events are consistent with school nutrition messages and standards.
- ❖ Additionally, foods should be tasty and attractive, although this is more about practice than policy writing.

Water Access and Promotion

- ❖ Free, safe, refreshing drinking water is available not only during meal times, but throughout the school day with at least one drinking fountain or water distribution point per 100 students.
- ❖ Water consumption is promoted as an essential nutrient that plays a role in overall health.
- ❖ Water is promoted as a substitute for unhealthy sugary drinks such as fruit/juice drinks with added sugar, sodas, sports drinks, and flavored milk.
- ❖ Maintenance is regularly performed on all water fountains, jugs, water jets, filling stations, etc.
- ❖ Cold tap or fountain water is used as much as possible to avoid the environmental burden of bottled water.

The Nutrition and Physical Activity Environment in Schools

The school nutrition and physical activity environment impacts student food choices and levels of physical activity, thereby impacting the students' health and academic achievement. Youth spend half of their waking hours in school, and schools have a responsibility to create an environment that increases student access to nutritious foods and physical activity options.



Time and Space for Eating

- ❖ Students have adequate time to eat meals (e.g., a minimum of 20 minutes for lunch), have pleasant surroundings, and time to relax and socialize at meals.
- ❖ Students have access to facilities for hand washing.

Classroom Activities

- ❖ Food is not used for individual rewards or incentives for academic performance/good behavior.
- ❖ Foods used for celebrations support the school's health messages.

Staff Qualifications

- ❖ Staff teaching nutrition education and physical education are appropriately trained and regularly participate in professional development.
- ❖ Food service or child nutrition directors have specific training in areas related to complying with nutrient standards, menu planning, food purchasing and storage, food sanitation, and general nutrition.

Nutrition Education and Promotion

- ❖ Nutrition education is integrated within the health education program.
- ❖ Curricula is evaluated for accuracy and completeness and is free of commercial messages.
- ❖ School gardens are created and utilized to promote nutrition education and physical activity that is integrated with other subject area instruction to enhance learning.

Coordination of Programs

- ❖ The food service program coordinates with classroom nutrition instruction.

Staff as Role Models

- ❖ School staff are encouraged to model healthy eating and physical activity behaviors.
- ❖ Staff lounge vending machines sell the same foods and beverages as those accessible by students.

Marketing/Advertising on Campus

- ❖ No advertising of unhealthy foods and beverages is permitted.
- ❖ While partnerships between schools and businesses may be valuable, the integrity of the educational activities and materials and child health should not be compromised for these relationships.

Food Sales/Fundraising

- ❖ Foods sold outside of the school meal programs, from vending machines, school stores, the cafeteria, or by student and parent organizations meet state and federal nutrition standards. All other fundraisers should promote physical activity or be non-food items (see Parent Handouts section for resources on alternative fundraising ideas).

Physical Activity (PA)

- ❖ Schools provide daily recess before lunch and at a different times other than lunch (in elementary schools).
- ❖ There are short PA breaks in the classroom during the day.
- ❖ Schools provide PA opportunities in afterschool programs.
- ❖ Schools promote and coordinate PA opportunities before and after school (such as walk/bike to school programs) and in partnership with community agencies.
- ❖ PA/recess is not withheld or used as punishment for bad behavior.

- ❖ School spaces and facilities are available to the community before, during and after the school day, on weekends and during summer, and other vacations.

Physical Education (PE)

- ❖ PE is taught by certified PE teachers and/or those teachers who are teaching PE receive adequate and regular training.
- ❖ Students meet the minimum amount of PE minutes as required by state law.
- ❖ Students are moderately-to-vigorously physically active (e.g., are breaking a sweat) for most of their PE class-- not waiting in line to shoot a basket.
- ❖ Teacher to student ratios for PE classes are similar to those of other classes.

This fact sheet was adapted in part from Action for Healthy Kids, Arizona State Team, Arizona Healthy School Environment Model Policy

FACT SHEET

CLASSROOM MESSAGES

What are Classroom Messages?

A healthy school nutrition and physical activity environment is one where nutrition and physical activity (PA) are taught and supported in the classroom, the cafeteria, and throughout the school. Classroom education and classroom activities must provide consistent messages that help students develop healthy eating and physical activity habits. Important pieces of the classroom message include:

- ❖ Nutrition education.
- ❖ Physical Education (PE) and PA opportunities.
- ❖ Healthy classroom celebrations.
- ❖ Appropriate rewards for behavior and performance.
- ❖ Teachers being models for physically active lifestyles and nutritionally sound behaviors.

What are the Challenges Around Classroom Messages?

- ❖ Students may not receive effective, standards-based nutrition education.
- ❖ Teachers may not be educated in nutrition and health. And their habits may reflect society at large.
- ❖ Foods served during classroom parties are frequently high in fat and sugar.
- ❖ Unhealthy food is often used as a reward for good behavior.
- ❖ Recess may be withheld as punishment for student misbehavior.
- ❖ Students may not receive recess or any break during the day (outside of lunch) for PA.
- ❖ Staff wellness may not be a high priority for schools.

Additional Resources

Changing the Scene, Improving the School Nutrition Environment,

Environment,

United States Department of Agriculture, Department of Food and Nutrition Service developed a toolkit that addresses the entire school nutrition environment from a commitment to nutrition and physical activity, pleasant eating experiences, quality school meals, other healthy food options, nutrition education and marketing.

<http://www.fns.usda.gov/TN/Resources/changing.html>

Healthy Classroom Celebrations,

Center for Science in the Public Interest Links to resources on healthy classroom celebrations.

<http://www.cspinet.org/nutritionpolicy>



What is the Ideal Situation?

- ❖ Food is not used as a reward.
- ❖ PA and/or PE are not withheld as punishment for bad behavior.
- ❖ Teachers receive specific training to develop skills to teach nutrition, physical activity, and health education.
- ❖ Schools have standards-based curricula for nutrition education and PE.
- ❖ Nutrition education and skill-building activities are taught regularly in the classroom and are integrated with other subjects rather than taught as isolated activities.
- ❖ After school PA and nutrition are coordinated with the regular school day.
- ❖ Cafeteria and classroom education are coordinated and connected.
- ❖ Students have opportunities to practice healthy behaviors in the classroom, cafeteria, and playground.
- ❖ Students are encouraged to consume water and capped drinking containers are allowed.
- ❖ Foods/beverages served at classroom celebrations are consistent with the nutrition education that students receive in class and meet the Federal and State nutrition standards.
- ❖ Teachers serve as role models by valuing healthy foods and physical activity.
- ❖ Students are given PA breaks during class time.

What can Parents do?

- ❖ Ask your child what foods are served in their classroom for celebrations. Voice concerns about any foods being used as a reward.
- ❖ Ask your child's teacher what the policy/practice is for foods served during classroom celebrations.
- ❖ Work with your local school wellness committee, teachers, and other parents to set guidelines for foods/beverages served at parties, celebrations, and meetings during the school day.
- ❖ Work with your local school wellness committee, teachers, and other parents to set guidelines for PA during the school day.
- ❖ Ask if nutrition education is integrated into the health education curriculum. Advocate for use of the Health Education Content Standards for California Public Schools (or for your state's health education standards).
- ❖ Working with the food service staff, mobilize parents to participate in cooking demonstrations or taste-testing with students that allow them to practice what they are learning about nutrition.
- ❖ Educate school administrators and other parents about the impact of classroom messages and behaviors on student behavior and health.
- ❖ Advocate for staff wellness programs.
- ❖ Play a supportive role. Work with schools and other parents to make improvements.

What does your district's Local School Wellness Policy say about classroom messages?

MARKETING IN SCHOOLS

Why is it Important to Limit Marketing in Schools?

Marketing and advertising of unhealthy foods and beverages influence children’s attitudes, preferences, food purchase requests, diets, and health. Children, especially young children, are uniquely vulnerable to marketing and often don’t even understand when an image or a communication is actually advertising. Marketing of unhealthy foods, sadly, works which is why companies spend money on it. It gets kids to consume their products. Labeling and signage on school campuses affect students’ food selections both at school and at away from school. Marketing of unhealthy products conflicts with the educational mission of schools to teach children about good health and proper nutrition. Advertising unhealthy foods also creates mixed messages as it creates the appearance that the school supports students eating these foods/beverages.

What are the Challenges Around Marketing in Schools?

- ❖ Schools may be unaware of the influence of marketing on student health behaviors and health.
- ❖ Schools may have exclusive contracts with food/beverage companies that they are hesitant to break. Some contracts allow these companies to market on campus.
- ❖ Schools may fear potential loss in revenues/products (such as free books, scoreboards, school supplies) if they do not allow companies to market on campus.

What is the Ideal Situation?

- ❖ No commercial influences on campus, at school events, in district curriculum, or in classroom materials that promote unhealthy foods and beverages.
- ❖ A school marketing policy that supports the above.
- ❖ School districts can also be more rigorous by promoting “a commercial free childhood school environment.”

What is Marketing in Schools?

Marketing in schools takes many forms. Marketing in schools includes product sales (such as foods/beverages sold on campus or items sold through fundraising), direct advertising (such as signs, images on vending machines, ads on websites or circulars, billboards, scoreboards, book covers, and buses), and indirect marketing (which includes corporate-sponsored curriculum and contests in return for funds/products). The majority of the foods and beverages marketed in schools are of poor nutritional quality.



What can Parents do?

- ❖ Work with the School Wellness Committee and other concerned stakeholders to educate parents, community partners, school administration, students, and staff about the impact of food and beverage marketing on youth.
- ❖ Conduct a marketing assessment on your child's school campus.
- ❖ Determine if the foods/beverages that are marketed/advertised on the school campus meet state and federal policy on foods/beverages that are allowable for sale on school campuses and that they are aligned with the LSWP.
- ❖ Draft a sample marketing policy to share with the school board, school wellness committee, or principal and consider adding it to the LSWP.
- ❖ Set guidelines for any business partnerships that restrict, at a minimum, marketing and advertising of unhealthy foods and beverages.
- ❖ If a school has exclusive food/beverage contracts, find out when the contracts expire and advocate for the school not to renew the contract to allow companies to market unhealthy foods and beverages at school. As federal regulations are finalized, compliance may be required even before contracts expire.
- ❖ Conduct periodic evaluations of any marketing on campus and compliance with the LSWP.
- ❖ Ensure that fundraising practices are not selling/marketing unhealthy food/beverage choices.

What does your Local School Wellness Policy say about marketing?

Additional Resources

Captive Kids: Selling Obesity at Schools: An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in Schools,

California Project LEAN

This toolkit addresses the issue of marketing of unhealthy foods and beverages on California school campuses and includes an easy-to-use marketing assessment tool.

www.CaliforniaProjectLEAN.org

Food Marketing to Children and Youth: Threat or Opportunity,

The National Academies of Science This report offers the most comprehensive review to date of the scientific evidence on the influence of food marketing on diets of children and youth.

www.iom.edu/reports/2005/food-marketing-to-children-and-youth-threat-or-opportunity.aspx

Raw Deal: School Beverage Contracts Less Lucrative than They Seem,

Center for Science in the Public Interest A report looking at school beverage contracts.

www.cspinet.org/beveragecontracts.pdflesummary.pdf



FACT SHEET

CALIFORNIA'S NUTRITION STANDARDS

What are Nutrition Standards?

Nutrition standards regulate what foods and beverages can be served or sold to students. One important set of standards regulates “competitive” (also called “a la carte”) foods and beverages can be sold to students. Competitive foods are items (main entrées and side dishes), snacks, and beverages that students can buy apart from the school breakfast and lunch program. Competitive foods may be sold in the cafeteria, vending machines, snack bars, concession stands, or school stores, and include foods sold through fundraisers or provided to students for classroom parties. In the Healthy, Hunger-Free Kids Act of 2010, the United States Department of Agriculture (USDA) developed nutrition standards for competitive foods and beverages, known as Smart Snacks in School. Since California had its own set of nutrition standards, California incorporated the stricter of the two sets of nutrition standards and developed what is now the new California Nutrition Standards. The California Nutrition Standards apply to foods and beverages sold on the school campus from midnight, through the entire school day, to one-half hour after the school day ends. Elementary school nutrition standards are stricter than those for middle/junior and high schools.

Districts must comply with these standards, but they can also go above and beyond state and federal requirements and institute stronger nutrition standards for foods and beverages not only sold, but served or offered to students and maintain these in their own policies, such as in their Local School Wellness Policy.

Competitive foods are often high in calories, fat, salt, and sugar. Students frequently choose these foods instead of the school breakfast or lunch, which are usually more balanced and lower in fat. Even a snack compliant with the new guidelines is probably not as healthy as a balanced school lunch meal.

What are Nutrition Standards?

Nutrition standards are meant to ensure that students have access to healthier foods and beverages by limiting fat, sugar, and calories, and the types of products that can be offered in schools. Districts may set stricter standards than the law in their local school wellness policy (LSWP).



What are the Challenges to California Nutrition Standards?

- ❖ Schools may not comply with the law regarding foods and beverages sold.
- ❖ Schools may not have a system in place to monitor the implementation of the nutrition standards.
- ❖ Non-compliant foods and beverages may be sold by students, teachers, parent groups, and other school groups for fundraising.
- ❖ Vendors may stock non-compliant foods and beverages in vending machines.
- ❖ By restricting the sale of unhealthy competitive foods and beverages, schools may reduce fundraising revenue, which often goes to extra-curricular activities such as sports or band.
- ❖ Although this may not be under the jurisdiction of the school district, food street vendors may sell unhealthy foods and beverages to students just outside school campuses and during the school day, that do not meet the California Nutrition Standards.

What nutrition standards does your Local School Wellness Policy have?

What is the Ideal Situation?

- ❖ Limited or no competitive foods or beverages are sold or served to students and free water is widely available.
- ❖ Offer only the school breakfast and lunch in the cafeteria and ensure that these are comprised of healthy and tasty food choices.
- ❖ Students, teachers, and school administrators understand and follow the nutrition standards. Districts and schools set stricter standards than the law (perhaps healthier drinks or more fresh fruits and vegetables).
- ❖ Parents are actively involved in supporting the nutrition standards.
- ❖ Students are offered only foods and beverages that contribute to their health.
- ❖ Rules pertaining to street vendors are enforced (for example, in some cities, they need to be 1500 feet away from the school).

Additional Resources

Food Standards Calculator, California Project LEAN Tools and information on California's nutrition standards for elementary and middle/junior, and high schools, along with a calculator to determine if food and beverage items meet the standards.

www.CaliforniaProjectLEAN.org



What can Parents do?

- ❖ Learn about the laws addressing foods and beverages sold in schools.
- ❖ Find out what competitive foods and beverages are being sold at your child's school and check to see if they are compliant.
- ❖ Learn about your district's LSWP.
- ❖ Talk with other parents about the laws and wellness policies.
- ❖ Find out who is in charge of the school's food service and wellness policy and who is responsible for monitoring nutrition standards.
- ❖ Get to know who can make decisions and let them know about your interest and concerns.
- ❖ Talk with the principal, food service director, associated student body director, and teachers to find out how nutrition standards and LSWPs are monitored.
- ❖ Ask to serve on the school's council or committee that is responsible for wellness policies and foods and beverages served.
- ❖ Work with school officials and community members to address mobile food vendors to establish and enforce an ordinance that would allow them to be at a minimum, 1500 feet away from the school campuses.



FACT SHEET

PHYSICAL ACTIVITY

What are the Challenges Around Physical Activity (PA) in Schools?

- ❖ Fewer students walk or bike to school (it has dropped from 66% in 1974 to about 13% in 2000).
- ❖ Many schools have reduced or eliminated recess and have very short lunch breaks.
- ❖ Due to the emphasis on academic achievement, there may be no breaks during the school day that allow for PA.
- ❖ Schools may have low levels of supervision, poor or no equipment, and inadequate recreation areas.
- ❖ Schools may not have organized after school PA programs and youth may not have transportation to activity locations outside of school (such as organized sports or public parks).
- ❖ Neighborhood public play areas may be unsafe and inadequate.
- ❖ There is a lack of quality Physical Education in schools (see also Physical Education fact sheet).

What is the Ideal?

- ❖ Safe routes to and from school for walking/biking.
- ❖ Adequate and safe facilities and playground equipment.
- ❖ PA breaks during the school day.
- ❖ Daily recess for elementary school students.
- ❖ PA time before eating lunch instead of after eating lunch (elementary only).
- ❖ PA opportunities before/after school that include non-competitive activities, are inclusive of all students, and accommodate all physical ability levels.
- ❖ Professional development for teachers and parent volunteers to effectively guide PA.

Physical Activity (PA)

Recommendations

It is recommended that young people (ages 6–19) engage in at least 60 minutes of PA on most, and preferably all, days of the week. PA can be defined as both structured and unstructured routines at home, school, work, transport (such as walking to school), leisure, and recreation.



What can Parents do?

- ❖ Find out what kinds of PA your child's school offers (before, during or after school).
- ❖ Ask for daily recess in elementary schools.
- ❖ Work with school administrators to implement recess before lunch in the elementary schools.
- ❖ Ask for intramural physical activities.
- ❖ Start walking/running/biking clubs or other intramural PA groups.
- ❖ Work with teachers to start pedometer programs (integrated into classroom activities or outside school hours).
- ❖ Improve school yard facilities.
- ❖ Start a walk/bike to school program.
- ❖ Talk to teachers and the school principal about the importance of PA breaks during the school day and encourage schools to use programs that train teachers to lead brief in class PA breaks.
- ❖ Work with local agencies (Parks and Recreation, YMCA, Boys and Girls Club) to provide local PA opportunities.
- ❖ Advocate for lunch periods to be structured to allow adequate time to eat and for PA.
- ❖ Assist in setting up PA opportunities in after school programs.
- ❖ Raise money to purchase PA equipment or curriculum/materials for afterschool PA programs.

What does your Local School Wellness Policy say about PA?

Additional Resources

Walk to School

Find resources to encourage more adults and children to walk/bike to school together.

www.caactivecommunities.org/w2s/

Peaceful Playgrounds

Resources that will assist groups to organize playgrounds and field areas into appealing game areas.

www.peacefulplaygrounds.com

Take 10!

Resources for a classroom-based PA program for kindergarten to fifth grade students that integrates 10 minutes of physical activity into academics.

www.take10.net

CANFIT (Community Adolescent Nutrition and Fitness Program)

Resources for incorporating physical activity into afterschool programs.

www.canfit.org/programs.html



FACT SHEET

PHYSICAL EDUCATION

What are the Challenges Around Physical Education (PE) in Schools?

- ❖ Required PE minutes are not being met.
- ❖ Large class sizes are a barrier to quality PE.
- ❖ Many schools that require PE courses may grant students waivers and exemptions not recommended under national PE guidelines.
- ❖ Facilities and equipment may not be adequate for each student to actively participate in PE.
- ❖ In many PE classes time is not well used and students are active for a very small part of the PE class time.
- ❖ Schools may not have PE curriculum.

What is the Ideal?

- ❖ Instructional periods that meet or exceed the state's PE laws.
- ❖ Your district does not allow waivers, exemptions, or substitutions of PE requirements.
- ❖ Qualified PE teachers teaching PE and providing training to classroom teachers who are teaching PE.
- ❖ A teacher-to-student ratio consistent with other subject areas and/or classrooms.
- ❖ Adequate equipment and facilities for each student to actively participate during PE class.
- ❖ Quality instruction that meets the state's PE content standards and supports lifelong physical activity.
- ❖ Students are physically active for a majority of the class period, not sitting or waiting in line.
- ❖ Schools have PE curriculum that meets the state standards.
- ❖ Students gain experiences in a variety of activity areas such as basic movement skills, physical fitness, rhythm and dance, games, team, dual and individual sports, tumbling and gymnastics, aquatics, etc.

What is Physical Education?

Physical Education (PE) is planned instruction that builds motor skills and teaches movement concepts and the health benefits of regular physical activity so that youth will be physically active throughout their lives. Physically fit students perform better in school.

What are the school Physical Education requirements in California:

Elementary Schools: 200 minutes of PE per 10 day period. Middle and High Schools: 400 minutes of PE per 10 day period.



- ❖ Students acquire skills and learn the benefits of being physically active throughout life.

What can Parents do?

- ❖ Ask your children:
 - How many days a week they get PE and how long it is.
 - If they are physically active during PE (moving around versus sitting or waiting their turn).
 - If the PE activities include all students.
 - If they like PE.
 - How many students are in their PE class.
- ❖ Find out:
 - If the amount of PE your child receives meets the state's required minutes of instruction.
 - What waivers are granted to exempt students from PE (middle and high school level).
 - Find out who teaches PE in your child's school.
 - Familiarize yourself with the PE standards for the grades in your school.
 - Speak to school administrators about the link between fitness and academics.
- ❖ Consider:
 - Advocating for the school to meet the state PE requirement.
 - Raising funds for PE curriculum or athletic equipment.
 - Advocating for support to PE/PA in the districts Local Control Accountability Plan (LCAP) in California.
 - Inquiring about professional development opportunities and certification of teachers.

What does your Local School Wellness Policy say about PE?

Additional Resources

California Physical Education Model Content Standards,

California Department of Education Describes what students should know and be able to do in physical education based on grade level.
www.cde.ca.gov/be/st/ss/documents/pestandards.pdf

SPARK

Curriculum and training for physical education and afterschool PA programs.
www.sparkpe.org

Physical Education Curriculum Analysis Tool (PECAT),

Centers for Disease Control and Prevention A tool for assessing written PE curricula to assess quality of PE.
www.cdc.gov/healthyyouth/pecat/

National Standards for Physical Education, NASPE

Information and resources on what students should know and be able to do as a result of a quality PE program.
www.aahperd.org

California Association for Health, Physical Education, Recreation and Dance

<http://cahperd.org/linksresources.html>



FACT SHEET

SCHOOL LUNCH PROGRAM

The School Lunch Program Benefits Children, Parents, and Schools by:

- ❖ Providing children with meals that include the vitamins, minerals, and calories they need.
- ❖ Offering parents a convenient and affordable way to provide their children with a meal during the day.
- ❖ Improving learning ability and classroom behavior among students that eat school lunches.

What are the Challenges around the School Lunch Program?

- ❖ School meal programs must be self-supporting.
- ❖ Foods in the school lunch may vary in quality and be limited in variety.
- ❖ New community eligibility provisions that allow certain low-income communities to qualify all students for free meals may be underused by their school districts.
- ❖ Schools may have street vendors and/or local fast food establishments nearby that offer unhealthy, less expensive, and often times, more appealing foods.
- ❖ The school environment may have long wait times for meals, unpleasant eating surroundings or other factors that make students not want to eat in the cafeteria.
- ❖ There may be no cafeteria.
- ❖ Students and parents are unaware of what food offerings are in the school lunch or of new meal improvements.
- ❖ Competitive/a la carte offerings (foods and beverages sold outside of the school lunch) pull students away from choosing the school lunch.

What is the School Lunch Program?

The School Lunch Program is a Federal program that assists public schools and non-profit private schools in providing affordable meals to children.

The program offers free or reduced price meals to children who qualify based on family size and income. It is administered by the United States Department of Agriculture (USDA) and, in California, by the California Department of Education (CDE).



What is the Ideal Situation?

- ❖ Good quality, varied, and appealing foods ideally include fresh, local products, which may require updates in food service equipment and staff training.
- ❖ Fresh cold water on the school lunch line.
- ❖ Fast service and a pleasant eating environment.
- ❖ Full use of community eligibility if your district is eligible.
- ❖ One payment system for all students. A system that does not discriminate.
- ❖ Adequate time for students to eat and socialize with friends.
- ❖ Appropriate marketing of the school lunch program to attract student participation.

What does your Local School Wellness Policy say about school lunch?

What can Parents do?

- ❖ Talk to your children about their school's meals to determine what is currently offered and how they feel about it.
- ❖ Promote the school lunch to other families.
- ❖ Find out if your school can make use of community eligibility so all children can get free meals.
- ❖ Arrange a visit to your child's cafeteria to see what foods are sold, how they are presented, and what the eating environment is like.
- ❖ Work with other parents, the school wellness committee, and food service staff to address facility challenges and barriers to improve food choices. Let the school see that parents care.
- ❖ Where feasible, encourage the school to work with local farmers to bring fresh products to school.
- ❖ Encourage meals prepared using fresh products.
- ❖ Conduct student surveys to determine what would increase student participation in the school lunch program.

Additional Resources

Changing the Scene, Improving the School Nutrition Environment

USDA, Food and Nutrition Service A toolkit that addresses the entire school nutrition environment from a commitment to nutrition and physical activity to pleasant eating experiences, quality school meals, other healthy food options, nutrition education, and marketing the issue to the public.

www.fns.usda.gov/TN/Resources/changing.html

School Nutrition by Design

CDE An overview and strategies for implementing a healthy nutrition environment.

www.cde.ca.gov/re/pn/fd/documents/schnutrtn071206.pdf

Community Eligibility

Community eligibility allows school districts to offer meals daily to all students at no charge if more than 40 percent of their students are approved for free meals.

<http://www.cbpp.org/cms/index.cfm?fa=view&id=4187>



SCHOOL LUNCH PROGRAM *continued*

- ❖ Work with the food service staff to conduct taste tests of new, healthier foods. (Students are more likely to buy new foods if they have tasted them before).
- ❖ Assist food service with school lunch marketing efforts.
- ❖ Work with food service to incorporate Smarter Lunchroom Movement strategies.
- ❖ Determine if street vendors are operating close to the school grounds, and if so, work with the principal or assistant principal and the city to eliminate street vendors around school property.
- ❖ Work with food service to arrange parent volunteer programs to support food changes in the cafeteria (e.g., assist in keeping salad bars clean and appealing for students).

Team Nutrition, USDA, Food and Nutrition Service Provides resources that support child nutrition programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.
<http://www.fns.usda.gov/tn/>

Smarter Lunchroom Movement

The mission of the Smarter Lunchrooms Movement is to equip school lunchrooms with evidence-based tools that improve child eating behaviors and thus improve the health of children.

<http://smarterlunchrooms.org>



FACT SHEET

SCHOOL BREAKFAST PROGRAM

What is the School Breakfast Program?

The School Breakfast Program is a Federal program that assists public schools and non-profit private schools in providing affordable meals to children. The program offers free or reduced price meals to children who qualify based on family size and income. Like the National School Lunch Program the program is administered by the United States Department of Agriculture and, in California, by the California Department of Education (CDE).

Studies show that children who eat breakfast have better nutrition and academic performance than those who do not eat breakfast or who eat an unhealthy breakfast.

What are the Challenges Around the School Breakfast Program?

- ❖ Not all schools offer school breakfast.
- ❖ While all children need to eat lunch during the school day most children eat breakfast at home. Children who have already eaten breakfast at home may have an unnecessary second breakfast.
- ❖ Foods in the school breakfast program may vary in quality and be limited in variety.
- ❖ There may be stigma attached to participating in the breakfast program.
- ❖ Breakfast may not be served at times or in locations convenient for students.

What is the Ideal Situation?

- ❖ All schools offer school breakfast.
- ❖ In schools serving a high percentage of low-income families, breakfast is provided free to all students who want it (universal breakfast).
- ❖ Every school breakfast promotes health, serves quality food, and appeals to students.

Additional Resources

School Breakfast, Food Research and Action Center (FRAC)

School breakfast program information and resources for stakeholders, schools, parents, and advocates.

www.frac.org/html/federal_food_programs/programs/sbp.html

School Breakfast Scorecard 2012-2013, FRAC

A report that assesses the status of school breakfast in the United States; includes strategies for starting/improving school breakfast and success stories.
http://www.breakfasteveryday.org/Documents/frac_school_breakfast_scorecard.pdf



SCHOOL BREAKFAST PROGRAM *continued*

- ❖ The school breakfast program is appropriately marketed to attract student participation.
- ❖ There is no difference between how the free and reduced price students or those paying full price receive their food.
- ❖ Breakfast is offered in ways that make it easily available to children who have not had breakfast (e.g., cafeteria food carts, second-chance breakfast, grab-and-go, in the classroom) without pushing a second breakfast on children who have already eaten with their families.
- ❖ Class schedules are adjusted to allow adequate time for eating the school breakfast.

What can Parents do?

- ❖ Find out if your school participates in the school breakfast program and if so, ask the cafeteria manager if many students participate.
- ❖ Encourage school leaders (principals, assistant principals, cafeteria managers) to start a school breakfast program, if not currently offered.
- ❖ Ask your child what foods are served in the school breakfast program.
- ❖ Assess the foods being served at breakfast, the locations where they are served, and student interest in school breakfast.
- ❖ Work with the food service director to research alternative quick-serve options and find out what students, especially those who don't eat breakfast at home, would be most likely use.
- ❖ Talk with food service directors from other schools that have established successful school breakfast programs.
- ❖ Take a team of parents and employees to visit another school that offers breakfast.
- ❖ Advocate for the elimination of flavored milk at breakfast.
- ❖ Advocate for the elimination of the sale of all competitive foods during breakfast.
- ❖ Promote the use of fresh produce at breakfast.

What does your Local School Wellness Policy say about school breakfast?

Breakfast in the Classroom Resources
<http://www.breakfastintheclassroom.org/>

School Breakfast, Fast and Healthy Food for Thought, Nutrition Explorations,
National Dairy Council
Background information on why school breakfast is important, nutrition education resources, and tips for creating successful school breakfast.
<http://school.fueluptoplay60.com/tools/nutrition-education/view.phi?id=23959246>

Feed More Kids for School Breakfast Success, CDE, Nutrition Services Division.
Tips for creating a successful school breakfast program.
www.cde.ca.gov/ls/nu/he/documents/feedmorebrkfst.pdf



FACT SHEET

FUNDRAISING IN SCHOOLS

What is Fundraising?

Fundraising in schools are activities that bring in additional funds to support programs such as athletics, student clubs, trips or other school needs. It is carried out by students, parent groups, volunteer groups, booster clubs, or other community groups/organizations. Food and beverage fundraisers at schools occur in two ways:

- ❖ Foods and beverages are sold during the school day through vending machines, student stores, and/or snack bars.
- ❖ Foods and beverages are sold outside of the school day at home, at concession stands, or at special events at school.

This fact sheet focuses on food fundraising that occurs outside of the school day such as at concession stands, bake sales, or at home. See California Nutrition Standards fact sheet for more information on foods and beverages sold during the school day.

What are the Challenges Around Food and Beverage Fundraising?

- ❖ Some fundraisers involve the sale of foods such as candy bars, cookie dough, and beverages like sugary drinks such as sports drinks, juice drinks, and sodas. These foods and beverages are unhealthy and contradict the nutrition messages that teachers and parents are working to transmit to keep students healthy and help them achieve academic success.
- ❖ Schools rely on fundraising to preserve programs such as band, athletics, and even to provide classroom supplies.
- ❖ Bake sales are thought of as traditional institutions.

What are the Laws Around Food and Beverage Fundraising?

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish nutrition standards for all foods and beverages sold to students in school during the school day, including foods and beverages sold through school fundraisers. Per the California Nutrition Standards,

Dollars and Sense: The Financial Impact of Selling Healthier School Foods, UC Berkeley

Center for Weight and Health
This resource examines the financial impact of implementing nutrition standards for foods and beverages sold on school campus outside of the school meal program.

http://cwh.berkeley.edu/sites/default/files/primary_pdfs/Dollars_and_Sense_FINAL_3.07

Best Practices in Fundraising

Resource list from Colorado Department of Education:
<http://www.cde.state.co.us/nutrition/osnschoolwellnesspolicies/bestpractices>



FUNDRAISING IN SCHOOL *continued*

foods and beverages sold 30 minutes after the school day ends are not required to follow any nutrition standards.

However, districts can institute food and beverage fundraising requirements that exceed federal and state nutrition standards and include and maintain these in their own policies, such as in their Local School Wellness Policy. For example by requiring foods sold on the school premises to be healthy no matter what time of day it is.

What is the Ideal Fundraising Situation?

- ❖ The school community develops innovative approaches using non-food strategies to raise money.
- ❖ Food fundraisers are limited to healthier food and beverage items.
- ❖ Local school wellness policies include language that addresses healthier fundraising.
- ❖ Fundraising activities promote health and physical activity (e.g., a jog-or bike-a-thons).

What does your Local School Wellness Policy say about fundraising?

What can Parents do?

- ❖ Advocate for non-food items, physical activity fundraisers (such as a jog-a-thon), or healthy food for fundraisers in your child's school.
- ❖ Identify what kinds of food fundraisers are used at the school.
- ❖ Identify who is involved with fundraising, including PTA/PTO, boosters, activities directors, teachers, student clubs, athletic programs, etc.
- ❖ Identify potential alternatives to food fundraisers that are proven to raise similar amounts of funds (see Additional Resources).
- ❖ Educate other parents, coaches, teachers, etc., about the negative consequences of unhealthy food fundraising and share ideas to eliminate the sale of foods and beverages to raise money.
- ❖ Advocate for a healthy food/beverage or non-food fundraising policy to the school board to include in the LSWP.

New York City Department of Health and Mental Hygiene:
<http://www.nyc.gov/html/doh/downloads/pdf/cdp/fantastic-fund-hs.pdf>

Captive Kids: Selling Obesity at Schools: A Guide to Stop the Marketing of Unhealthy Foods and Beverages in Schools,

California Project LEAN
This toolkit addresses the issue of marketing unhealthy foods and beverages on school campuses and provides tools and resources to assist in assessing and addressing marketing on campus.
www.CaliforniaProjectLEAN.org



FACT SHEET

WATER IN SCHOOLS: ACCESS AND PROMOTION

When schools provide ample drinking water as an alternative to sugary drinks, schools promote children's overall health and development. Programs that assure access and promote drinking water in schools have been found to reduce childhood obesity. Encouraging consumption of water, especially in place of sugary drinks, can help limit excess weight gain and prevent dental cavities. And of special importance to educators, drinking water helps students stay hydrated, focused, and ready to learn, especially in conjunction with physical activity. Plus, students are more likely to drink water if it is cold and served from fountains/dispensers that are perceived as clean.

The Healthy, Hunger-Free Kids Act of 2010 requires schools to make free drinking water available to students during mealtimes in areas where meals are served. Some states also have legislation requiring schools to offer water at mealtimes. For example, California Senate Bill 1413 requires school districts to provide free, fresh drinking water wherever meals are served or eaten. Under California law, there must be at least 1 drinking fountain per 150 students, but most states require 1 fountain or more for every 100 students.

Districts can institute drinking water requirements, such as 1 drinking water fountain per 100 students and include and maintain these in their own policies, such as in their Local School Wellness Policy.

What are the Challenges Around Water Access and Promotion?

- ❖ There may not be enough drinking fountains or they may not be well maintained.
- ❖ Water is not chilled.
- ❖ Fountain bowls can be dirty or used for dumping.
- ❖ Drinking water in some schools may not taste good or may have contaminants.
- ❖ Sugary drinks (e.g., sports drinks, fruit drinks, flavored milk, and sodas) are more easily accessible and/or promoted in the school environment than fresh, safe, drinking water.

Additional Resources

Water Works Guide: A Guide to Improving Access to and Consumption of Water in Schools to Improve Health and Support Learning (2014) This tool provides information to develop a comprehensive program to increase access to safe, appealing, low-cost drinking water sources in schools. It also provides ideas, materials, and resources to help increase water consumption among the school community, as well as includes resources to help evaluate the impact of a water program.
<http://waterinschools.org/pdfs/WaterWorksGuide2014.pdf>



- ❖ Students may not be allowed to have capped water bottles in the classroom.

What is the Ideal Situation?

- ❖ There is at least 1 drinking fountain with cold water and a bottle refiller per 100 students.
- ❖ Standards for regular cleaning and maintenance are developed and implemented for all drinking fountains and other dispensers.
- ❖ When purchasing water fountains or stations consider designs that offer cold water, can refill bottles, have a high enough spout and can be easily kept clean.
- ❖ Periodic testing of all drinking water sources is conducted in each District facility and test results are made available in an easily accessible format (e.g., posted on District website, delivered via letters) to inform affected students and parents.
- ❖ Water consumption is actively promoted as the healthiest drink.
- ❖ PE/PA teachers and coaches encourage water consumption rather than sports drinks.
- ❖ Drinking water is promoted as a substitute for sugary beverages such as fruit/juice drinks with added sugar, sodas, sports drinks and flavored milk.
- ❖ Access to free, safe, cold, palatable drinking water is available wherever beverages are served and sold on campus (including beyond during meal times in food service areas).
- ❖ Safe tap water is provided and recommended rather than the use of individual plastic bottles of water which are not usually safer and are a significant environmental problem. If safe tap water is not available, then large water containers and/or jugs of water and coolers are utilized.
- ❖ Access to water free of charge is provided on the school campuses to all students, employees, and visitors and water bottles are allowed.

.....
What does your Local School Wellness Policy say about water access and promotion?
.....

Availability of Drinking Water in U.S. Public School Cafeterias Research Brief (2014)

This brief by Bridging the Gap describes how schools participating in the National School Lunch Programs are meeting the requirement of providing students with access to free drinking water during school meals, in the location where meals are served, as well as, provides insight about the cleanliness of drinking fountains.
<http://cfpa.net/ChildNutrition/Water/ExternalPublications/BTG-drinkingwater%20brief-April2014.pdf>

Water in Schools, a website by California Food Policy Advocates, provides tools and other resources.
<http://waterinschools.org/>



What can Parents do?

- ❖ Educate other parents and partners and promote the importance of water consumption to children's health.
- ❖ Ensure free, fresh drinking water is not only readily available during meals in school food service areas, but across the school campus.
- ❖ Work with partners to purchase and install water stations in key locations on the school campus with high traffic areas.
- ❖ Work with school administrators such as the principal and maintenance personnel to ensure water fountains are routinely cleaned and kept in working order and water bottles are allowed.
- ❖ Ask teachers to teach about the harmful health effects of sugary drinks, provide a healthy classroom beverage environment, and to use creative approaches to engaging students on the issue like water bottle art or other ideas.
- ❖ Work with your child's school and/or district to reduce access to or eliminate of all sugary drinks from the classroom, school celebrations, and fundraising.
- ❖ Create a flyer and/or an e-mail highlighting the importance of drinking water, what the district is doing to promote drinking water, and include how parents and caregivers can help support students drinking water at school by sending material home to parents.
- ❖ Request that information about the availability and healthfulness of consuming water is included in the morning school announcements.
- ❖ Work with partners to provide low-cost water bottles with clips to attach to student's backpack.
- ❖ Advocate that your child's school district adopts beverage standards that go above and beyond state and federal law, such as assuring that there is at least 1 water distribution point for every 100 students and using California Project LEAN's School Beverage Standards that remove flavored milk and sports drinks and include water access and promotion language into the district Local School Wellness Policy.

Information adapted and modified from Water Works Guide: A Guide to Improving Access to and Consumption of Water in Schools to Improve Health and Support Learning (2014) and California Food Policy Advocate's (CFPA) Water in Schools web page <http://waterinschools.org/whywater.shtml>.





Sample Resources for Communicating Local School Wellness Policies to Parents

Did you know.....

Elementary-age children are experiencing higher rates of obesity, diabetes, high blood pressure, and heart disease due to poor dietary practices and lack of physical activity.

Children who don't get enough sleep or who don't eat breakfast have a harder time concentrating in the classroom.

Too much TV/computer time has been linked to lower reading scores and attention problems.

The more physically fit children are, the higher they score on academic tests.



- 5** or more servings of fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water & low fat milk

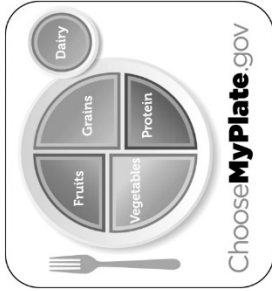
*Keep TV/Computer out of the bedroom. No screen time under the age of 2

For more information and resources-
www.ourcommunityourkids.org

What is a Serving?

For children: size of the palm of their hand.
 For adults: fruit the size of a tennis ball, or 1/2 cup of chopped fruit/veggies, 1 cup of raw, leafy greens or 1/4 cup of dried fruits.

Check the Label!



Choose **MyPlate.gov**

Healthy Snacks – One Serving of.....

- Fresh fruits or veggies, dried fruit
- Low-fat or non-fat yogurt or string cheese
- 100% frozen juice or fruit bars
- Low-fat or non-fat frozen yogurt
- Pretzels, light popcorn or goldfish crackers
- Bottled water or low-fat/non-fat milk

Non-Food Celebrations/Reward Ideas

- **Child's Choice** for a fun game or activity to celebrate a birthday or special event
- Invite an interesting guest to speak to the class
- Donate a book, fun pencils, rulers, erasers, markers, stickers, jump ropes, or other activity equipment

Healthy Fundraisers

- Walk, jog, jump rope, hoop, read & run -a-thons
- Student/family-designed calendars, recipe books, stationary or notepads, school bags, etc.
- Event raffles with healthy prizes or family activities



For more ideas go to the CVESD website-

<http://www.cvesd.org/COMMUNITY/Pages/Wellness.aspx>



Wellness Policy

Parent Information



"Chula Vista Elementary School District recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all District students."

Chula Vista Elementary School District

84 East J Street,
 Chula Vista, CA 91910

Contact: Operations and Instructional Services
 (619) 425-9600 ext. 1325

Board of Education

MARISSA BEJARANO • LARRY CUNNINGHAM • DOUGLAS E. LUFFBOROUGH, III
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 Superintendent
 Francisco Escobedo EdD.

The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable State and Federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, ext. 2340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office. 9/12

What?

The Wellness Policy sets goals for.....

Nutrition Education

Integrating health education into K-6 core academic subjects before, during and in after-school programs.

Implementing nutrition guidelines for all foods available on each campus during the school day (*one hour before and after school*), promoting student health and reducing childhood obesity.

Encouraging parents/guardians to support student wellness by considering the nutritional quality and portion-size of items they send for snacks/lunch.

Complying with new district guidelines for non-food birthday parties, healthier celebrations and special events.

Encouraging consistent health messages between the school and home environment through district menus, school newsletters, flyers, district and school websites and other messaging, meetings, and special events.



Physical Education & Activity

Supplying a standards-based K-6 physical education program emphasizing physical fitness, positive health practices, and skill development, that meets or exceeds the State mandated instructional minutes required.

Giving all students opportunities to be physically active throughout the day with activities such as classroom mini-breaks, physical education, recess, school intramurals, special events, Safe-Routes to School, and before-and after-school programs.



Why?

In 2004, Congress passed a law requiring every school district that uses federal dollars for school breakfast or lunch to create a local wellness policy by the start of the 2006-07 school year. (CVESD BP 5030)

A CVESD Wellness Committee consisting of principals, teachers, nurses, community organizations, parents, school food service professionals, and students (when appropriate), was created to assist and advise the District on health-related issues.

District Perspective.....

In an unprecedented Height & Weight Surveillance Project, CVESD measured the Body Mass Index (BMI) of over 25,000 students in the district. The District found that of the K-6 grade students measured, 40% were at an unhealthy weight – overweight or obese. Furthermore, as the grades progressed, the obesity rate increased.

Since the 2010 study, the District has substantially revised the Wellness Policy and schools have made many changes to their food and physical activity policies and environments. The District plans to repeat the measurements in 2012 to identify trends and/or see if changes have taken place.

The District believes it plays a critical role in curbing the epidemic of childhood health issues like obesity, heart disease, and diabetes which are directly associated with poor nutrition and inactivity.



Wellness Policy Nutritional Guidelines

The Board of Education believes...
foods and beverages sold to students on school campuses during the school day should promote student health and help reduce childhood obesity.

Any food sales conducted outside the District's food service program shall meet nutritional standards specified by law, Board Policy, and Administrative Regulations. (CVESD BP 5030)

School organizations are strongly encouraged to use non-food items and/or healthy food items for fundraising purposes and special events. If food is used, there should be an effort to balance healthier, appropriate portion-size food choices with non-nutritious items.

The District prohibits the use of food items in celebration of a student's birthday during the school day.

Schools are permitted no more than two celebrations with food for each class, per school year, to be scheduled after lunch whenever possible. All food items should be store-bought, pre-packaged, and/or pre-wrapped for food safety and food allergies.

The District restricts school staff and other entities from using non-compliant food as a reward for academic performance, accomplishments, or classroom behavior. The District emphasizes non-food incentives as an alternative to all school staff.

The District prohibits the marketing and advertising of non-nutritious foods and beverages on school sites. Staff, parents and visitors are strongly encouraged to use non-descriptive containers for food and beverages they consume while with children.

Health Tip

Calories In = Calories Out

Energy is measured as calories
Energy expended during physical activity
Equals a **Formula for Good Health!**

Guide to Healthy Classroom Choices

Single-serve, pre-wrapped portions provide a quick and easy option for classroom activities. Contact your foodservice director for ordering information.

LOW-FAT VEGETABLE DIP 1 cup low-fat yogurt

Choose from these seasonings:

- Ranch: 2 tablespoons dry dressing mix.
- Onion: 2 tablespoons dry onion soup mix.
- Garlic: 1/2 teaspoon powdered garlic.
- Parmesan: 2-4 tablespoons grated cheese.

Mix all ingredients together and chill for 1 hour to let flavors blend. Serve with fresh vegetables.

FOOD IN SCHOOL SHOULD SUPPORT CLASSROOM LESSONS

Classroom lessons teach students about good nutrition and the value of healthy food choices. But, food served in the classroom is often low in nutrients and high in calories. This selection sends a potentially damaging message – that good nutrition is an academic exercise that is not practiced by school administration and is not important in the actual diet. To send a better message, administrators, teachers, parents and students need to promote and practice healthy lifestyle principles, replacing unhealthy food offerings with healthy ones.

Suggested foods for classroom activities:

- Low-fat milk/flavored milk
- 100% fruit juice
- Fresh fruit assortment
- Fruit and cheese kabobs
- Vegetable tray with dip
- Cheese-cubes and string cheese
- Popcorn
- Angel food cake with unsweetened fruit
- Graham crackers
- Low-fat pudding
- Yogurt parfaits
- Quesadillas with salsa
- Pizza
- Low sugar breakfast or granola bars
- Trail/Cereal Mixes

Explore options beyond food when planning a classroom party and giving student rewards. For example, treat your students to:

- Social awards
- Recognition programs
- Student privileges
- Outdoor activities
- Classroom games
- School supplies
- Sports equipment

*Pay attention to serving sizes. Ask children to take **ONE** serving of each snack and beverage.*

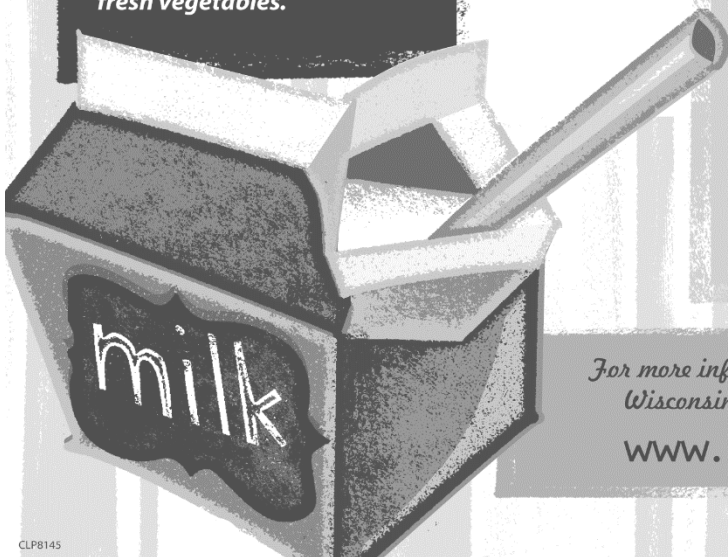
FRUIT AND YOGURT PARFAIT

- 1 cup low-fat vanilla yogurt
- 1/2 cup crunchy low-fat cereal or granola, divided
- 1/2 cup sliced fresh fruit (i.e. strawberries, blueberries, pineapple) or unsweetened canned fruit

To assemble parfait, begin with yogurt in the bottom of a clear plastic glass. Add 2 tablespoons cereal and 1/4 cup fruit. Repeat. Top with the remaining 2 tablespoons of cereal.

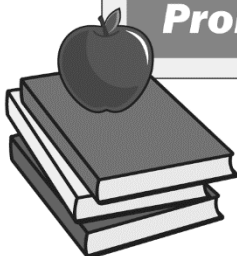
For more information and to see guides on other topics, visit the Wisconsin section of the Action for Healthy Kids Website:

www.actionforhealthykids.org



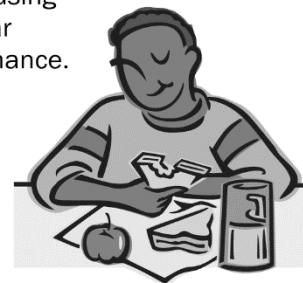
Alternatives to Food as Reward

Promoting a Healthy School Environment



Food is commonly used to reward students for good behavior and academic performance. It's an easy, inexpensive and powerful tool to bring about immediate short-term behavior change. Yet, using food as reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.



“Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It’s like teaching children a lesson on the importance of not smoking, and then handing out ashtrays and lighters to the kids who did the best job listening.”
Marlene Schwartz, PhD, Co-Director, Rudd Center for Food Policy and Obesity, Yale University

Consequences of Using Food as Reward



Compromises Classroom Learning: Schools are institutions designed to teach and model appropriate behaviors and skills to children. Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It’s like saying, “You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food.” Classroom learning about nutrition will remain strictly theoretical if schools regularly model unhealthy behaviors.

Contributes to Poor Health: Foods commonly used as rewards (like candy and cookies) can contribute to health problems for children, e.g., obesity, diabetes, hypertension and cavities. Food rewards provide unneeded calories and displace healthier food choices.

Encourages Overconsumption of Unhealthy Foods: Foods used as rewards are typically “empty calorie” foods – high in fat, sugar and salt with little nutritional value. Decreasing the availability of empty calorie foods is one strategy schools can use to address the current childhood obesity epidemic.

Contributes to Poor Eating Habits: Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues. This teaches kids to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating.^{2,3}

Increases Preference for Sweets: Food preferences for both sweet and non-sweet food increase significantly when foods are presented as rewards. This can teach children to prefer unhealthy foods.^{3,4}



About 20 percent of children are overweight.¹ Over the past three decades, the childhood obesity rate has more than doubled for preschool children aged 2-5 years and adolescents aged 12-19 years, and it has more than tripled for children aged 6-11 years.



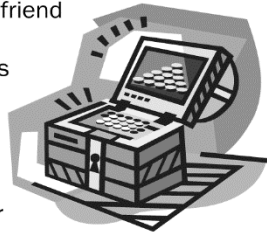
What Schools Can Do

Ideas for Alternatives to Using Food as a Reward ^{5,6}

Schools can help promote a healthy learning environment by using nonfood rewards. The ideas below are just a beginning and can be modified for different ages. Be creative, and don't forget the simple motivation of recognizing students for good work or behavior.

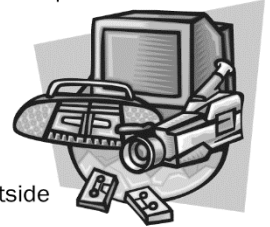
Elementary School Students

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with teacher or principal
- Eat lunch outdoors with the class
- Have lunch or breakfast in the classroom
- Private lunch in classroom with a friend
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, bookmarks
- Certificates
- Fun video
- Extra recess
- Walk with the principal or teacher
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, tattoos, pencils, erasers, bookmarks, desktop tents)
- Dance to favorite music in the classroom
- Paperback book
- Show-and-tell
- Bank system - Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (singing, cart wheel, guitar playing, etc.)
- Read outdoors or enjoy class outdoors
- Have extra art time
- Have "free choice" time at end of the day or end of class period
- Listen with headset to a book on audiotape
- Items that can only be used on special occasions (special art supplies, computer games, toys)



Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or "no homework" pass
- Extra credit
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Field trips
- Eat lunch outside or have class outside



High School Students

- Extra credit or bonus points
- Fun video
- Reduced homework
- Late homework pass
- Donated coupons to video stores, music stores or movies
- Drawings for donated prizes among students who meet certain grade standards



Share what works! Let us know your strategies to motivate students so we can share with others.

For more information on a healthy school environment, contact Susan Fiore, MS, RD, Nutrition Education Coordinator at susan.fiore@ct.gov or (860) 807-2075.

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

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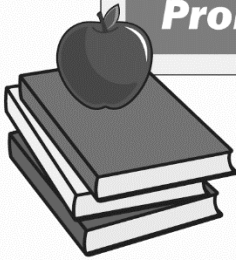
Connecticut State Department of Education
Bureau of Health and Nutrition Services and Child/Family/School Partnerships



September 2004 rev. 2/07

Healthy Celebrations

Promoting a Healthy School Environment



Birthday parties and holiday celebrations at school provide a unique opportunity to help make healthful eating fun and exciting for children. Schools can take advantage of classroom celebrations to serve food that tastes good, is nutritious, and provides students with an opportunity for nutrition education experiences.

But It's Just a Cupcake...



Typically, foods for school celebrations include cupcakes, candy, cookies and soda. So what's the harm? There is nothing wrong with an occasional treat, but unhealthy choices have become the norm rather than the exception. Parties, treats used as classroom rewards, food fundraisers, vending machines, snacks and school stores constantly expose children to high-fat, high-sugar, low-nutrient choices.

Overall, our children's eating habits are poor. Only two percent of children meet all Food Pyramid recommendations. Most children do not eat enough fruits, vegetables or whole grains. Obesity rates among children are on the rise, with serious health consequences. Constant exposure to low-nutrient foods makes it difficult for children to learn how to make healthy food choices. By providing students with nutritious choices wherever food is available (including the classroom), schools can positively influence children's eating habits.

Benefits of Healthy Celebrations

Healthy Kids Learn Better: Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

Provides Consistent Messages: Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them. Healthy celebrations promote positive lifestyle choices to reduce student health risks and improve learning.

Promotes a Healthy School Environment: In order to positively change eating behaviors, students need to receive consistent, reliable health information and ample opportunity to use it. Healthy celebrations are an important part of providing a healthy school environment.

Creates Excitement About Nutrition: Children are excited about new and different things, including fun party activities and healthy snacks (see back for ideas). School staff and parents need not worry that children will be disappointed if typical party foods aren't served in the classroom. Holiday treats and traditional birthday parties with cake will still be available at home.

Protects Children with Food Allergies: When parents send in food, it is difficult to ensure the safety of children with food allergies. Schools can protect food allergic children by providing nonfood celebrations or, if food is served, obtaining it from known sources such as the school food service program.



How-To's for Happy Healthy Parties¹

- Variety is the "spice of life" and the "life of the party." Plan several contrasting activities – active and quiet, indoor and outdoor, individual and group.
- Try something new. Children like adventure. In addition to familiar games and foods, offer something different.
- Plan creative experiences such as art, music and cooking.
- Involve children in planning and preparing the party. Let them make decorations and favors.
- Put food in its proper place. Refreshments should compliment the fun, not become the "main event."
- Be sure that each child receives a prize or favor, if such awards are given.
- Don't use food as rewards or prizes.
- Choose foods for fun, good taste and health. Parties that feature healthful foods provide opportunities for children to practice making wise food choices.



¹ Printed with permission from *Let's Party: Party Ideas for School and Home*. West Virginia Department of Education, 1994. Ordering information at: <http://wvde.state.wv.us/ctrc/materials.html>.

What Schools Can Do

Ideas for Healthy Celebrations

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from the food to the child. Choose a variety of activities, games and crafts that children enjoy. When food is served, make it count with healthy choices! Parties can even incorporate a fun nutrition lesson by involving children in the planning and preparation of healthy snacks. Try these ideas for fun activities and healthy foods at school parties and other celebrations.

Activities to Celebrate the Child

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



Additional Resources

Alternatives to Food Rewards. Connecticut State Department of Education, 2004. <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

Classroom Party Ideas. University of California Cooperative Extension Ventura County. <http://ucce.ucdavis.edu/files/filelibrary/2372/15801.pdf>

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

Let's Party: Party Ideas for School and Home. West Virginia Department of Education, 1994. <http://wvde.state.wv.us/ctrc/materials.html>

Let's Play: Innovative Games and Activities for Kids. West Virginia Department of Education, 2002. <http://wvde.state.wv.us/ctrc/materials.html>

For more healthy snack resources, see the Connecticut Nutrition Resource Library catalog ("Cooking for Kids" section) at: <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, age, disability, political beliefs, sexual orientation, or marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternate means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.



Healthy Food Ideas*

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

*Check for food allergies before serving.

For more information on a healthy school environment, contact Susan Fiore, MS, RD, Nutrition Education Coordinator at susan.fiore@po.state.ct.us or (860) 807-2075.



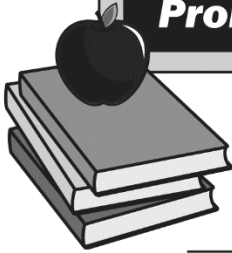
Connecticut State Department of Education
Bureau of Health and Nutrition Services and Child/Family/School Partnerships



May 2005

Healthy Fundraising

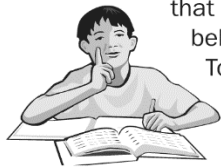
Promoting a Healthy School Environment



Candy, baked goods, soda and other foods with little nutritional value are commonly used for fundraising at school. Schools may make easy money selling these foods, but students pay the price. An environment that constantly provides children with sweets promotes unhealthy habits that can have lifelong impact. As we face a national epidemic of overweight children, many schools are turning to healthy fundraising alternatives.

Benefits of Healthy Fundraising

Healthy Kids Learn Better: Research clearly demonstrates that good nutrition is linked to better behavior and academic performance.



To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

Provides Consistent Messages: Fundraising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them.

Promotes a Healthy School Environment: Students need to receive consistent, reliable health information and ample opportunity to use it. Finding healthy alternatives to fund-raising is an important part of providing a healthy school environment.

Almost 20 percent of children are overweight, a three-fold increase from the 1970's.¹ Poor eating habits and a sedentary lifestyle are just behind smoking as the leading cause of deaths per year in the United States, and the number of deaths related to poor diet and physical inactivity is increasing.^{2,3}

Additional Resources

Clearinghouse for Fundraising Information: <http://www.fundraising.com/>

Creative Financing and Fundraising. California Project Lean, California Department of Health Services, 2002.
<http://www.co.shasta.ca.us/Departments/PublicHealth/newspublications/other%20publications/other.shtml>

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

Healthy Finances: How Schools Are Making Nutrition Changes That Make Financial Sense. Action for Healthy Kids, 2003.

http://www.actionforhealthykids.org/filelib/facts_and_findings/healthy%20foods,%20healthy%20finances.pdf

Healthy Fundraising: <http://www.healthy-fundraising.org/index.htm>

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

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

Sweet Deals: School Fundraising Can Be Healthy and Profitable. Center for Science in the Public Interest, 2007.
<http://www.cspinet.org/schoolfundraising.pdf>

Consequences of Unhealthy Fundraising

Compromises Classroom Learning: Selling unhealthy food items contradicts nutrition messages taught in the classroom. Schools are designed to teach and model appropriate skills and behaviors. Nutrition principles taught in the classroom are meaningless if they are contradicted by other activities that promote unhealthy choices, like selling candy and other sweets. It's like saying, "*You need to eat healthy foods to feel and do your best, but it is more important for us to make money than for you to be healthy and do well.*" Classroom learning about nutrition remains strictly theoretical if the school environment regularly promotes unhealthy behaviors.

Promotes the Wrong Message: Selling unhealthy foods provides a message that schools care more about making money than student health. We would never think of raising money with anything else that increases student health risks, but food fundraisers are often overlooked. As schools promote healthy lifestyle choices to reduce student health risks and improve learning, school fundraisers must be included.



Contributes to Poor Health: Foods commonly used as fundraisers (like chocolate, candy, soda and baked goods) provide unneeded calories and displace healthier food choices. Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type 2 diabetes and high blood pressure.

References

¹ Ogden CL, Carroll MD, Curtin LR, McDowell MA, Tabak CJ, Flegal KM. Prevalence of overweight and obesity in the United States, 1999-2004. *JAMA* 295:1549-1555. 2006.

² Mokdad AH, Marks JS, Stroup DF, Gerberding JL. Actual causes of death in the United States, 2000. *JAMA*. 2004;291(10):1238-1246

³ Mokdad AH, Marks JS, Stroup DF, Gerberding JL. Correction: Actual causes of death in the United States, 2000. *JAMA*. 2005;293:293-294.

What Schools Can Do

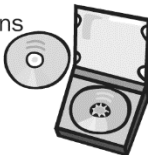
Ideas for Healthy Fundraising Alternatives*

*Adapted from: *Creative Financing and Fundraising*. California Project Lean, California Department of Health Services, 2002.

Schools can help promote a healthy learning environment by using healthy fundraising alternatives.

Items You Can Sell

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



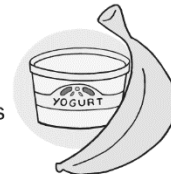
Items You Can Sell, continued

- Pocket calendars
- Pre-paid phone cards
- Raffle donations
- Raffle extra graduation tickets
- Raffle front row seats at a special school event
- Rent a special parking space
- Scarves
- School art drawings
- School frisbees
- School spirit gear
- Scratch off cards
- Sell/rent wishes
- Souvenir cups
- Spirit/seasonal flags
- Stadium pillows
- Stationery
- Student directories
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Tupperware
- Valentine flowers
- Yearbook covers
- Yearbook graffiti



Healthy Foods

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



Sell Custom Merchandise

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

Items Supporting Academics

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

Things You Can Do

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



Note: Section 10-215b-1 of the Regulations of Connecticut State Agencies prohibits schools from selling or dispensing candy to students anywhere on school premises from 30 minutes before the start of any state or federally subsidized meal or meal program until 30 minutes after the end of the program. In addition, Section 10-215b-23 specifies that income from the sale or dispensing of any foods sold anywhere on school premises during this same timeframe must accrue to the food service account. Districts that participate in the healthy food certification under Public Act 06-63, An Act Concerning Healthy Food and Beverages in Schools, must ensure that all food and beverage fundraisers meet state requirements (see *Fundraising with Food and Beverages* at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Standards>).

For more information on a healthy school environment, contact Susan Fiore, MS, RD, Nutrition Education Coordinator at susan.fiore@ct.gov or (860) 807-2075.



Connecticut State Department of Education
Bureau of Health and Nutrition Services and Child/Family/School Partnerships



February 2005 rev. 2/07



GLOSSARY

Administrative Regulations

An administrative regulation establishes specific requirements, such as the parameters or requirements of pertinent laws, step-by-step procedures, and other details for carrying out a policy. They may describe how something is to be done, who is to do it, and when it is to be done. The superintendent uses regulations to carry out the intentions as expressed in board policy.

Stakeholders

Stakeholders are persons who have an interest in or an involvement with the fulfillment of the school's vision and can include any and all school or district staff, parents, students, community members, health care professionals, etc.

District/School Wellness Committee

A district/school wellness committee is a team of school educators and administrators, parents, community members, and student leaders working in partnership to improve the health and well-being of students. Wellness committees may also be called School Health Councils or Coordinated School Health Councils.

Coordinated School Health

Coordinated School Health is an eight-component model for school health. It encourages schools to combine health education, health promotion and disease prevention, and access to health-related services in an integrated and systematic manner. The eight components of the model are: health education; health services; physical education; healthful school environment; counseling, psychological and social services; nutrition services; parent and community involvement; and health promotion for staff. Accessible here: <http://www.cdc.gov/healthyyouth/cshp/>.

Competitive Foods

Foods and beverages sold in competition with the National School Lunch/School Breakfast Programs during a school's designated lunch or breakfast periods. Sometimes used interchangeably with "a la carte" foods.

A la Carte Foods

All foods and beverages sold to students on campus that are not provided as part of a reimbursable school lunch or breakfast program. This includes foods and beverages sold by school food service as well as items sold in vending machines, snack carts, student stores, etc., by various groups on campus.

National School Lunch or School Breakfast Programs

These school meal programs are administered by the U.S. Department of Agriculture and designed to help safeguard the health and well-being of the nation’s children by providing an adequate supply of foods for all children at moderate cost. The programs are designed to subsidize funding for schools to provide students with lunches and breakfasts that meet specific nutrition standards.

California Nutrition Standards

Food: Legislated standards for competitive foods available in California’s public schools. These food standard laws can be found in California Education Code sections 49430, 49431, 49431.7; California Code of Regulations sections 15575, 15577, 15578; and Code of Federal Regulations sections 210.11, 220.12
Beverages: Legislated beverage standards for California’s public schools. These beverage standard laws can be found in California Education Code Section 49431.5; California Code of Regulations Section 15576, and Code of Federal Regulations sections 210.10, 210.11, 220.8, 220.12. These California rules now must be used together with Federal Standards.

Moderate-to-Vigorous Physical Activity (MVPA)

MVPA is physical activity at an energy expenditure level of a brisk walk (moderate) or greater (vigorous).

Fitnessgram®

The FITNESSGRAM® was created in 1982 by The Cooper Institute to provide an easy way for physical education teachers to report to parents on children’s fitness levels. It sets standards for Healthy Fitness Zones (HFZs) based on age. There are five standards that are measured: aerobic capacity; body composition (which measures overweight and obesity); muscular strength; endurance; and flexibility.



APPENDIX A: CAMPUS SURVEY

APPENDIX A: Assessing Your School Nutrition and Physical Activity Environment

Conducting a brief assessment of the nutrition and physical activity environment at the school can guide your efforts and assist parents in determining projects to work on. You may complete this assessment with parents or prior to your first gathering with parents. In order to complete this, you will need a copy of your school district’s wellness policy and perhaps the administrative regulations, if there are any. Be sure to check with the school administration to find out what is required to walk onto campus to conduct the assessment. You may also need to talk to someone in charge to determine the answers to some of the questions below (e.g., is the school offering whole grain bread?).

Once parents have decided what their project will be, a more detailed assessment may be required.

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
<p>A. School Meals</p> <p>Are the following readily available for students to eat and/or drink for the school lunch? (These should be the majority of selections available to students.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Salads/fresh vegetables <input type="checkbox"/> Salad options are appetizing <input type="checkbox"/> Fresh fruit <input type="checkbox"/> Free water is available <input type="checkbox"/> Salad bar <input type="checkbox"/> Water is cold <input type="checkbox"/> All milk is either unflavored low-fat (1%) or unflavored fat-free <input type="checkbox"/> Vegetarian entrée options <input type="checkbox"/> Whole grains (rice, bread, pasta, cereal) 		<input type="checkbox"/>	<input type="checkbox"/>
<p>What would you like to see at your school and in your Local School Wellness Policy regarding school meals?</p>			

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<p>What would you like to see at your school and in your Local School Wellness Policy regarding school meals?</p> <p><i>School meals will meet all current USDA nutrition standards, including having water available, serving fresh fruit and using whole grains. In addition, we’d like:</i></p> <ul style="list-style-type: none"> <i>• Only unflavored, white milk will be sold with school breakfast and lunch.</i> <i>• Juice will not be served as a substitute for fruit and vegetables.</i> <i>• Fish is on the menu at least one time per week.</i> 													

SAMPLE

APPENDIX A: CAMPUS SURVEY

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work														
<p>B. Competitive/A la Carte Foods (See Fact Sheets for specific information regarding California Nutrition Standards).</p> <p>1. What foods are students able to buy on campus during the school day that are not part of the school meal program? This would include foods that may be sold at the following places: snack bar, food cart, vending machines, student store, or other school-site locations.</p> <table border="0"> <tr> <td data-bbox="123 562 511 594">Healthier</td> <td data-bbox="540 562 862 594">Less Healthy</td> </tr> <tr> <td><input type="checkbox"/> Fruits/vegetables</td> <td><input type="checkbox"/> Pastries, cakes, cookies</td> </tr> <tr> <td><input type="checkbox"/> Nuts/seeds</td> <td><input type="checkbox"/> Candy</td> </tr> <tr> <td><input type="checkbox"/> Cheese</td> <td><input type="checkbox"/> Ice cream</td> </tr> <tr> <td><input type="checkbox"/> Whole grain snacks</td> <td><input type="checkbox"/> Pizza</td> </tr> <tr> <td><input type="checkbox"/> Fat-free or low-fat yogurt</td> <td><input type="checkbox"/> Chips</td> </tr> <tr> <td><input type="checkbox"/> Healthy entrées</td> <td><input type="checkbox"/> Hamburgers/hot dogs</td> </tr> </table>	Healthier	Less Healthy	<input type="checkbox"/> Fruits/vegetables	<input type="checkbox"/> Pastries, cakes, cookies	<input type="checkbox"/> Nuts/seeds	<input type="checkbox"/> Candy	<input type="checkbox"/> Cheese	<input type="checkbox"/> Ice cream	<input type="checkbox"/> Whole grain snacks	<input type="checkbox"/> Pizza	<input type="checkbox"/> Fat-free or low-fat yogurt	<input type="checkbox"/> Chips	<input type="checkbox"/> Healthy entrées	<input type="checkbox"/> Hamburgers/hot dogs		<input type="checkbox"/>	<input type="checkbox"/>
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<p>2. What beverages are students able to buy on campus during the school day that are not part of the school meal program? This would include beverages that may be sold at the following places: snack bar, food cart, vending machines, student store, or other school-site locations.</p> <table border="0"> <tr> <td data-bbox="123 1150 511 1182">Healthier</td> <td data-bbox="540 1150 862 1182">Less Healthy</td> </tr> <tr> <td><input type="checkbox"/> Water (plain, fountain or bottled)</td> <td><input type="checkbox"/> Flavored or sweetened water</td> </tr> <tr> <td><input type="checkbox"/> Milk (unflavored nonfat or unflavored 1%)</td> <td><input type="checkbox"/> Sweetened fruit/juice drinks</td> </tr> <tr> <td><input type="checkbox"/> Milk alternative, low-fat (soy, rice)</td> <td><input type="checkbox"/> Sports/energy drinks</td> </tr> <tr> <td><input type="checkbox"/> Smoothies (low-fat milk or yogurt and fruit)</td> <td><input type="checkbox"/> Coffee-based drinks</td> </tr> <tr> <td><input type="checkbox"/> 100% fruit juice</td> <td><input type="checkbox"/> Whole or flavored and sweetened milk</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Soda (regular, diet)</td> </tr> </table>	Healthier	Less Healthy	<input type="checkbox"/> Water (plain, fountain or bottled)	<input type="checkbox"/> Flavored or sweetened water	<input type="checkbox"/> Milk (unflavored nonfat or unflavored 1%)	<input type="checkbox"/> Sweetened fruit/juice drinks	<input type="checkbox"/> Milk alternative, low-fat (soy, rice)	<input type="checkbox"/> Sports/energy drinks	<input type="checkbox"/> Smoothies (low-fat milk or yogurt and fruit)	<input type="checkbox"/> Coffee-based drinks	<input type="checkbox"/> 100% fruit juice	<input type="checkbox"/> Whole or flavored and sweetened milk		<input type="checkbox"/> Soda (regular, diet)		<input type="checkbox"/>	<input type="checkbox"/>
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<p>What would you like to see at your school and in your LSWP regarding competitive foods and beverages?</p>																	

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
<p>C. Marketing on Campus</p> <p>1. Does your school use any of the following items printed with food or beverage names/logos? Ideally, schools should have no marketing of unhealthy foods/beverages.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cups, napkins, plates (during meals or at events/games) <input type="checkbox"/> Food or beverage coolers or displays <input type="checkbox"/> Recycling bins or trash cans <input type="checkbox"/> PE or gym equipment (balls, etc.) <input type="checkbox"/> Hoops or scoreboards <input type="checkbox"/> Sports team uniforms <input type="checkbox"/> Book covers, pencils, notebooks, or other school supplies <input type="checkbox"/> Vending machines with product images <input type="checkbox"/> Ads in school publications <p>If so, what are the names/products advertised?</p> <hr/>		<input type="checkbox"/>	<input type="checkbox"/>
<p>2. As you walk around the school, do you see posters or signs with food/beverage company product pictures, names, or logos anywhere? If so, where? Ideally, schools should have no marketing of unhealthy foods/beverages.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hallways <input type="checkbox"/> Cafeteria <input type="checkbox"/> Snack bars <input type="checkbox"/> School store <input type="checkbox"/> Clinic or nurse's area <input type="checkbox"/> Classrooms <input type="checkbox"/> Teacher's lounge <input type="checkbox"/> Athletic area <input type="checkbox"/> Gym <input type="checkbox"/> Locker rooms <input type="checkbox"/> Scoreboards <input type="checkbox"/> Quad or courtyard <p>What names/products are advertised? Do they comply with the California Nutrition Standards?</p> <hr/>		<input type="checkbox"/>	<input type="checkbox"/>
<p>What would you like to see at your school and in your LSWP regarding marketing?</p>			

APPENDIX A: CAMPUS SURVEY

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
<p>D. The Eating Environment</p> <p>1. Are the school's eating areas set up to promote eating? Check all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is adequate space for students to eat. <input type="checkbox"/> Students have 20 minutes or more to eat. <input type="checkbox"/> Tables are set up to encourage a relaxed, enjoyable, safe, and inviting area to eat. <input type="checkbox"/> The space is clean and well lit. <input type="checkbox"/> Food is displayed in an appealing manner. <input type="checkbox"/> Students have adequate time to eat meals (at least 20 minutes for lunch from the time students are seated with their food). <input type="checkbox"/> Meals are scheduled at reasonable hours around mid-day. <input type="checkbox"/> Students do not have to wait long to get their food. <input type="checkbox"/> Students, regardless of their ability to pay, get their meals in the same lines (no separate lines for the free/reduced- priced students). <input type="checkbox"/> Drinking fountains are working, clean, and convenient for students throughout the day. <p>How many drinking fountains are there in the school? _____</p> <p>How many students are there? _____</p> <p>Student to drinking fountain ratio is: _____</p> <p>(In California the legal ratio is 1 fountain for every 150 students. Most other states require 1 per every 100 students)</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>What would you like to see at your school and in your LSWP regarding the schools' eating environment?</p>			

APPENDIX A: CAMPUS SURVEY

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
E. Physical Education			
<p>1. Do students in your school meet the State-required minutes for PE?</p> <p><input type="checkbox"/> 200 minutes per 10 days in elementary school</p> <p><input type="checkbox"/> 400 minutes per 10 days in middle school</p> <p><input type="checkbox"/> 400 minutes per 10 days in high school</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Is PE taught by a certified PE teacher?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Are PE classes taught using the California Content Standards for Physical Education?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Are students moderately to vigorously physically active (breathing hard and fast with an increased heart rate) for at least 50% of PE class?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Is the teacher-to-student ratio in PE class similar to those of other subject areas and/or classroom?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>What would you like to see at your school and in your LSWP regarding physical education?</p>			

APPENDIX A: CAMPUS SURVEY

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
<p>F. Physical Activity</p> <p>1. In addition to PE, what physical activity options and facilities are available to students DURING the school day?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organized activity/sports <input type="checkbox"/> Playing fields <input type="checkbox"/> Gym/weight room <input type="checkbox"/> Basketball court <input type="checkbox"/> Equipment check-out <input type="checkbox"/> Recess (elementary schools only) <input type="checkbox"/> Lunch periods long enough to allow time to eat and play (elementary schools only) <input type="checkbox"/> In classroom brief breaks for physical activity <input type="checkbox"/> _____ 		<input type="checkbox"/>	<input type="checkbox"/>
<p>2. What physical activity options, activities and facilities are available to students BEFORE/AFTER school hours at or close to the school campus?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sports/club teams <input type="checkbox"/> Health clubs/gyms <input type="checkbox"/> Intramural programs <input type="checkbox"/> Playing fields <input type="checkbox"/> Interscholastic athletics <input type="checkbox"/> Gym/weight room <input type="checkbox"/> Walk/bike to school programs <input type="checkbox"/> Basketball court <input type="checkbox"/> Community sports leagues <input type="checkbox"/> YMCA/YWCA/Boys and Girls Club <input type="checkbox"/> _____ <input type="checkbox"/> _____ 		<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Are playgrounds and field areas set up to encourage small-group play?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 		<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Is it safe for students to walk and or bike to school? If not, what are the obstacles?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of sidewalks <input type="checkbox"/> Unsafe crossings <input type="checkbox"/> Lack of bike paths <input type="checkbox"/> Speeding cars near school <input type="checkbox"/> Lack of bike parking <input type="checkbox"/> _____ 		<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A: CAMPUS SURVEY

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
<p>F. Physical Activity <i>continued</i></p> <p>1. Does the school allow joint and/or shared use of school athletic facilities by the community outside school hours?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>What would you like to see at your school and in your LSWP regarding physical activity?</p>			

APPENDIX A: CAMPUS SURVEY

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
G. Classroom Messages			
1. Is nutrition education taught in the classroom on a regular basis (consistently throughout the school year)? <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/>	<input type="checkbox"/>
2. Is the food that is served at classroom events/celebrations consistent with the health messages students are taught and do they met the nutrition standards? <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/>	<input type="checkbox"/>
What would you like to see at your school and in your LSWP regarding classroom messages?			

Nutrition/Physical Activity Topic	What does your LSWP say about this?	Doing Well	Needs Work
<p>H. Fundraising Practices</p> <p>1. Do food/beverage fundraising products for sale from midnight, during the school day, and until ½ hour after school ends follow the State’s nutrition standards? (Please see “California Nutrition Standards” fact sheet).</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Do food/beverage products for sale outside of the school day use foods and beverages that meet the nutrition standards (such as at concession stands, door to door sales, catalogue sales, etc.)? Ideally they should.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Are all school groups (PTA, PTO, students, food services, associated student body, other athletic groups, booster club, etc.) aware of and selling food/beverage products that meet the nutrition standards? Ideally they should.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>What would you like to see at your school and in your LSWP regarding fundraising practices?</p>			
<p>What other conditions did you observe that are positive or negative for student health and wellness?</p>			



APPENDIX B: ACTION PLAN RESOURCES

APPENDIX B: SAMPLE STUDENT SURVEY

Collecting information helps you find out how students feel about food and physical activity issues. You may use a paper survey or you could work with student groups on campus to administer an electronic one (such as Survey Monkey). Surveys may need to be administered during lunch or free time.

We want to know your thoughts and opinions about foods and beverages and physical activity at your school. Please answer these questions to the best of your knowledge. Thank you for your time and please return your survey to _____ [list student or group] by _____ [due date].

I am: Male Female

My grade is: 6th 7th 8th 9th 10th 11th 12th

1. Do the cafeteria and lunch carts sell the types of food and beverages you like to eat at school?
 Yes No Sometimes
2. Do you think the types of foods and beverages sold at school are healthy?
 Yes No Sometimes
3. What types of healthy foods and beverages would you like to see sold on campus (please list)?

4. Do you drink water at school?
 Yes No Sometimes
If no, why not?
 Water is not cold Don't like water
 Fountains do not work Water bottles are not allowed
 Fountains are dirty Other: _____
5. Do you currently participate in any physical activity programs before or after school?
 Yes No Sometimes
If no, why not?
 Work Transportation (no way to get home or to the activity if not on school campus)
 Not interested Other: _____
6. If other after-school physical activities were available, what type of physical activities would you be interested in?
 Aerobics Hiking Other: _____
 Dance class Martial arts
7. If after-school physical activities such as those selected above were available, would you participate?
 Yes No Maybe
8. Do you currently walk/bike to school?
 Yes No Sometimes
If no, why not? _____

Your Name

Parent, [School Name]

[Organization or Club]

Phone Number

Date

Name of person you are writing to

Title of person you are writing to

Street Address

City, State, Zip Code

Dear [Name of person you are writing to]:

My name is [your name]. I am a parent of a child at [your school name] and am writing on behalf of a group of parents who are concerned about [explain why you are writing in one or two sentences.]

[Explain why you care about the problem. Use your most interesting facts, personal stories and compelling statistics. This paragraph should be about three to five sentences.]

[Explain what you are asking for, such as support for adopting a policy regarding walking/biking to school activities in the district.]

Sincerely,

[Your signature]

[Your name]

APPENDIX B: SAMPLE LETTER

Luz Trujillo
Parent, ABCD School
555-555-1212

October 11, 2014

Mr. Wagner, Superintendent
ABCD School District
1234 8th Street
Any City, CA 95800

Dear Mr. Wagner,

My name is Luz Trujillo. I am a parent of a child at ABCD School and am writing on behalf of a group of parents who are concerned about the lack of physical activity opportunities in our schools.

My own daughter, who is in 3rd grade, only gets an hour of PE a week, which does not meet the state requirement. She started gaining too much weight until I began to pay for her to swim at night after work outside of school. In looking into this issue, I learned that over 40% of students in California are unfit based on two key indicators of health: fitness and body weight. In our school district, over 45% of the students are unfit and 50% are overweight. Experts recommend that youth get 60 minutes of physical activity a day; because youth spend so much time in school, it is important that they have opportunities throughout the day to be physically active.

I am writing to arrange a meeting with you to discuss incorporating specific language on physical activity into the local school wellness policy and making changes in school practices to ensure students have more opportunities to be active in our school district.

We have discussed this issue in our parent meetings, have talked to students to determine their interests and needs, and have some possible solutions we would like to discuss. I can be reached at 555-555-1212. Thank you in advance for your time.

Sincerely,

Luz Trujillo
Luz Trujillo

APPENDIX B: SAMPLE PHONE GUIDE

A simple phone call can help you get information or it can give you the chance to tell your ideas and share your facts with someone who can influence the policies/practices in your school/school district. Fill out this phone guide before you make a call. Use the guide to help you stay on track and remember the key points of your conversation.

Contact Name: _____ Contact Title: _____

Contact Organization _____ Contact Phone Number: _____

Contact Address: _____

Date: _____

Hello, may I please speak to [contact name] _____ My name is _____

and I am a parent at _____ School. I am calling to speak with you about

Why are you calling? What you want to ask:

- _____
- _____
- _____
- _____

Notes (write down what your contact tells you):

Thank You.

Your Information

Sometimes your contact will ask for more information about you. Fill out the section below so that you have the information handy.

Name of school your child attends: _____

School address: _____

Your organization or work place: _____

Your contact information: Phone: _____ Email: _____

APPENDIX B: PRESENTATIONS

Making a presentation is another way you can tell people about your problem and solution. You can make a presentation to a large group of people, or you can talk at a small meeting with just one or two people.

When you make a presentation, follow these presentation tips:

1. Keep it short and simple. State your problem, a few facts, perhaps a brief story of how it affects a child, a description of the needed improvement, and your solution. Emphasize two to three points you want your audience to remember.
2. Write your presentation down on paper or on note cards and practice it until you feel comfortable. You can also practice in front of friends or family members.
3. Make your presentation interesting. Tell a story about why parents are concerned about their children eating healthier and being more physically active. Tell a personal story – for example, you want what you teach your children at home about healthy eating to be reflected at school or that you want your child to avoid getting diabetes or heart disease.
4. Talk about how your proposed solution will benefit students, members of the community and your audience, not just how it will benefit you or your child. Also, talk about how this will benefit teachers, staff, and the entire school.
5. You may be nervous but just be yourself and focus on the importance of your message.
6. To make a good impression, give your audience a fact sheet that lists the major points of your presentation.
7. Leave time for questions and answers after your presentation. Be prepared to answer difficult questions (such as cost, resources, student interest, liability, etc.).
8. If you are not comfortable responding to a question, assure your audience that you will collect the requested information and reply as soon as possible.

Sometimes you need to tell lots of people about your areas of concern and proposed solution(s). The media may be your answer. When possible, work with the school or district to publicize positive changes or needs, at schools.

What is the media?

The media is where you get your news. Media includes newspapers, magazines, newsletters, radio, and TV. It can even include a poster hanging in your school or a morning bulletin announcement at school. Media can be a great way to reach a large number of people.

Will the media listen to your ideas?

Yes, especially if you include youth in your interactions with the media as they are the most impacted by your school's nutrition and physical activity practices and policies. The media love stories about youth. It may help to recruit a principal or school board member to your team. The media can inform the community about your issue and solution. The media can also report on the great changes you and your team make at your school.

How do you work with the media?

You can find the phone numbers and addresses in the phone book or online. To start, call your local newspapers, radio, and TV stations to ask which reporters cover health and education issues. Local media is much more likely to cover a local school issue. Put all of the names, phone and fax numbers, and addresses you find on a media contact list.

Write a letter to the editor.

Newspapers print letters to the editor. These letters express opinions about issues that affect the community. You can write a letter to the editor. Your letter should describe how your concerns have affected your children and other students at the school. You can find the editor's name and address on the editorial page of the newspaper.

Write a press release.

A press release is a written description of a news story or event. Reporters like events, especially if youth are involved. Create an event at your school to attract reporters. A press release should be short and sweet – no more than two pages. Write it in collaboration with students or better yet, have a student write it. Fax or email a copy of your press release to all of the reporters on your media contact list and follow-up with a telephone call.

After you get media coverage, remember to get a copy of the newspaper article or a recording of the TV or radio story. You can use the copies the next time you contact a decision-maker.

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