



**Mitchell E. Daniels, Jr.**  
Governor

**Gregory N. Larkin, M.D., F.A.A.F.P.**  
State Health Commissioner

Fall 2011

Dear School Partner:

The Indiana State Department of Health supports Indiana's economic prosperity and quality of life by promoting the health of Hoosiers in their communities. Vital to that mission is our goal to improve health behaviors and reduce the incidence of obesity and chronic disease in Indiana. Good nutrition and physical activity are important components of a successful school experience. Children who are physically and mentally healthy are better able to take advantage of all that Indiana schools have to offer them.

Schools are in a unique position to help children and adolescents develop healthy eating habits. Whether they're in the lunchroom, having a snack or at a class party, children who have healthy food and beverage choices available will make wise decisions and understand the relationship between selecting nutritious foods and maintaining wellness.

Schools can also encourage children to be physically active. Classroom breaks, recess and after-school activities all provide children important physical activity opportunities which, coupled with healthy eating habits, will help them not only learn better but also build a foundation for lifelong health.

This *Indiana Healthy Schools Toolkit* offers practical information about developing health policies, ensuring that mealtime is a pleasant experience for children, offering nutritious food choices in a variety of settings, and involving children, parents, school personnel and the community in the process of promoting physical activity and healthy eating behaviors at home and at school. We hope you will find these ideas useful as you focus on making sure Indiana's children are prepared both physically and academically for their futures.

Sincerely,

GREGORY N. LARKIN, MD, FAAFP  
STATE HEALTH COMMISSIONER





# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

Spring 2014

Dear Schools:

The Indiana Department of Education is dedicated to student wellness through the school meals programs, physical education, and nutrition education to improve the health of Hoosier children. A renewed focus on wellness and its direct relationship to the health of children has brought about recent program changes offered at both the national and state level. These changes include making sure school wellness policies affecting the school environment are successfully implemented.

The correlation between a child's health and their ability to learn has been recognized for a long time. Better food choices, increased physical activity, and nutrition education are some of the keys to helping Indiana's students achieve their full potential.

Local wellness policies, as required by the US Congress in Public Law 111-296, Section 204 and Indiana Code, 20-26-9-18, are essential to creating a healthy school environment with supportive programs and activities. It is imperative that administrators, food service personnel, nurses, physical education teachers, parents, and students work together to meet the goals and needs of the USDA and State wellness policy requirements.

In addition to strong administrative support, community involvement is also needed in order for wellness policies to be successfully implemented and evaluated. These important key partnerships will drive wellness policies towards positive actions designed to improve student health. The Indiana Department of Education supports schools' efforts in their continued pursuit to strengthen school wellness policies.

Sincerely,

Glenda Ritz  
Indiana Superintendent of Public Instruction

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Indiana State  
Department of Health



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# Overview

## Making the Healthy Choice the Easy Choice

The places where we live, learn, work, and play influence how we eat and move. Policy change and environmental supports in those places can influence widespread, meaningful, and sustainable change in healthy eating and physical activity practices of Hoosiers. We can make healthy options easier and more available through these changes.

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**Policy** – Laws, regulations, rules, protocols and procedures designed to guide or influence behavior. Policies can be either legislative or organizational in nature.

**Environmental Change** – An alteration or change to the physical, social or economic environment designed to influence people's behaviors.

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The original strategies in this toolkit follow the objectives outlined in *Indiana's Comprehensive Nutrition and Physical Activity Plan, 2010-2020*, specific to schools. This Plan, released by the Indiana State Department of Health and the Indiana Healthy Weight Initiative in January 2011 (with revisions from the Indiana Department of Education in March 2014), provides a framework for action needed across all sectors of Indiana to improve nutrition and increase physical activity. Schools provide an ideal setting to create opportunities for Indiana children to eat healthy and be more physically active. You can positively influence the way your students eat and move during the school day.

# Introduction

## Creating Opportunities for Healthy Environments in Indiana Schools

Indiana is full of opportunities where health can happen. It can happen at home when parents/guardians cook balanced meals and take their children outside to play. It can happen at work when employers pay for health club memberships and encourage people to use the stairs. It can happen within communities that offer farmers markets and build better sidewalks, parks and trails. And, it can happen at school.

Your school can be an ideal setting to increase the number of opportunities for healthy eating and physical activity. More than one million children from kindergarten to 12<sup>th</sup> grade attend school in Indiana.

Because children spend so much time at school, it becomes a place of extraordinary influence on behavior. Imagine if students had the opportunity to be physically active before, during and after the school day. Imagine if students had time to eat a healthy breakfast and choose from healthy options at lunch. Imagine if students had healthy snacks in the classroom. Imagine a school full of healthier children — children who could learn more, focus better and perform at higher levels.

## How to Use the Healthy Schools Toolkit

According to the Child Nutrition and WIC Reauthorization Act passed by Congress in 2004, any school that participates in a free or reduced lunch program must establish a local school wellness policy. The Healthy and Hunger Free Kids Act of 2010 (HHFKA) authorized further funding and set policy for USDA's core child nutrition programs .

This toolkit provides the resources you need to create or improve your school's wellness policy.

This *Healthy Schools Toolkit* outlines strategic policies and environmental supports to provide your students and staff with opportunities to eat healthy and be physically active. This toolkit is designed to strengthen the efforts of your school wellness policy and Coordinated School Health Advisory Council.

## The Toolkit consists of six major components:

Indiana Model School Wellness Policy on Physical Activity and Nutrition

Chapter 1: Coordinated School Health Advisory Council

Chapter 2: Physical Activity

Chapter 3: Nutrition

Chapter 4: Staff Wellness

Chapter 5: Evaluation

## Chapters 1-5 of this Toolkit includes the following:

**Policy recommendations:** These policies come straight from the *Indiana Model School Wellness Policy on Physical Activity and Nutrition* and contain ideal wellness policy language. Please use the model guidelines as presented or revise them to meet the needs and priorities of your school corporation and community.

**Rationale:** Background and research to demonstrate need for policies.

**Tools:** Information, fact sheets, handouts and templates for you to adapt and make your own. Tools are provided for multiple stakeholders:

- Schools
- Parents/Guardians
- Community Organizations/Businesses
- Teachers

**Resources:** References and documents for additional information.

## Your Call to Action

No one individual, group, organization, agency or community can create change. Schools are in a unique and powerful position to create policies and an environment that can make the healthy choice the easy choice for students. By establishing healthy environments and cultures, schools can improve the health of Indiana's children, education professionals and countless others whose lives are impacted by schools.

Using these tools and implementing these strategies at your school can help achieve the ultimate vision for healthy schools in Indiana—increasing the time children spend being physically active and increasing healthy food and beverage options. You CAN create these opportunities for your students and staff.



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

This website includes the entire Toolkit, also divided by chapter. Federal and state requirements, opportunities for awards, and recognition, as well as grant opportunities, will remain current on this site.



Indiana  
Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction



This website includes the revised Toolkit as well as up-to-date resources to aid in the development and enhancement of School Wellness Policies. The latest federal and state requirements are also available on the website.

# Indiana Model School Wellness Policy on Physical Activity and Nutrition

## Intent of this Policy

The intent of this model school wellness policy is to provide language for physical activity and nutrition for a school corporation that aligns with best practice recommendations. It is the “ideal” school wellness policy. It is not expected that your corporation will be able to use all of the best practices as written.

Please use the model guidelines that are feasible or revise them to meet the needs and priorities of your school corporation and community.

A corporation may find it more practical to phase in the adoption of its guidelines than to implement a comprehensive nutrition and physical activity policy all at once. Compromises might be necessary as corporation decision-makers consider the challenges (e.g., limited class time, funding and space constraints) while striving to reach the ideal.



## Wellness Policy on Physical Activity and Nutrition

**Philosophy:** The Board of School Trustees of [SCHOOL CORPORATION] supports the health and well-being of the school corporation's students by promoting nutrition and physical activity at all grade levels.

Therefore, in accordance with the Child Nutrition and WIC Reauthorization Act and the Healthy, Hunger-Free Kids Act, it is the policy of the Board to:

**Statement of Purpose:** Provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require that all meals served by the school corporation meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture. A Coordinated School Health Advisory Council will be formed and maintained to oversee these activities.

### I. Coordinated School Health Advisory Council

[SCHOOL CORPORATION] will engage students, parents/guardians, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing corporation-wide nutrition and physical activity policies. A Coordinated School Health Advisory Council will be formed and maintained at the corporation level to oversee the development, implementation and evaluation of the school corporation's wellness policy.

**A.** In accordance with Indiana Code 20-26-9-18, and the Healthy, Hunger Free Kids Act of 2010 (HHFKA), the school corporation will form and maintain a corporation level Coordinated School Health Advisory Council that includes at least the following:

- Parents/Guardians
- Food Service Directors and Staff
- Students
- School Health Professionals/Registered Dietitians
- Physical Education Teachers
- School Board Members
- School Administrators
- Any Interested Members of the General Public
- Representatives of Interested Community Organizations

Other potential members of the Council include teachers, school nurses, teaching assistants, and community representatives such as recreation professionals, city planners, industry professionals and voluntary service workers.

**B.** The Advisory Council shall meet frequently to review nutrition and physical activity policies and to develop an action plan for the coming year. The Council shall meet as needed during the school year to discuss implementation activities and address barriers and challenges.

**C.** The Advisory Council shall report annually to the Superintendent and School Board on the implementation of the wellness policy and include any recommended changes or revisions.

**D.** The School Board will adopt or revise nutrition and physical activity policies based on recommendations made by the Advisory Council.

**E.** The School Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the corporation's website.

## II. Nutrition Education and Promotion

Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12) according to standards of the Indiana Department of Education. Schools will link nutrition education and promotion activities with existing coordinated school health programs or other comparable comprehensive school health promotion frameworks.

- A.** Nutrition education and promotion will be provided as part of a Comprehensive Health Education Program.
  - 1.** Health education will be taught by a licensed health education instructor.
  - 2.** The school corporation will provide nutrition education training opportunities to teachers and staff for all grade levels.
  - 3.** Nutrition education will include lessons that cover topics such as how to read and use food labels, choosing healthy options and portion control.
  - 4.** School staff will collaborate with community groups and organizations to provide opportunities for student projects related to nutrition (e.g., cultivating school gardens, reading food labels and maintaining a caloric balance between food intake and physical activity/exercise).
  - 5.** Nutrition education resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations and any other appropriate means available to reach parents/guardians.
  - 6.** Nutrition educators will partner with school staff of the school food service program to use the cafeteria as a learning lab. Healthy items, such as salads and fruits, will be displayed prominently in cafeterias to make healthier choices more appealing.
  - 7.** Nutrition labels will be provided on all foods to allow students to easily identify healthier foods.
  - 8.** Foods of minimal nutritional value, including brands and illustrations, shall not be advertised or marketed in educational materials.

## III. Standards for USDA Child Nutrition Programs and School Meals

[SCHOOL CORPORATION] will provide and promote the National School Lunch and Breakfast Programs to ensure that all students have access to healthy foods to support healthier choices and promote optimal learning.

### A. School Meal Content

- 1.** Meals served through the National School Lunch and Breakfast Programs will:
  - Be appealing and appetizing to children;
  - Meet, at a minimum, the nutrition requirements established by the USDA for federally funded programs;
  - Contain 0 percent trans fats;
  - Offer a variety of fruits and vegetables;
  - 100% of the grains offered are whole grain-rich.
- 2.** All cooked foods will be baked or steamed. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.
- 3.** Schools are encouraged to purchase or obtain fresh fruits and vegetables from local farmers when practical.
- 4.** Students will have the opportunity to provide input on local, cultural and ethnic favorites.
- 5.** The food services department shall provide periodic food promotions that will allow for taste testing of new healthier foods being introduced on the menu.
- 6.** Special dietary needs of students will be considered when planning meals, according to the document *Accommodating Children with Special Dietary Needs in the School Nutrition Programs*.
- 7.** The food services department will share and publicize information about the nutritional content of meals with students and parents/guardians. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations that focus on nutrition and healthy lifestyles, and through any other appropriate means available to reach families.

## **B. School Meal Participation**

- 1.** To the extent possible, schools will provide the USDA School Breakfast Program to all students.
- 2.** To the extent possible, schools will utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, serving “grab-and-go” breakfasts and arranging transportation schedules to allow for earlier arrival times.
- 3.** Schools will inform families of the availability and location of Summer Food Service Program meals, in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-priced school meals will sponsor the Summer Food Service Program when feasible.
- 4.** Schools will provide the After School Meal Program, when it becomes available, in accordance with the Healthy, Hunger-Free Kids Act of 2010.

## **C. Mealtimes and Scheduling**

- 1.** Adequate time will be provided to students to eat lunch (at least 20 minutes after being served) and breakfast (at least 10 minutes after being served).
- 2.** Elementary schools will schedule recess before lunch.
- 3.** School meals will be served in clean and pleasant settings.
- 4.** Students will have convenient access to hand-washing and sanitizing stations.
- 5.** Potable (drinking) water must be readily available at all mealtimes.
- 6.** Appropriate supervision will be provided in the cafeteria and rules for safe behavior shall be consistently enforced.

## **D. Professional Development**

- 1.** Professional development and training will be provided at least annually to food service managers and staff on proper food handling techniques and healthy cooking practices.

## **IV. Nutrition Standards for Competitive and Other Foods and Beverages**

[SCHOOL CORPORATION] will provide and allow foods and beverages that support proper nutrition and promote healthy choices in vending machines, school stores and concession stands, or as school fundraisers and classroom celebrations.

### **A. Approved Nutrition Standards, based on the nutrition standards of the Institute of Medicine (2007) and the standards of the USDA Smart Snacks.**

- 1.** K-12 à la carte, school vending machines and other foods outside of school meals shall be limited to:
  - No more than 30 percent of total calories from fat,
  - Less than 10 percent of total calories from saturated fats,
  - 0 percent trans fats,
  - No more than 35 percent of calories from total sugars,
  - No more than 200 milligrams of sodium per portion as packaged,
  - No more than 200 calories per package, and
  - 100 percent of the grains offered are whole grain-rich.
- 2.** K-12 à la carte, school vending machines and other beverages outside of school meals shall be limited to:
  - Water without flavoring, additives, or carbonation,
  - Low-fat and nonfat milk (in 8- to 12-ounce portions),
  - 100% fruit juice in 4-ounce portions as packaged for elementary/middle school and 8 ounces (2 portions) for high school, and
  - All beverages other than water, white milk or juice shall be no larger than 12 ounces .

## **B. Availability**

- 1.** A vending machine at an elementary school that dispenses food or beverage items may not be accessible to students.
- 2.** Vending machines in middle and high schools:
  - Will not be available during mealtimes.
  - Will contain items that meet the approved nutrition standards.
- 3.** Vending machines for school staff will not be accessible to students.
- 4.** Food and beverages will not be sold in school stores.
- 5.** Students and staff will have free, potable (drinking) water for consumption available in water fountains throughout the school building.

## **C. Concession Stands**

- 1.** The concession items sold at school-sponsored events to participants, fans and visitors shall include at least 50 percent healthy beverages and foods, according to the approved nutrition standards.

## **D. Classroom Celebrations**

- 1.** Classroom celebrations will focus on activities (e.g., giving free time, extra recess, music and reading time) rather than on food.
- 2.** Classroom celebrations that include food will be limited to one per month. Food items must meet the approved nutrition standards.
- 3.** Schools shall inform parents/guardians of the classroom celebration guidelines.

## **E. Food as a Reward or Punishment**

- 1.** Teachers and staff will not use food as a reward. For example, the use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate.
- 2.** School staff will not withhold food or drink at mealtimes as punishment.

## **F. Fundraisers**

- 1.** Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. For a food or beverage item to be sold as a fundraiser, it must meet the approved nutrition standards.

## **V. Physical Activity and Physical Education**

[SCHOOL CORPORATION] supports the health and well-being of students by promoting physical activity through physical education, recess and other physical activity breaks; before- and after-school activities; and walking and bicycling to school. Additionally, [SCHOOL CORPORATION] supports physical activity among elementary students by providing them with at least 30 of the recommended 60 minutes of physical activity per day.

### **A. Physical Education K-12**

- 1.** All students in grades K-12 will participate in physical education in order to meet the Physical Education Standards. Also, high schools will encourage students to take more than the courses of physical education required for all Indiana diplomas.
- 2.** Waivers will not apply towards the physical education courses required for a diploma. Credit flexibility in physical education will be limited to elective physical education courses.
- 3.** Physical education classes will have the same student/teacher ratio used in other classes. In Indiana, the ratio for a single school shall not exceed an average of 30 to 1.
- 4.** The physical education program shall be provided adequate space and equipment to ensure quality physical education classes for students.
- 5.** Physical education will be taught by a licensed physical education instructor.
- 6.** All staff involved in physical education will be provided opportunities for professional development focusing on physical activity, fitness, health and wellness.

## **B. Daily Recess and Physical Activity Breaks**

- 1.** Each elementary school shall provide daily physical activity in accordance with Indiana Code 20-30-5-7.5.
- 2.** All elementary school students will have at least 1 period of active recess per day that is at least 20 minutes in length as recommended by the National Association for Sport and Physical Education (NASPE). This recess period will be outdoors when possible. If outdoor recess is not possible due to inclement weather, teachers will provide an indoor physical activity break in the classroom.
- 3.** All teachers will be encouraged to use physical activity breaks during classroom time as often as possible.
- 4.** Schools should discourage extended periods of inactivity (2 or more hours). During events such as mandatory school-wide testing, teachers will give students periodic breaks for moderate physical activity.

## **C. Physical Activity Opportunities Before and After School**

- 1.** Schools will offer intramurals, clubs, interscholastic sports and voluntary activities to increase opportunities for physical activity before and/or after school, taking into account student interest and supervisor availability.
- 2.** After-school enrichment providers will include physical activity in their programs, to the extent space and equipment allow.

## **D. Physical Activity and Remedial Activities/Punishment**

- 1.** Students will not be removed or excused from physical education to receive instruction in other content areas.
- 2.** School staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

## **E. Walking and Bicycling to School**

- 1.** Where appropriate and safe, schools will allow walking and bicycling to school.
- 2.** To the extent possible, the school corporation will make improvements so it is safer, easier and more enjoyable for students to walk and bicycle to school.
- 3.** The school corporation will explore the availability of both local and federal funding (e.g., Safe Routes to School funds administered by the Indiana Department of Transportation) to finance such improvements.
- 4.** Schools will promote walking and bicycling to school, including the promotion of International Walk to School Day, which falls on the first Wednesday of October each year.

## **F. Use of School Facilities Outside of School Hours**

- 1.** School spaces and facilities, such as the playground, gym, pool and track, will be made available to students, staff and community members before and after the school day; on weekends; and during school vacations. School policies concerning safety will apply at all times.

## **VI. Staff Wellness**

[SCHOOL CORPORATION] supports the health and well-being of our staff by creating and promoting policy and environmental supports to provide physical activity and healthy eating opportunities.

### **A. Nutrition and Physical Activity**

- 1.** The school corporation will promote programs to increase knowledge of physical activity and healthy eating for faculty and staff. Presentations on health and wellness will be provided at least twice each school year.
- 2.** The school corporation benefits department will work with local fitness centers to offer reduced membership fees.
- 3.** Schools will allow staff to use school facilities outside of school hours for activities such as group fitness classes, walking programs and individual use.
- 4.** Staff will be encouraged to participate in community walking, bicycling or running events.
- 5.** Staff vending machines will contain at least 50 percent healthy choices as outlined in the approved nutrition standards.

6. At least 50 percent of the food options available at staff meetings will meet the approved nutrition standards. During meetings lasting longer than one hour, staff will have the opportunity to stretch and be physically active.
7. Schools will promote breastfeeding by making reasonable efforts to provide a private location for employees to express breast milk, in accordance with Indiana Code 22-2-14-2.

## VII. Evaluation

[SCHOOL CORPORATION] is committed to enforcing the policies and guidelines included in this document. Through implementation of the School Wellness Policy, the corporation will create an environment that supports opportunities for physical activity and healthy eating behaviors. To ensure continuing progress, the corporation will evaluate implementation efforts and their impact on students and staff.

### A. Implementation and Data Collection

1. The school corporation will use an evidence-based assessment tool to track the collective health of students over time by collecting data such as body composition (height and weight), aerobic capacity, and/or muscular strength, endurance and flexibility.
2. [DESIGNATED STAFF MEMBER] shall ensure that their schools are in compliance with the corporation's wellness policy halfway through the school year by assessing wellness implementation strategies. The principals shall then report to the superintendent, who will provide a report to the school board.
3. The evaluation of the wellness policy and implementation will be directed by the Coordinated School Health Advisory Council.
4. Policy language will be assessed each year and revised as needed.



# Chapter 1: Coordinated School Health Advisory Council

## Policy Requirements

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

## Policy Recommendations

### Coordinated School Health Advisory Council

[SCHOOL CORPORATION] will engage students, parents/guardians, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing corporation-wide nutrition and physical activity policies. A Coordinated School Health Advisory Council will be formed and maintained at the corporation level to oversee the development, implementation and evaluation of the school corporation's wellness policy.

**A.** In accordance with Indiana Code 20-26-9-18, and the Healthy, Hunger Free Kids Act of 2010 (HHFKA), the school corporation will form and maintain a corporation level Coordinated School Health Advisory Council that includes at least the following:

- Parents/Guardians
- Food service directors and staff
- Students
- Health care professionals/Registered dietitians
- Physical education teachers
- School board members and administrators
- Any interested members of the general public
- Representatives of interested community organizations

Other potential members of the Council include teachers, school nurses, teaching assistants, and community representatives such as recreation professionals, city planners, industry professionals and voluntary service workers.

**B.** The Advisory Council shall meet frequently to review nutrition and physical activity policies and to develop an action plan for the coming year. The Council shall meet as needed during the school year to discuss implementation activities and address barriers and challenges.

**C.** The Advisory Council shall report annually to the Superintendent and School Board on the implementation of the wellness policy and include any recommended changes or revisions.

**D.** The School Board will adopt or revise nutrition and physical activity policies based on recommendations made by the Advisory Council.

**E.** The School Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the corporation's website.

## Rationale for Policy Recommendations

- A Coordinated School Health (CSH) Advisory Council can assist a school district in the promotion and protection of student and employee health. Involving parents/guardians and other community members on a CSH Advisory Council enables the school to use valuable community resources.
- An established and ongoing CSH Advisory Council increases the likelihood for sustained school wellness activities.

### TOOLS INCLUDED IN THIS CHAPTER:

CSH Advisory Council Members

Guiding the Work of the CSH Advisory Council

Invitation to Join CSH Advisory Council

Coordinated School Health Model

# Coordinated School Health Advisory Council Members

A school corporation's Coordinated School Health (CSH) Advisory Council is the group charged with writing, revising and evaluating the school wellness policy, though the final approval rests with the corporation's school board. Generally, the school corporation appoints members of a CSH Advisory Council. The group acts collectively in providing advice to the school corporation about aspects of the school health program and health-related policies. Most often, the CSH Advisory Council advises an entire school corporation, but a CSH Advisory Council may also be useful for an individual school desiring its own CSH Advisory Council.



## Required CSH Advisory Council Members \* (stated in Indiana Code 20-26-9-18 and HHFKA 2010)

- Parents/Guardians
- Food Service Directors and Staff
- Students
- School Health Professionals/Registered Dietitians
- Physical Education Teachers
- School Board Members
- School Administrators
- Any Interested Members of the General Public
- Representatives of Interested Community Organizations

## Recommended Community Representatives

- Social Service Agencies
- Public Health Agencies
- Volunteer Health Agencies
- Hospitals/Clinics
- Civic and Service Organizations
- Colleges/Universities
- Advocacy Groups
- Youth Groups
- Law Enforcement Officials
- Recreation Professionals
- Government Officials
- Professional Societies
- City Planners
- Community Transportation Officials
- Attorneys
- Business/Industry Professionals
- Church/Synagogue Leaders

*(Adapted from the Missouri School Health Council Advisory Guide)*

**“Schools could do more than perhaps any other single institution in society to help young people, and the adults they will become, to live healthier, longer, more satisfying, and more productive lives.”**  
- Carnegie Council on Adolescent Development

## INVITATION TO JOIN THE COORDINATED SCHOOL HEALTH ADVISORY COUNCIL

A CSH Advisory Council should include a variety of people, including students, parents/guardians and community members. The sample letter provided below can give the audience an idea of the importance of school wellness and the role that the CSH Advisory Council will play in school health.

---

Date  
Name  
Job Title  
Agency/Organization  
Address  
City, State, ZIP Code

Dear Name:

Children and youth who begin each day as healthy individuals can learn more effectively and are more likely to complete their formal education. Responsibility for the physical, emotional, social, mental and intellectual health of our youth belongs to their families, schools and the entire community.

Effective coordinated school health programs can contribute to helping young people avoid health risks by increasing their skills to make responsible choices about behaviors that can affect their health.

The \_\_\_\_\_ school corporation is establishing (has established) a Coordinated School Health (CSH) Advisory Council to advise the school board and Dr. \_\_\_\_\_, School Corporation Superintendent, on developing a coordinated school health program. The CSH Advisory Council will serve to advise and support the school's efforts to assess their needs and to design programs to help children develop the knowledge, skills and attitudes they need to become healthy, productive citizens.

Because you have been recognized as someone interested in the welfare of our children, it is our pleasure to invite you to join the corporation's CSH Advisory Council. The CSH Advisory Council includes parents/guardians, students, teachers, school administrators, voluntary organization representatives, business representatives, health professionals and other interested, concerned citizens.

We hope that you can attend our next meeting on (day) at (time) at (location) to help us consider ways to address the health needs of our community's youth. (Name) will call you next week to discuss your participation and answer any questions you may have. If you wish to speak to someone before that time, please contact (Name, phone number and email address).

We look forward to working with you to promote better health among our corporation's students.

Sincerely,

Name  
Title  
Agency/Organization

*(Adapted from the Missouri School Health Council Advisory Guide)*

## Guiding the Work of the Coordinated School Health Advisory Council

Written guidelines can clarify purpose, structure, and operational procedures to help reduce the potential for confusion among members of the CSH Advisory Council. Guidelines can also help ensure sustainability as the CSH Advisory Council membership evolves. Provide the by-laws to each member of the CSH Advisory Council and keep a copy on file with the school board. The following are suggestions for what to include in guidelines:

### **Name and Purpose of the CSH Advisory Council**

The name is likely to be straightforward, simply incorporating the school corporation's name (e.g., Batesville Community School Health Advisory Council). The purpose statement should reflect the advisory nature of the CSH Advisory Council and the definition of school health.

Some CSH Advisory Councils have written statements of philosophy on coordinated school health programs. The philosophical statement should be presented to the school board and the superintendent for their approval. It offers the CSH Advisory Council a framework to refer to when making policy decisions. CSH Advisory Council members can ask themselves: Does this new policy fit into our philosophy of school health?

**Philosophy and Purpose:** The primary function of a school is to provide students with the learning experience necessary for maximum intellectual development. The success of this process is limited by the child's emotional, social and physical health. For this reason, the purpose of a Coordinated School Health Advisory Council is to design the wellness policy, ensure implementation and make changes when necessary.

### **Membership**

The composition of the CSH Advisory Council should be defined in terms of the number of members, community sectors represented and attendance expectations. The ideal number of members depends on the size of the corporation. It would be helpful to have representation from each school in the corporation. Members could be divided into subcommittees if there is an abundance of interest.

### **Meetings**

Frequency, date and location of meetings should be stated. Meeting notifications should be provided to the CSH Advisory Council members, and meeting minutes should be distributed. Meetings should be effective, well organized and goal-directed, because the majority of the CSH Advisory Council's work is often completed during meetings. Meetings should be held on a regular basis. Some CSH Advisory Councils meet in the schools to help members become more familiar with the school environment. Any responsibility for cost of meals and/or transportation should be made clear at the beginning of the year.

## Guiding the Work of the Coordinated School Health Advisory Council (Continued)

### Committees

Committees could be formed to address certain issues or events, or each school could have its own committee.

The name of any standing committee and a brief description of its function and membership should be included in the CSH Advisory Council guidelines.

### Revisions

The reporting procedures used by the CSH Advisory Council for internal and external communication should be stated clearly. The procedure for revisions to the wellness policy should be stated clearly, including steps taken to initiate a revision, how often the policy is reviewed and revised, and the approval process needed.



### Indiana Healthy Weight Initiative's Snapshots of Success

"We wouldn't be where we are without the involvement of individuals in the community. We got the right people involved from the beginning." – *Jim Roberts, Superintendent of Batesville Community School Corporation*

# Using the Coordinated School Health Model

The Coordinated School Health (CSH) model is a framework designed to connect all the variables involved in student wellness. School corporations can include all eight components as part of their CSH Advisory Council membership. Together, the eight components maximize the reach of school wellness. The eight components are:



*(Diagram developed by the Indiana State Department of Health)*





# Chapter 2: Nutrition

## Policy Requirements

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

**Nutrition Education and Promotion:** Include goals for nutrition promotion and education, physical activity, and other school-based activities that promote school wellness.

**USDA Requirements:** Has assured that the School Meals meet the USDA requirements.

## Policy Recommendations

### Nutrition Standards for Competitive and Other Foods and Beverages

[SCHOOL CORPORATION] will provide and allow foods and beverages that support proper nutrition and promote healthy choices in vending machines, school stores and concession stands, or as school fundraisers and classroom celebrations.

- A.** Approved Nutrition Standards, based on the nutrition standards of the Institute of Medicine (2007) and the standards of the USDA Smart Snacks.
- 1.** K-12 à la carte, school vending machines and other foods outside of school meals shall be limited to:
    - No more than 30 percent of total calories from fat,
    - Less than 10 percent of total calories from saturated fats,
    - 0 percent trans fats,
    - No more than 35 percent of calories from total sugars,
    - No more than 200 milligrams of sodium per portion as packaged,
    - No more than 200 calories per package, and
    - 100 percent of the grains offered are whole grain-rich.
  - 2.** K-12 à la carte, school vending machines and other beverages outside of school meals shall be limited to:
    - Water without flavoring, additives, or carbonation,
    - Low-fat and nonfat milk (in 8- to 12-ounce portions),
    - 100% fruit juice in 4-ounce portions as packaged for elementary/middle school and 8 ounces (2 portions) for high school, and
    - All beverages other than water, white milk or juice shall be no larger than 12 ounces .
- B.** Availability
- 1.** A vending machine at an elementary school that dispenses food or beverage items may not be accessible to students.
  - 2.** Vending machines in middle and high schools:
    - Will not be available during mealtimes.
    - Will contain items that meet the approved nutrition standards.
  - 3.** Vending machines for school staff will not be accessible to students.
  - 4.** Food and beverages will not be sold in school stores.
  - 5.** Students and staff will have free, potable (drinking) water for consumption available in water fountains throughout the school building.

### C. Concession Stands

1. The concession items sold at school-sponsored events to participants, fans and visitors shall include at least 50 percent healthy beverages and foods, according to the approved nutrition standards.

### D. Classroom Celebrations

1. Classroom celebrations will focus on activities (e.g., giving free time, extra recess, music and reading time) rather than on food.

2. Classroom celebrations that include food will be limited to one per month. Food items must meet the approved nutrition standards.

3. Schools shall inform parents/guardians of the classroom celebration guidelines.

### E. Food as a Reward or Punishment

1. Teachers and staff will not use food as a reward. For example, the use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate.

2. School staff will not withhold food or drink at mealtimes as punishment.

### F. Fundraisers

1. Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. For a food or beverage item to be sold as a fundraiser, it must meet the approved nutrition standards.

## Rationale for Policy Recommendations

- According to the Indiana Youth Risk Behavior Survey, in 2011 only 6.8 percent of Indiana high school students ate the recommended amount of fruits and vegetables during the past seven days.

- Offering healthier food and drink options at school can send a strong message about the importance and value of healthy eating.

- When students have choices and have been exposed to healthy food options, they are more likely to consume them (Yale Rudd Center for Food Policy and Obesity, 2010).

- Nutrition policies can be phased in over time. [See page 42 for a Sample Implementation Timeline.]



# WHAT CAN SCHOOLS DO?

- Provide quality school breakfast and lunch programs.
- Renegotiate vending contracts to include healthier options.
- Turn off the vending machines during the school day.
- Market and promote healthy items with signs, posters, banners, etc.
- Offer healthy options everywhere food is sold, such as concessions, school stores, á la carte, fundraisers and vending machines.
- Design the lunch line in a way that promotes the healthier options.
- Have a staff wellness program and encourage teachers and staff to model healthy eating behaviors.
- Offer nutrition education in all grade levels.
- Support teacher development regarding nutrition education.
- Assess the nutrition environment using the School Health Index or other assessment tool.
- Do not reward students with food and do not withhold food as punishment.
- Encourage parents/guardians to reinforce healthy behaviors at home by providing them with healthy tips.
- Encourage healthy eating by offering locally grown foods or starting a school garden.
- Hold taste tests and collect surveys to determine which foods students would purchase.
- Keep the media updated on health initiatives in the schools.

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## **TOOLS INCLUDED IN THIS SECTION:**

Creating a Healthy Lunch Environment  
Competitive Food and Drink  
Healthy Fundraising  
Concession Stands  
Promoting Healthy Eating to Key Audiences  
School Nutrition Press Release  
Student Interest Survey

## Creating a Healthy Lunch Environment

The United States Department of Agriculture (USDA) establishes requirements for breakfast and lunch programs. Schools will be reimbursed for these meals if they meet all requirements for offering grains, milk, fruits, vegetables and protein.

Schools should be encouraged to provide a healthy eating environment for their students, not merely meeting, but exceeding the USDA requirements. Those encouragements could include:

- Ensure that the lunch area is appealing and attractive to students.
- Serve breakfast and lunch in clean and pleasant settings.
- Offer a variety of fruits and vegetables as often as possible.
- Ensure that a variety of whole grains are served (e.g., whole grain bread, brown rice, whole grain pizza crust, oatmeal).
- Limit the amount of fried foods (potentially eliminate fryers in the school kitchens).
- Encourage schools to offer breakfast.
- Ensure student schedules allow participation in the breakfast program.
- Provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
- Avoid scheduling tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat school breakfast or lunch during these activities.



*Adapted from Yale Rudd Center for Food Policy and Obesity, 2010*

### Example policy language:



A minimum 30-minute uninterrupted lunch period shall be scheduled to allow students to eat, relax and socialize. -Kokomo Center Township Consolidated School Corporation



# LunchLine *redesign*

**Food service staff can make low-cost or no-cost changes in lunchrooms that can positively influence students' lunch choices.** For example, placing a salad bar before the cash register can increase salad consumption, and putting fruits in colorful bowls can cause students to buy more fruits. Other strategies to improve the appeal of the lunch line might include:

**① Use fruit bowls**

- Putting apples and oranges in a fruit bowl, rather than a stainless steel pan, can improve their appeal to students.

**② Shrink the bowl**

- Decreasing bowl sizes reduces the portion each student receives.

**③ Encourage the use of trays**

- Requiring or encouraging the use of cafeteria trays can encourage students to choose more healthy items from the lunch line.

**④ Move the chocolate milk**

- Placing chocolate milk behind the plain milk can lead students to buy more plain milk.

**⑤ Re-name the food**

- Giving healthier choices more descriptive names, e.g., “creamy corn” rather than “corn”, can increase the consumption of healthy options.

**⑥ Move the broccoli**

- Placing healthier foods, e.g., broccoli, at the beginning of the lunch line, rather than in the middle, can increase their consumption.

**⑦ Offer a choice in vegetables**

- Giving students a choice between carrots and celery can be more encouraging than forcing students to take only carrots.

**⑧ Keep the ice cream out of plain sight**

- Keeping ice cream in a freezer with a closed, opaque top can significantly reduce ice cream consumption.

**⑨ Move the salad bar**

- Pulling the salad bar away from the wall and putting it in front of the checkout register can increase consumption of salads.

**⑩ Offer a salad**

- When cafeteria workers ask each child, “Do you want a salad?” salad consumption can increase.

**⑪ Pay cash for dessert**

- A “cash for cookies” policy, e.g., forbidding the use of lunch tickets for dessert, can lead students to buy more fruit and fewer desserts.

**⑫ Make an express lane**

- Creating a speedy “healthy express” checkout line for students who do not buy calorie-dense foods, e.g., desserts and chips, can increase sales of healthier choices.

## Competitive Food and Drink

Food and drink offered during mealtimes outside the school breakfast or lunch programs are considered competitive foods. These competitive foods include vending machines, á la carte lines, school stores or snack bars located anywhere on the school campus.

Schools have the opportunity to improve competitive foods by offering foods that are:

- Nutrient dense,
- Low in fat, and
- Low in added sugar.

Providing healthier options in vending machines and in á la carte lines can send a strong message to students about their school's commitment to improving access to healthy foods. School corporations should determine if access to vending machines is in the best interest of providing healthier options to their middle and high school students. Talk to your vending and á la carte suppliers about healthier options that are available (refer to the "Sample Letter to Beverage Vendor" included in this toolkit).

Negotiate with your school's vending machine representative to include images of healthy foods or non-food images on the exterior of vending machines. Work with your school's vending and á la carte representatives to charge less for healthier choices and more for less healthy products in vending machines, school stores and á la carte.

### Beverages:

- Fruit- or vegetable-based drinks that contain 100 percent real fruit or vegetable juice and do not contain additional sweeteners
- Water and seltzer water that do not contain additional caloric sweeteners
- Unflavored low fat milk, unflavored or flavored fat free milk, and milk alternatives permitted by NSLP/SBP
- Beverage portions in sizes no larger than 12 ounces

### Foods:

- 200 or fewer calories per serving
- 30 percent or less total calories from fat
- Less than 10 percent of total calories from saturated fat
- Zero trans fats
- No more than 35 percent of their weight is from sugars that do not occur naturally in fruits and vegetables
- Transition to smaller portion sizes, as those products become available

### Vending Machine Examples\*

- Caffeine-Free Diet Coke (20 oz)
- Dasani Flavored Water (20 oz)
- Dole Fruit Bowls - in juice, any variety (4 oz)
- J&J Readi-Bake Benefit 51% MG Mini Maple Brown Sugar Granola Bars (1.25 oz)
- J & J Snack Foods, Readi-Bake BeneFIT Reduced-Fat 51% Whole Grain Double Chocolate Cookies (1 oz)
- Pepperidge Farm Whole Grain Goldfish Crackers (.75 oz)



## À la carte and School Store Examples\*

- Annie's Frozen Yogurt (6 oz)
- Cool Muffins 100% WG Banana Muffins (1.8 oz)
- J&J Snack, Superpretzel 51% Whole Grain Baked Pretzel (2.2 oz)
- Welch's Fruit Snacks, Mixed Fruit Reduced Sugar (1.5 oz)
- Super Bakery Let's Celebrate 30-10-30 Cupcake (1.5 oz)
- Original Kettle Corn (1 oz)



*\*Specific food products identified as examples in this document are not endorsed by the Indiana State Department of Health or the Indiana Department of Education. Contact the Indiana Department of Education for additional examples of acceptable food and beverage items.*

### Example policy language:

Vending machines at the middle and high schools will be locked and/or shut off and inaccessible to students during the school day. The exception would be if the individual machine contains 100 percent healthy choice beverage and food options as defined in the MCCSC wellness program guidelines for food and beverages sold individually according to PL 54-2006 [Senate Bill 111]. The machines will remain off during school meal periods.  
—*Monroe County Community School Corporation, MCCSC*

The corporation will ensure that 50 percent of food and beverages sold at school, including vending machines, must qualify as a “better choice food”. —*Richmond Community School Corporation*

No foods or beverages, other than those associated with the Corporation’s food services program, are to be sold during breakfast and/or lunch periods. —*Monroe County Community School Corporation*

\*For more information on Competitive Food and Drink Guidelines, please visit [www.healthiergeneration.org](http://www.healthiergeneration.org) or [www.fns.usda.gov/cnd/governance/legislation/allfoods.htm](http://www.fns.usda.gov/cnd/governance/legislation/allfoods.htm)

# Healthy Fundraising



Schools can sell healthy items as fundraisers to reinforce their healthy messaging with students, parents/guardians and the community. Although schools often sell food high in sugar, fat and calories as fundraisers, there are many healthy alternatives that can be used to raise money.

## Non-food Items for fundraising:

- Candles
- Jewelry
- Home decorations/Kitchenware
- Holiday ornaments & gift wrap
- Lotions/Soaps
- Picture frames with school logo
- Coupon books
- Calendars
- Frisbees®, jump ropes
- Plants, flowers, bulbs
- Greeting cards/Stationery
- Stone/Brick memorials
- Books, calendars, magazines
- Cookbooks (featuring healthy foods!)

## Raffle ticket fundraising:

- Gift certificates (local gym or store)
- Gift baskets/Theme bags
- Yearbooks, class rings
- VIP parking spaces
- Movie theater passes
- Paint ball/Laser tag passes
- School event tickets (dances, sporting events)
- Salon gift cards
- Music downloads
- Electronics (personal music player, etc.)

## School spirit fundraisers:

- Mugs
- Scarves
- Bumper stickers
- T-shirts, sweatshirts, hats
- License plate frames
- Stadium cushions, blankets, pillows
- Buttons, pins, magnets
- Talent shows, school plays
- School art displays
- Sell spots for advertising or personal messages in school newspaper or yearbook
- Pajama Day/Hat Day: Students pay \$1 to wear items to school

## Activity fundraisers:

- Recycling
- Car washes/Pet washes (can pre-sell tickets as gifts)
- Mother/Daughter tea party
- Walk/Bicycle/Dance/Bowl/Jump rope-a-thons
- Bowling night
- Dances
- Craft & flower sales
- Gift wrapping
- Live or silent auction
- Carnivals and festivals

For more information, please visit: [www.inhealthyweight.org](http://www.inhealthyweight.org)

# CONCESSION STANDS

Increasing access to healthy foods can extend to school events. Concession stands at these after-school events can provide an opportunity for schools to reinforce their healthy

Healthy options that schools can offer at games and other school events with concessions include:

## FOODS

- Animal crackers
- Air-popped popcorn
- Low-fat granola bars
- Soy nuts
- Soft pretzels with mustard
- Mini-bagels with light cream cheese
- Low-fat yogurt
- Baby carrots and low-fat dip
- Fresh fruit
- Low-fat muffins
- Low-fat string cheese
- Low-fat or Vegetarian Chili

## BEVERAGES

- Single-serving 100% fruit juice
- Single-serving low-fat milk
- "Light" hot chocolate or coffee
- Bottled water

## NON-FOOD ITEMS

- Calendars
- CDs, DVDs
- Mugs, beverage koozies, souvenir cups
- Key chains
- Hats, T-shirts with school logo
- Picture frame



### Example policy language:

All school-sponsored, after-school events shall include at least 50 percent healthy beverages and/or food among the choices available to participants and visitors.

At least 50 percent of single-serving packaged items offered at concession stands must meet the same criteria as the "better choice foods" approved for sale as vending and ala carte options:

- 200 or fewer calories per serving
- 30 percent or less total calories from fat
- Less than 10 percent of total calories are from saturated fat
- Zero trans fat
- Less than 35 percent of their weight is from sugars not occurring naturally in fruits or vegetables

# Promoting Healthy Eating to Key Audiences

Promoting healthier choices and making them appealing to the students and staff will help improve attitudes and perceptions. There are four key considerations to keep in mind when promoting healthier food and beverage choices:

## Products

- Identify and offer products that meet student needs and wants.
- Conduct surveys, organize focus groups or offer taste tests to discover what students are willing to try or what they think about different food and beverage options.
- Fruits and vegetables need to be fresh, ripe and attractive; hot foods need to be hot; and cold foods need to be cold. If products are not appealing to the students, they will not sell.

## Placement

- Place the healthier options in prominent locations where they are easy to see.
- Find out where students are most likely to buy foods and drinks and place the healthier options there.
- Place bottled water and 100% juice products at eye level in vending machines and put the sugar-sweetened beverages at the bottom.
- Move the fresh fruits and vegetables to the front of the á la carte line instead of the end.
- Put more of the healthier choices in high-traffic vending machines.

## Promotion

- Promote the healthier options so students are aware of them and are motivated to try them.
- Create posters to hang around the school encouraging students to try the healthier options.
- Announce the options during morning or afternoon announcements.
- Include articles about the healthier options in newsletters or school paper for students and families to read.
- Issue press releases to local media sources to generate news coverage about the healthy changes in food and beverage options at school.

## Price

- Set the price of healthier options lower than less healthy options, so students will want to buy them.
- Offer coupons or special pricing on the healthier options to get students to try them.
- Increase the price of less healthy options.



## School Nutrition Press Release

School corporations will want to share their school wellness success stories with their communities. A great way to highlight these successes is by sending a press release to local media. Press releases can either tell the community about an upcoming event or highlight the success of school wellness activities. A Coordinated School Health (CSH) Advisory Council should check with the Superintendent's office or School Board to determine who should issue the release.

FOR IMMEDIATE RELEASE

*(adapted from USDA: Team Nutrition Support Materials)*

CONTACT: Position in School  
\_\_\_\_\_ School Corporation  
(Phone Number)

## School Cafeteria Goes High Fashion

**City, State, Date**—On September 5, students at \_\_\_\_\_ High School may wonder if they are eating lunch at the school cafeteria or in the food court at the mall.

But, if they look closely, they'll see that they are still in school. The lunchroom at \_\_\_\_\_ has been transformed—it's now the kind of place where students want to be. There is artwork designed by students, living plants, softer lighting, and music. And, there are five "mini-restaurants" serving a variety of healthy foods each day.

The dining room remodeling is part of a larger mission at \_\_\_\_\_ to encourage students to eat healthier. Common sense dictates—and research supports—that eating should be a pleasant experience. Food should taste good and look good. Students should have enough time to eat and they should eat in a pleasant setting. Ideas for the dining room's new look came from its customers—the students. A year ago, students were asked to fill out surveys on what they thought were ideal dining conditions.

"We didn't just ask the regulars," says Mary Ann Freed, \_\_\_\_\_'s school food service director. "We asked those who went off campus for lunch why they didn't eat here."

She predicts the changes will increase use of the dining room by 50 percent or more. This means the school will serve \_\_\_\_\_ students during the three lunch periods that start at \_\_\_\_\_ a.m. each school day. The school has an enrollment of \_\_\_\_\_ students and about \_\_\_ faculty and staff.

Freed emphasized the difference between the food prepared at school and most fast food: "We will offer a variety of healthy choices including lean meats, fruits, vegetables, whole grains, and low-fat dairy products," she said. "Through careful planning and better ingredients, we are meeting and exceeding federal guidelines for nutritional content, and it still tastes good."

Surrounded by brightly colored walls and neon signs are five serving stations offering Asian, Mexican, Italian, and other choices each day. No more rails and sliding trays. No more rows of long rectangular tables. The dining room is dotted with large round tables to encourage students to socialize with friends.

Hanging between the numerous skylights are cubes of sound-absorbing material, and the walls have been designed to soften the noise of lunchtime and enhance the eating experience.

**NOTE TO EDITORS AND NEWS DIRECTORS:** If you want to cover the cafeteria's grand opening, call as soon as possible, so we can arrange access and parking. Please come early for interviews and pictures. And, please stay for lunch as our guests.

## Student Interest Survey

Surveys are a great way to communicate wellness activities with students and to get their feedback on changes that affect them. Schools can create surveys for a variety of subjects: food service changes, recess activities, fundraising ideas, etc. The following is a survey on vending machine and á la carte options.

**1.** Which of these healthy options would you like to see in the vending machines? Check all that apply.

- Raisins
- 100% fruit juice
- Whole grain pretzels
- Whole grain granola bars
- Fruit bowls in their own juices
- Other \_\_\_\_\_
- None

**2.** If these options cost less than the other items in the vending machine, would you be more willing to choose them?

- Yes
- No

**3.** Would it be helpful to have healthier food and beverage items labeled in vending machines, such as labeling those foods/beverages with a "Healthy Option" sticker?

- Yes
- No

**4.** How would you like new foods to be introduced at your school?

- Taste tests
- Cooking demonstrations
- Weekly lunch specials with a new food
- Other \_\_\_\_\_

**5.** I like to try new foods:

- Always
- Sometimes
- Never

**6.** Name one food you enjoy eating at home that you consider healthy.

\_\_\_\_\_

**7.** If this food you listed above were available at school, would you buy it?

- Yes
- No

# WHAT CAN PARENTS/GUARDIANS DO?

- Make family meals a priority: allow children to help in planning and preparing meals.
- Fix healthy snacks of fruits or cut-up vegetables.
- Plant a family garden and let your children be responsible for maintaining a section of the garden.
- Provide some healthy options or alternatives at your child's birthday party and ask about the school's classroom party policy.
- Make sure your children eat breakfast each day, either at home or when they get to school. Ask your child's school about their breakfast program.
- Set goals for healthy eating with your child. Make sure the child understands the concepts of portion size and eating from all of the food groups.
- Avoid classifying foods as "good" or "bad" and model healthy eating in a relaxed, guilt-free manner.
- Do not use food as a punishment or reward.
- Make sure the pantry is filled with healthy food choices and limit access to less healthy foods.
- Encourage children to recognize and listen to hunger and fullness signals.
- Let your children serve themselves at dinner and don't force them to eat everything on their plates.
- Become involved in your children's school by joining the Coordinated School Health Advisory Council.
- Ask your children's school for their school wellness policy and reinforce the school's nutrition messages by incorporating them at home.

---

## TOOLS INCLUDED IN THIS SECTION:

Lunch or Snack Foods from Home  
Communicating with Parents/Guardians

# Lunch or Snack Foods from Home

Parents/Guardians who choose to send their children to school with a lunch can support the school wellness policy and improve their children's eating behaviors.

## Important tips for packed success

- Pack a lunch that's fun and different. Try something out of the ordinary!
- Keep it cold! Use an insulated lunchbox with an ice pack to keep cold foods safe.
- Pack variety – fruits, veggies, whole-grain breads, lean meats and low-fat cheeses.

### Dairy/Protein-rich foods

- Low-fat string cheese
- Low-fat cottage cheese
- Low-fat yogurt
- Pudding cups
- Lean ham, turkey or roast beef
- Hard-boiled eggs
- Bean dip
- Hummus
- Peanut butter

### Fruits/Vegetables

- Orange slices
- Pears
- Bananas
- Watermelon or cantaloupe
- Cherry tomatoes
- Baby carrots
- Celery sticks
- Red or green bell pepper sticks
- Applesauce

### Grains

- Whole-grain bread
- Baked tortilla chips
- Hard pretzels
- Whole-grain cereal
- Whole-grain mini-bagels
- Vanilla wafers
- Low-fat/Low-sugar breakfast, granola bars
- Graham crackers
- Trail mix



### Example policy language:

To be consistent with the school vending machine policy, parents/guardians are asked to not pack carbonated beverages (pop) in school sack lunches. —*Monroe County Community School Corporation*

## Communicating with Parents/Guardians

Engaged parents/guardians have the greatest potential to act as leaders and role models by supporting changes at the school and reinforcing healthy behaviors at home. It is important for school corporations to recognize the important role parents/guardians play in supporting school health. When families are informed, energized and educated on this topic, they can greatly influence school policies and practices. School corporations can be more successful by keeping families updated on what is happening in the school and what they can do to support the policy and practices.

### To support parent/guardian involvement:

- Invite parents/guardians to participate in the Coordinated School Health (CSH) Advisory Council.
- Provide copies of the school wellness policy and procedures to every parent/guardian at the beginning of each school year. Require parents/guardians and students to sign a form saying they have read and understand the details of the policy.
- Communicate continually with parents/guardians via letters sent home, emails and during parent-teacher conferences about the important role they play in their children's attitudes toward health at school and at home.
- Give parents/guardians ideas for healthy snacks and lunches. Give parents/guardians ideas of activities or items they can provide to school parties instead of treats.
- Share healthy recipes with families.
- Remind parents/guardians they are setting examples for their children on appropriate eating practices. Provide suggestions and guidance on how to model healthy behaviors for their children.



### Indiana Healthy Weight Initiative's Snapshots of Success

"A school wellness policy is a major policy vehicle in schools, yet parents/guardians do not know they exist. Communication, promotion, and accountability are essential." — *Audrey Satterblom, Wellness Supervisor, Indianapolis Public Schools*

# WHAT CAN COMMUNITY ORGANIZATIONS AND BUSINESSES DO?

- Offer discounts or other incentives on healthy products.
- Sponsor fresh fruit and vegetable programs in schools.
- If products are sold to schools, ensure that healthy options are available to students.
- Write articles, letters to the editor, op-eds in the newspaper.
- Provide time and space for activities, such as gardening, at an affordable cost.
- Provide professional support for families in healthy eating and cooking practices.
- Ensure healthy food options are available at community events where children are present.
- Get involved in efforts to increase access to healthy foods (e.g., increasing the number of local farmers markets) in underserved neighborhoods.
- Sponsor healthy fundraising efforts at schools by providing donations, such as gift certificates to your local business, for a school raffle.
- Take an active role in the Coordinated School Health Advisory Council.

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## TOOLS INCLUDED IN THIS SECTION:

Sample Letter to Beverage Vendor  
Sample Op-Ed Piece

## Sample Letter to Beverage Vendor

School administrators can start the dialogue with their vending machine representatives to increase healthy vending options. This sample letter can be used for negotiating contracts with vendors, as well as for building partnerships during implementation of School Wellness Policies.

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(Date)

(Business name and address)

Dear Valued Supplier:

The [Name of School Corporation] and our community are committed to creating the healthiest environment possible for our students.

As you know, the obesity epidemic is real. We must model what we teach in our nutrition, health and physical education classes. Meeting that challenge is complex, partly due to the increased requirements on academic performance as well as the needed revenue from vending machine sales.

We know that you share our concern for improving health. Specifically, we are asking you to partner with us to provide healthy options that meet the following standards in school vending machines (based on Indiana Code 20-26-9-19):

**“Better choice beverages”:**

- Fruit- or vegetable-based drinks that contain 100 percent real fruit or vegetable juice and do not contain additional sweeteners
- Water and seltzer water that do not contain additional caloric sweeteners
- Unflavored low fat milk, unflavored or flavored fat free milk, and milk alternatives permitted by NSLP/SBP

**“Better choice foods”:**

- 200 or fewer calories per serving
- 30 percent or less total calories are from fat
- Less than 10 percent of total calories are from saturated fats
- Zero trans fats
- No more than 35 percent of their weight from sugars
- No more than 200 milligrams of sodium per portion as packaged

We would also like to discuss the possibility of decreasing the price of healthier options and increasing the price of less healthy options to encourage purchases of the new, healthier choices.

We believe our recently revised school wellness policy will help improve the eating habits of our youth and enhance the modeling behaviors of our staff. We look forward to working with you in implementing this policy.

Thank you for your support.

Sincerely,

[Name of Chief Business Official at School Corporation]

## Sample Op-Ed Piece

Community involvement plays an important role in implementing a successful wellness policy in schools. An op-ed is an opinion piece that can increase the community's awareness and encourage policy change about issues like childhood obesity. Anyone — school staff, parents/guardians, even students — can submit an op-ed to a local newspaper. Simply call the news station and find out who the contact is. Media savvy partners may also be able to assist you with this. A superintendent or school board might find this tool useful to inform the community about childhood obesity and urge the public to take action.

### Opportunities for health start where we live, learn, work and play.

By now, we have all heard about the lack of opportunities to eat healthy or be physically active, which can especially affect our children. But, how can we fix it? No one single approach or organization can solve the problem. Opportunities for health start where we live, learn, work and play. We need an overhaul of our environment to create one that makes the healthy choice the easy choice.

This generation's children will be the first to have a shorter lifespan than that of their parents. This startling statistic opened my eyes to the seriousness of the situation. As a [parent/guardian, teacher, superintendent, board member], I know that I can be part of the solution. And, so can you.

Right now, [SCHOOL CORPORATION] is considering a new school wellness policy. They are looking at ways to increase the access our children have to healthier foods and beverages at school. They are creating policies about vending options, supporting healthy fundraisers and hosting healthy classroom celebrations.

Physical activity also plays a huge role in improving our children's health. Our schools are also looking to enact policies regarding active physical education time and incorporating more physical activity into the school day. It is recommended that children get 60 minutes of physical activity each day. With the new school wellness policy in place, our children would have the opportunity for 30 minutes of physical activity either before, during or directly after the school day.

But, the schools need our support. Some people think that this is too much regulation. However, this wellness policy will help reinforce healthy living habits that we are already trying to teach our children at home. Remember, no one can do it alone. Families, schools, churches and entire communities must come together for our efforts to be successful. What can you do?

**Parents/Guardians:** Contact the school board and let them know you support the new wellness policy. Better yet, join your school's Coordinated School Health (CSH) Advisory Council. Make sure your children eat breakfast each day. Pack healthy lunches. Play with your children. Limit the time they spend each day on the computer, in front of the television, or playing video games. Encourage your children to participate on sports or recreational teams. Provide healthy treats to celebrate special occasions at school and home. Be physically active—you are a role model.

**Teachers:** Know your school's wellness policy. Learn ways to incorporate nutrition and physical activity into your classroom—no matter what subject or grade level you teach. Do not use food as a reward for students. Do not use physical activity as a punishment. Be active with your students at recess. Educate your students about the lifelong benefits of healthy eating and physical activity. Model healthy food choices and physical activity for your students; they look up to you.

**Community Members:** Become a member of the CSH Advisory Council. Support health and fitness fairs at schools. Sponsor physical activity events and fundraisers at the school and in the community. Donate products for incentives to support healthy eating and active living.

Parents/Guardians, teachers and communities must take action now. We can work together to create supportive school environments that encourage our children to make healthier choices.

Name

Profession

Contact Information

# WHAT CAN TEACHERS DO?

- Ensure classroom parties include healthy options.
- Do not give food as a reward.
- Send home handouts for families on ideas for healthy snacks and healthy classroom parties.
- Ask parents/guardians to provide healthier choices when providing snacks for the classroom.
- Limit the foods and drinks consumed in the classroom that contain added sugars and a high level of calories.
- Model healthy behaviors while in the classroom with your students.
- Advocate for healthier vending options in the staff lounges.
- Teach students about locally grown foods. Take a field trip to a local farm.
- Incorporate nutrition into core curriculum lessons.
- Decorate the classroom with healthy eating posters or other promotion techniques.
- Be part of the Coordinated School Health Advisory Council and work with others who are interested.

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## TOOLS INCLUDED IN THIS SECTION:

Healthy School Parties  
Classroom Rewards  
Class Project Ideas  
Field Trip Snacks

# Healthy School Parties

## (non-fundraisers, where foods are not sold)

- Make your own pizza party using chopped vegetables, fruits and low-fat cheeses.
- Make your own fruit sundae bar with fresh fruit and low-fat yogurt or sorbet.
- Host a culture club – ask students to find and prepare healthy recipes from different cultures.
- Play indoor games of the students' choosing.
- Play music and have a dance party.
- Create a healthy party idea book. Ask school staff members and families to send in healthy recipes and ideas for activities, games and crafts.
- Plan a special craft children can create. Ask families to provide craft supplies instead of food.
- Have a class party outside on the playground.
- 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.
- For birthdays, let the birthday child choose and lead an active game for everyone.
- Create a "Celebrate Me" book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Consider non-food party favors such as stickers, coloring books, yo-yos, puzzles, jump ropes, small hula-hoops. These are great options and allow students with dietary restrictions to participate.
- Have the birthday child serve as the teacher's assistant for the day doing special tasks like making deliveries to the office, leading the line, starting an activity and selecting a game or story.



### Example policy language:

Schools are limited to three celebrations (Fall Festival, Christmas, and Valentine's Day) that involve food during the school day. Parents/Guardians and teachers will be provided with a list of healthy treat ideas for these events. -North Lawrence Community School Corporation



### Indiana example:

One Indiana school principal was concerned with the amount of sugary foods brought in for Valentine's Day. The Food Service Program wanted to help provide healthier options, but not necessarily prohibit families from bringing in the less healthy treats. Six varieties of Classroom Party Trays were developed. Examples include a vegetable tray, a fruit tray, a "special name tray" spelled out with cheese cubes, pretzels and grapes, and "party snack bags" that include crackers, string cheese, and applesauce.

# Classroom Rewards

Food and treat rewards can undermine healthy eating messages and interfere with natural hunger cues. By preventing the use of food as a reward, schools can reinforce healthy eating messaging and use other methods to reward children for good behavior. *Be creative! Do not forget that simply recognizing a job well done will go far with your students.*

## Elementary School Rewards

- Take care of class pet
- Prizes from a treasure box
- Time for music and dancing
- Stickers, pencils, pencil toppers, bookmarks
- Stars or smiley faces
- Paperback books
- Leading the class to lunch or recess
- Certificate, trophy, ribbon, plaque
- Games or puzzles
- Fun physical activity break
- Show-and-tell

## Intermediate/Middle School Rewards

- Eat lunch outside or conduct class outside
- Sit with friends
- Extra music and reading time
- Small sports equipment
- Paperback books
- Art time
- Pedometer
- Time for watching a movie
- Designing a class or hall bulletin board
- Coupon for prizes and privileges
- Fun brainteaser activities

## High School Rewards

- Award donated coupons to movie, music or local sporting goods stores
- Chat break at the end of class
- Music while doing school work
- Extra computer time
- Pep rally
- Gift certificate to local business
- Brainteasers
- Free pass to sporting event or play
- Small sports equipment
- Pedometer
- Listen to music/mp3 player in class
- Computer time



### Example policy language:

Schools will not use food or beverages to reward good behavior. —*Monroe County Community School Corporation*

# Class Project Ideas

There are several ways to incorporate school health and the school wellness policy into class projects. Students of all ages can take part in the promotion of healthy eating and physical activity at their schools. Teachers can incorporate class projects into their curriculum that will encourage students to learn more about their decisions regarding nutrition.



## Elementary School Projects

- Plant a garden. Start by planting seeds in a cup and transfer them to a school garden or encourage the students to take them home and plant them.
- Have a poster contest. Have each student draw a poster showing kids eating healthy foods. Choose a winner and award a small, non-food prize.
- Teach students where fruits and vegetables come from: which ones grow on trees and which ones grow underground or on vines, etc.
- Use fruits and vegetables as counting tools in class.
- Host a spelling bee with a nutritious food theme.
- Incorporate nutrition words into a vocabulary test.

## Intermediate, Middle and High School Projects

- Have the art classes create posters and colorful displays for the cafeteria and gymnasium to promote healthy food choices.
- Plant a garden and use the crops in the preparation of foods for a class celebration or school lunches.
- Photography students can take milk moustache photos of students and teachers to place in the cafeteria line.
- Students can learn about nutrition by working with the food service director to create nutritious menus for school meals.
- Students can keep a food log for a few days and calculate the number of calories consumed on average.
- In a math class, students can calculate their own Body Mass Index (BMI).
- An economics class can research the effect of price on healthier foods vs. less healthy foods in the cafeteria or vending machines.
- Students can create nutrition label posters for the items in the vending machines or cafeteria line.
- Assign students a group project to develop a radio or television advertisement on the benefits of healthy eating.
- Have students keep a journal of foods that they eat each day. Let the students determine how successful they are in getting the recommended amounts of fruits, vegetables, calcium, lean protein and whole-grains.

# Field Trip Snacks

## What to pack?

- Plan snacks that fit the theme of the field trip.
- When possible, serve fresh fruits and vegetables.
- Choose whole-grains snacks that are low in sodium.
- Find out if water fountains are available at the destination. If not, ask students to bring water bottles.
- Pack healthy sandwiches such as peanut butter and banana or almond butter and honey.

## How to pack it?

- If you have cold food items, bring along a cooler with plenty of ice. (Note: An insulated lunch bag with an ice pack is only good for 3-4 hours.)
- Store food out of direct sunlight and away from any engines.
- Plan ahead to bring napkins, utensils, plates and a plastic cutting board and knife to cut up any fruits and vegetables if needed.
- Serve small portions such as a handful of animal crackers or two tablespoons of low-fat dip with raw vegetables.



### Fruits/Vegetables

- Bananas
- Cherry tomatoes
- Baby carrots
- Dried fruit/Fruit chips (raisins, cranberries, apple rings, or banana chips)
- Fresh fruit salad or canned fruit cups
- Applesauce cups
- Fig bars

### Non-perishables

- Baked tortilla chips
- Whole-grain dry cereal
- Whole-grain crackers
- Low-fat granola bars
- Graham crackers

### Dips and Spreads

- Fresh salsa
- Low-fat salad dressings
- Hummus

### Cold Items

- Low-fat string cheese
- Low-fat yogurt
- Pudding cups

### Other Beverages

- 100% fruit juice
- Bottled water



### Example policy language:

The School Corporation will make arrangements in conjunction with food services. Food and drink will be stored during transport. Schools will make sure to be aware of students with special dietary requirements. Schools will avoid foods or beverages that require refrigeration, as these require special preparations.

# Sample Implementation Timeline

The following table provides examples of how nutrition policies can be phased in over time.

After-School Concession Stands		
First Year	2-3 Years	5 Years
Non-food items for sale will be introduced and promoted at after-school concession stands at [SCHOOL CORPORATION].	50 percent of the foods and beverages served at after-school concession stands at [SCHOOL CORPORATION] must meet the [SCHOOL CORPORATIONS]'s Nutrition Standards.	100 percent of the foods and beverages served at after-school concession stands at [SCHOOL CORPORATION] must meet the [SCHOOL CORPORATIONS]'s Nutrition Standards.
Classroom Parties		
First Year	2-3 Years	5 Years
Classroom parties will offer minimal amounts of foods (maximum 2-3 items) that contain added sugar as the first ingredient. Classroom parties may provide the following: fresh fruits and vegetables, water, 100% fruit juice or low-fat milk	Foods and beverages served at school celebrations must meet the [SCHOOL CORPORATION]'s Nutrition Standards.	Classroom celebrations will focus on activities, rather than food. Only healthy food will be served.
Fundraising		
First Year	2-3 Years	5 Years
100 percent of the foods purchased to raise funds for [SCHOOL CORPORATION] must meet the [SCHOOL CORPORATION]'s Nutrition Standards.	At least 50 percent of the items purchased to raise funds for [SCHOOL CORPORATION] will be non-food items.	Foods will not be sold to raise funds for the [SCHOOL CORPORATION]. Only non-food items will be used for fundraising purposes.





# Chapter 3: Physical Activity

## Policy Requirements

**Physical Activity:** Include goals for nutrition promotion and education, physical activity, and other school-based activities that promote school wellness.

## Policy Recommendations

### Physical Activity and Physical Education

[SCHOOL CORPORATION] supports the health and well-being of students by promoting physical activity through physical education, recess and other physical activity breaks; before- and after-school activities; and walking and bicycling to school. Additionally, [SCHOOL CORPORATION] supports physical activity among elementary students by providing them with at least 30 of the recommended 60 minutes of physical activity per day.

#### A. Physical Education K-12

1. All students in grades K-12 will participate in physical education in order to meet the Physical Education Standards. Also, high schools will encourage students to take more than the required courses of physical education required for all Indiana diplomas.
2. Waivers will not apply towards the physical education courses required for a diploma. Credit flexibility in physical education will be limited to elective physical education courses.
3. Physical education classes will have the same student/teacher ratio used in other classes. In Indiana, the ratio for a single school shall not exceed an average of 30 to 1.
4. The physical education program shall be provided adequate space and equipment to ensure quality physical education classes for students.
5. Physical education will be taught by a licensed physical education instructor.
6. All staff involved in physical education will be provided opportunities for professional development focusing on physical activity, fitness, health and wellness.

#### B. Daily Recess and Physical Activity Breaks

1. Each elementary school shall provide daily physical activity in accordance with Indiana Code 20-30-5-7.5.
2. All elementary school students will have at least one period of active recess per day that is at least 20 minutes in length as recommended by the National Association for Sport and Physical Education (NASPE). This recess period will be outdoors when possible. If outdoor recess is not possible due to inclement weather, teachers will provide an indoor physical activity break in the classroom.
3. All teachers will be encouraged to use physical activity breaks during classroom time as often as possible and implement strategies of learning while moving.
4. Schools should discourage extended periods of inactivity (2 or more hours). During events such as mandatory school-wide testing, teachers will give students periodic breaks for moderate physical activity.

#### C. Physical Activity Opportunities Before and After School

1. Schools will offer intramurals, clubs, interscholastic sports and voluntary activities to increase opportunities for physical activity before and/or after school, taking into account student interest and supervisor availability.
2. After-school enrichment providers will include physical activity in their programs, to the extent space and equipment allow.

**D. Physical Activity and Remedial Activities/Punishment**

1. Students will not be removed or excused from physical education class to receive instruction in other content areas.
2. School staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**E. Walking and Bicycling to School**

1. Where appropriate and safe, schools will allow walking and bicycling to school.
2. To the extent possible, the school corporation will make improvements so it is safer, easier and more enjoyable for students to walk and bicycle to school.
3. The school corporation will explore the availability of both local and federal funding (e.g., Safe Routes to School funds administered by the Indiana Department of Transportation) to finance such improvements.
4. Schools will promote walking and bicycling to school, including the promotion of International Walk to School Day, which falls on the first Wednesday of October each year.

**F. Use of School Facilities Outside of School Hours**

1. School spaces and facilities, such as the playground, gym, pool and track, will be made available to students, staff and community members before, during and after the school day; on weekends; and during school vacations. School policies concerning safety will apply at all times.

## Rationale for Policy Recommendations

- According to the 2011 Indiana Youth Risk Behavior Survey, only 43.5 percent of Indiana high school students were physically active for a total of at least 60 minutes per day on five or more of the past seven days.
- According to the 2011 Indiana Youth Risk Behavior Survey, only 34.9 percent of Indiana high school students attended physical education (PE) classes on one or more days in an average week when they were in school.
- Increased physical activity has been linked to higher academic achievement (Ehrlich, 2008).
- Aerobic conditioning may help to improve memory. Exercise may strengthen particular areas of the brain and oxygen intake during exercise may enhance greater connections between neurons (Hillman, Erickson & Kramer, 2008).
- Positive experiences with physical activity and physical education at a young age help lay the foundation for being regularly active throughout life (NASBE, "Fit, Healthy, and Ready to Learn", 2000).
- Physical activity and physical education policies can be phased in over time. See page 70 for a Sample Implementation Timeline.

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**Physical Education** — A planned, sequential pre-kindergarten—grade 12 program of instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills and confidence needed to adopt and maintain physically active lifestyles.

**Physical Activity** — Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure.

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# WHAT CAN SCHOOLS DO?

- Offer time within the school day for both teachers and students to be physically active.
- In the appropriate grades, provide at least two 15-minute recess breaks each day.
- Offer extracurricular and recreational activities that promote physical activity during recess and lunch.
- Avoid substituting recess for physical education class and vice versa.
- Avoid withholding recess as a form of discipline.
- Avoid using physical activity as a form of discipline. Instead, use physical activity as a reward.
- Encourage and allow faculty and staff to attend professional development trainings and workshops that focus on positive use of physical activity in the classroom.
- Keep the teacher/student ratio of physical education classes comparable to the ratio in other classes.
- Use five-minute physical activity breaks in the classroom to help students easily transition between lessons and subject areas.
- Encourage parents/guardians to assess safe routes where students can walk or ride bikes to school.
- Install bike racks outside the school building.
- Offer intramural and other physical activities that feature a range of competitive, cooperative and individual physical activity.
- If there is a fee(s) for participating in sports, use sliding fee scales, so no student is excluded from participating due to cost.
- Use the School Health Index or other assessment tool to assess the physical activity environment.
- Collaborate with local YMCAs and other recreation organizations/departments to identify physical activity opportunities for students and their families.
- Allow families and community members to use school recreation and exercise facilities during non-school hours.
- Recognize student achievement by connecting to Governor's Fitness Award through INShape Indiana.
- Support national efforts and initiatives, such as Let's Move and Walk to School Day. Encourage teachers and parents/guardians to do the same.
- Encourage recess before lunch.

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## TOOLS INCLUDED IN THIS SECTION:

Physical Activity Before and After School  
Safe Routes to School  
Walk to School Day  
Recess  
Recess Before Lunch  
Promoting Physical Activity to Key Audiences

## Physical Activity Before and After School

The hours before school begins can be an ideal time for students to be physically active, provided they arrive to school early. Some Indiana schools offer the following physical activity opportunities before school:

- Walking laps in the school hallways
- Simple and fun physical activities paired with music
- Walking and bicycling to school

The hours immediately after school can also provide opportunities for students to be physically active. Often times, students who have been sitting in classrooms for the majority of the day are eager to engage in physical activity of some kind if given the opportunity.



### Indiana Example:

Together Everyone Achieves More (TEAM): TEAM is a dance-based morning exercise program that College Park (Indianapolis, IN) students in grades 1-5 participate in every school day. Students begin their day with 15-20 minutes of dance, fitness jumping and stretching to get their bodies and brains ready to learn. The high-energy sessions always include brain-based activities where students cross the midline of their body, recall and repeat specific patterns of movement and get the blood pumping with vigorous exercise. The students leave the gym invigorated and ready to learn. It is a fantastic way to start every day!

### Clubs and Intramurals

After-school physical activities could include sports, clubs, self-directed activities, open gym, special events or field trips. The activities selected should meet the needs of students of all skill levels and physical abilities, including students with disabilities.

Students of all ability levels can benefit from after school clubs and intramurals, which differ from athletic programs. Often, these programs are less competitive, open to all students and available year round. Intramural activities offer students basic instruction in motor skills, in addition to sports and recreational activities.

Form clubs based on student interest at each school. Schools could offer a variety of special interest clubs after school, including:

- Jump rope
- Horseback riding
- Bowling
- Dance
- Skiing
- Canoeing



### Tips for organizing an effective intramural program:

1. Create the program as part of the overall school curriculum and connect it to the physical education program when appropriate.
2. Secure funding to provide appropriate management, facilities, equipment and safety.
3. Designate a leader to plan and supervise the program.
4. Develop a student leadership program to help administer the program. Student buy-in is key for policy, activity selection and officiating.

## Example clubs and intramurals include:



### Clark County Intramurals

Greater Clark County Elementary Schools offer no less than two intramural programs per school to their students each year. The program was started to provide Greater Clark County School Corporation students an opportunity for developing and/or enhancing their skills in a given activity, in addition to developing social skills. The intramural program also provides an opportunity for students to be physically active beyond the school day. The intramurals are free so that any child can participate regardless of income. Some of the programs offered are basketball, soccer, wrestling, floor hockey, gymnastics, and fitness development. Students in grades 3 through 5 can participate in the programs and as many as 200 to 300 students participate in intramurals throughout the year.



### Girls on the Run

Batesville Community Schools have a partnership with their local hospital to provide the Girls on the Run® program to girls ages 8 to 13. The goal of the program is to encourage positive emotional, social, mental, spiritual and physical development. Begun in Batesville in the spring of 2003, the program has expanded to two counties and eight school districts, with an average of about 275-300 girls participating per season. A 5K is hosted in the fall to finish out the program, in which all girls participate.



### Fitness Challenge

A middle school intramural program in Wisconsin developed a fitness challenge series based on student input. The activities included Olympic Games, a soccer goal challenge, basketball dribbling contest, a rock climbing challenge, a football throw challenge and five other challenges developed by the students. The activities were held in the gym, outside on the football field and on the playground. Volunteer teachers, teacher aides and parents/guardians supervised the program.

## Example policy language:



Before and after school, schools shall offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health care needs. —*Middlebury Community School Corporation*



## **Indiana Healthy Weight Initiative's *Snapshots of Success* KidFit After-School Program**

In the 2008-2009 school year, Northwest Elementary School in Huntington, Indiana, launched KidFit, a before-school physical activity program for students in grades 3-5. Students who have testing scores near either side of the passing line are eligible to participate.

Once in KidFit, students participate in a pre- and post-physical fitness test and three days of physical activity from 8:15 a.m. to 8:45 a.m. each week for 36 weeks. Promptly at 8:15 a.m., the students do stretches; engage in different forms of games, relays, and drills; then cool down with more stretches. These activities provide 30 minutes of physical activity, helping these students become more focused, calm and ready to learn.

Evaluations of the following year's ISTEP scores showed major academic improvements for the students who participated in KidFit. Pre- and post-tests of KidFit students showed key improvements in physical fitness, as well. Parents/Guardians want their children involved in KidFit, because they have seen the improvements in KidFit students' behaviors. Students want to be involved, because KidFit students talk about how cool and fun participating in KidFit is for them.

*"Challenges may arise, but seeing kids get so excited about being physically active and coming to school provides motivation to defeat those difficulties." – Erin Holloway, Physical Education Teacher and Founder of KidFit, Northwest Elementary School.*

For the whole story, please visit the Indiana Healthy Weight Initiative: **[www.inhealthyweight.org](http://www.inhealthyweight.org)**.

# Safe Routes to School

A Safe Routes to School (SRTS) program creates safer walking and bicycling routes and encourages children in grades K-8 to walk and bicycle to school. The result is the incorporation of a daily dose of physical activity into a child's routine. Walking and bicycling to school helps children prepare for the school day and enjoy greater physical health. The infrastructure required to make walking and bicycling to school safe and enjoyable benefits students, as well as other members of the community.

## Community-wide benefits from a SRTS program include:

- Safer routes that can be enjoyed by all citizens.
- Cleaner air due to fewer cars on the road.
- Reduced fuel consumption for both school buses and cars.
- Increased community security because residents will be aware of children walking and bicycling.
- Increased community involvement in school policies.
- Improved partnerships among schools, local municipalities, parents/guardians, and other community groups.
- Healthier children who are better prepared to learn in the classroom.



## Action steps to utilize partnerships between school personnel and community representatives:

1. Establish a Safe Routes to School steering committee and a Safe Routes Program.
2. Develop a comprehensive Safe Routes to School Plan.
3. Assess current routes for safety of children walking and bicycling to school.
4. Work with local authorities to make sure traffic laws are enforced in school zones and surrounding neighborhoods.
5. Establish crossing guards, if appropriate, at key intersections.
6. Establish walking school buses (parent/guardian or volunteer leading a group of students).
7. Identify and correct any hazards impeding walking and bicycling.
8. Create a campaign to encourage walking and bicycling.
9. Create and distribute maps of walking and bicycling routes (INDOT, 2014).

Another way to start a Safe Routes to School Program is to apply for funding through the Indiana Department of Transportation. The Indiana SRTS Program is now part of the Transportation Alternatives Program (TAP). The Indiana Department of Transportation (INDOT) is responsible for administering the Indiana SRTS Program that makes federal funding available for eligible activities and infrastructure improvements. Unlike previous years, all TAP projects and activities require a 20% local match. A committee reviews applications and makes recommendations to fund infrastructure and non-infrastructure projects, along with other types of TAP projects.

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**Walking School Bus**— A group of children walking to school accompanied by one or more adults/leaders.

**Bicycle Train**— A group of children riding to school accompanied by one or more adult leaders.

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These both can be as informal as two families taking turns walking/riding with their children to school or as structured as a planned route with meeting points, a timetable and a schedule of trained volunteers.

More information can be found at the National Center for Safe Routes to School: [www.saferoutesinfo.org/](http://www.saferoutesinfo.org/).

## Infrastructure and Non-Infrastructure Improvements

A Safe Routes to School (SRTS) program benefits from infrastructure and non-infrastructure improvements.

An **infrastructure** improvement typically involves construction or installation and may include right-of-way acquisition. Examples of infrastructure improvements include:

- Construction, installation or replacement of sidewalks.
- Installation of traffic calming and speed reduction improvements near schools.
- Installation of pavement markings or signage to improve recognition of walking and bicycling facilities directly serving schools.



A **non-infrastructure** improvement typically involves encouragement, education and enforcement of bicycle and pedestrian planning for specific schools. Examples of non-infrastructure improvements include:

- Preparation of a comprehensive SRTS plan or a school travel plan (corporation-wide or for an individual school).
- Walking and bicycling incentive purchases (e.g., reflective backpack or zipper tags, bicycle lights and helmets).
- Programs that encourage, educate and enforce bicycle and pedestrian activities such as a walking school bus.

Visit [www.saferoutes.in.gov](http://www.saferoutes.in.gov) if you are interested in more information on starting or maintaining your Indiana SRTS program. The applications for SRTS funding are typically due each year at the end of May.



### Example policy language:

The school corporation will assess and, if necessary or to the extent possible, make needed improvements to make it safer and easier for students to walk or bicycle to school. When appropriate, the corporation will work together with local public works, public safety, and/or police/sheriff departments in those efforts. —*Bartholomew Consolidated School Corporation*



### Indiana Healthy Weight Initiative's *Snapshots of Success*

Every year, the Monroe County Safe Routes Task Force initiates a call for interest among school principals to determine their support of walking and bicycling to school. The Task Force has used a Safe Routes to School (SRTS) display to promote walking and bicycling to school at school open houses and promotes International Walk to School Day and bicycle rodeos.

To date, Monroe County has received many grants that enable the SRTS program to continue. There has been a great deal of in-kind support from local government and community school corporations. There have been both infrastructure and non-infrastructure developments in the past four years, including moving bus drop-offs away from pedestrian traffic and providing reflectors to increase safety.

In past years, there has been an increase in walking and bicycling based on evaluations from International Walk to School Day. By involving parents/guardians in the Task Force and SRTS activities, Monroe County has gained trust and support from the community and is realizing a change in the community's culture of walking and bicycling.

"Teaching students important skills related to safety and physical activity is very rewarding. One of the local schools, Child's Elementary, offers coffee for parents/guardians who walk with their children and brings in local celebrities, like Indiana athletes, to get the students excited about walking or bicycling to school." – Raymond Hess, City of Bloomington – Planning Department

To read the whole story, please visit the Indiana Healthy Weight Initiative website: [www.inhealthyweight.org](http://www.inhealthyweight.org).

## Walk to School Day

Walk to School Day is an International event held each year on the first Wednesday in October. Walk to School events can be simple with few children and parents/guardians meeting to walk to school or very elaborate celebrations. Below are four simple steps for getting organized. Visit [www.walktoschool.org](http://www.walktoschool.org) for more resources and to register your event.

### School administrators can use these steps to plan a Walk to School Day event:

#### 1. Get Partners

*Principal, Local Police, Parents/Guardians:*

Successful events have the support and participation of the principal, local police and parents/guardians. Ask them to be partners. The school principal can give the school's commitment, while the local police department is a valuable resource to help ensure that safety is a priority. Parents/Guardians add energy and enthusiasm and make the walk successful.

*Public Officials:*

Schools have seen sidewalks repaired and new trails built in record time due to partnerships with public officials and other community leaders, such as mayors and city council members. Walk to School celebrations give city leaders the opportunity to publicly support health, environment and safety initiatives.

#### 2. Plan

Work with partners to plan the celebration. Together, decide what type of event fits your school and community. Then choose a focus for the walk, such as promoting physical activity or pedestrian safety, and determine whether the event will last one day or an entire week. Local businesses may be willing to sponsor the walk by providing healthy refreshments or small gifts for participants.

#### 3. Register

Registering an event with the International Walk to School Day event calendar makes it known to media, the community and other participants. Communities with registered events also gain access to additional materials.

#### 4. Promote

Tell students, parents/guardians and others how they can participate. Making announcements at school, publishing school newsletter articles and sending letters home (example included on next page) are just a few ways to promote the event. Posting signs along the route a few days in advance will increase community awareness. Business sponsors may want to post signs in their stores. Media coverage of the event brings visibility to the event's purpose and any changes that need to be made to make it safer for children to walk and bicycle to school. When media cover your event, they help spread the word of the great health, safety, environmental and social benefits of more children walking to school every day. Colorful signs held by smiling, walking children and adults create a perfect photo opportunity.

*(Adapted from the Indiana Department of Transportation: Indiana Safe Routes to School Program)*



#### Indiana Example:

"Students, parents/guardians, teachers, school administrators, and community members, including our Mayor, will meet at the Public Library before school. Students will carry our William Tell Banner as well as our International Walk to School in the USA Day banner. They will walk up the road from the Library to the school. Law Enforcement will monitor the street to ensure safety for all the walkers. The Mayor will address our group about the importance of daily physical activity as well as proper nutrition." —Mrs. Chris Page, William Tell Elementary School, Tell City, IN

School corporations must communicate with parents/guardians about the wellness events planned for students. Below is a sample letter for school administration to send home with students about Walk to School Day. Ideally, it should be given to parents/guardians a week before the event so that families can plan their walking activities in advance.

## Walk to School Day

**DATE**

**Meeting Place: [Public Library]**

**TIME**

Dear Parents/Guardians,

We are participating in the International Walk to School Day, which will be held [Date of Event]. This event supports the [School Corporation's] Wellness Policy to promote health in our school community, as well as the city's grant request to establish safe routes to school.

We invite you to participate by dropping off your children at the [Meeting Place] on Wednesday, October 6. We encourage you to carpool. We will gather starting at 7:00 a.m. and depart towards the elementary at 7:15 a.m. Supervision will be provided after 7:00 a.m. We would love for you to walk with us, or you may drop off the students. We will have crossing guards and will obey traffic laws.

Bus routes will run as usual that day if you choose NOT to have your child participate.

Children who participate will receive participation ribbons. [Mayor's Name] will address the group in front of [Elementary School Name] in the parking lot as they finish their walk.

You will find more information about the International Walk to School Day and about determining whether or not a walking route to school is safe at [www.walktoschool.org](http://www.walktoschool.org).

Please fill out and return the slip below if your child will be participating in the International Walk to School Day. Inclement weather will postpone the walk to [Alternate Date]. If you have any questions or concerns, please call the school at (XXX ) [XXX -XXXX].

Sincerely,

[Principal]

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### **(Return form by [Date], only if your child will be participating. Thank you!)**

My child, \_\_\_\_\_, will be participating in the International Walk to School Day on [Event Date].  
He/She will:

Walk to school from the \_\_\_\_\_ [Meeting Place] with [City Police] controlling traffic.

Walk to school on his/her own or with neighborhood group (encouraged if live <1 mile from the school.)  
(See Safe Route indicators at [www.walktoschool.org](http://www.walktoschool.org))

Signed,

\_\_\_\_\_ (Parent/Guardian)

## Recess (primarily for elementary schools)

Recess is a great time to encourage children to be physically active. Many students enjoy the break from learning in the classroom. Recess also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate and problem solving in real situations (NASPE, 2001).

Recess can be a great experience for students and staff supervisors. An ideal recess can include:

- Ensuring there are enough staff to properly supervise the recess grounds.
- Developing a protocol for conflict resolution during recess — teaching conflict resolution in the classroom and implementing it on the recess grounds with recess staff acting as moderators.
- Ensuring the amount of equipment (balls, jump ropes, etc.) matches demand.
- Encouraging purposeful activity by providing as many options to children as possible.
- Asking parents/guardians or staff to lead small-sided games or lead students in a walking program.
- Encouraging walking and physical activity by providing pedometers and having a challenge.



### Activity ideas for students:

- Preschool and Kindergarten: Balance Beam Snake, Crossover Walk, Jumping Grid, Leap Frog, Midline Jumping, Scattered Circles, Shape Grid, Stepping Stones with Letters, Zig Zag Footprints
- Primary Grades K-3: Ball Hop Scotch, Bean Bag Four Square, Bean Bag Toss, Crossover Walking Grid, Four Square Court, Galloping Track, Hop Scotch, Mid-Line Jumping Grid, Skipping Track, Tether Ball Court
- Upper Elementary Grades 3-6: Around the World, Bounce Ball, Box Ball, Four Corners, Handball, Jolly Ball, Long Ball, Shuffleboard, Team Four Square, Tetherball, Twenty One, Volley Tennis
- Field Activities Grades 1-6: Beat the Ball, Couples Tag, Crossover, Endline Soccer, Disc Golf, Home Run, Line Soccer, Modified Soccer, One Base Kickball, Throw it and Run Softball, Touch Football, Work-up Softball

\*Find these activities and more at [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)



#### Indiana example:

"At recess, all students are required to walk two laps around the playground, even those children who are in trouble. Recess usually lasts 15-20 minutes, up to 30 minutes if it's nice outside." —*Monrovia Elementary, Monroe-Gregg School Corporation, Monrovia, Indiana*



#### Example policy language:

All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools shall actively encourage moderate to vigorous physical activity by providing adequate space and equipment — *Diocese of Evansville*

## Recess Before Lunch (primarily for elementary schools)

Many schools across the nation, including many in Indiana, have decided to have recess before lunch. Recess Before Lunch is a change in the traditional schedule. Schools often find this policy change requires careful planning and efficient communication, as well as a strong commitment from school administrators, educators and food service staff to make the change successful.

### When recess is before lunch, students:

- Waste less food.
- Consume more food and nutrients.
- Behave better on the playground, in the cafeteria and in the classroom.
- Eat at a more leisurely pace because the cafeteria atmosphere is more relaxed.
- Are more ready to learn upon returning to the classroom immediately after lunch, so less instructional time is lost.
- Perform better in the classroom because of increased nutrient intake and focused attention.

*(South Dakota Department of Education, 2010)*

A major barrier to realizing this strategy is the change in tradition. Resistance will always come with change. Suggestions to help overcome the obstacles include:

- Plan ahead: obtain buy in and support from school staff.
- Involve students, parents/guardians and school staff in planning.
- Start with a limited pilot program or trial period — monitor and adjust as needed.
- Be prepared to address logistical challenges before implementing Recess Before Lunch. Have a plan to address:
  - hand washing;
  - scheduling of lunch times and eating spaces;
  - supervision issues;
  - cafeteria, playground and hallway flow patterns;
  - teachers retrieving bagged lunches to have them ready after recess; and
  - paying lunch money.

### How can your school make the change?

- Realize that change takes time and effort and the first attempt may not work as planned.
- Develop procedures and routines for hand washing and supervision.
- Develop procedures and routines to retrieve bagged lunches and lunch money either before or after recess.
- Practice your new procedures, so everyone knows what to do and when.
- Ensure adequate time (25-30 minutes) for students to eat.
- Anticipate some resistance from school faculty, staff, parents/guardians, students and the community (South Dakota Department of Education, 2010).
- Be committed, even through a trial period, to stick with it.

*(Adapted from the Montana Department of Public Instruction)*

# Promoting Physical Activity to Key Audiences

Schools are great places to promote physical activity because the students are a captive audience. Below are promotional strategies aimed at parents/guardians, students and school staff. All are important supporters of school health initiatives.

## Promoting **Physical Activity**

- Issue a press release to local news stations and receive media coverage about important updates to your school wellness policy.
- Hold student contests for promoting physical activity opportunities at the school: photography, essay and art contests.
- Encourage students to provide feedback about the wellness policies by offering a suggestion box in a central location (e.g., the cafeteria, gymnasium or main office).
- Invite a local celebrity or favorite teacher to promote active living to the student body. High school students can promote active living to the elementary students.
- Incorporate physical activity into classroom curricula that usually do not address health (e.g., math and English).
- Provide copies of the school wellness policy at parent-teacher conferences, school registration and other events.
- Include a copy of the school wellness policy in the student and employee handbooks.



# WHAT CAN PARENTS/GUARDIANS DO?

- Team up with other parents/guardians near your home to form “walking school buses” and take turns walking the children to the bus stop or all the way to school.
- Ask your child’s school about after-school playground hours. If allowable, take your children to school to play on the playground during non-school hours. Run around the track.
- Become involved in the Coordinated School Health Advisory Council.
- Ask your child’s school for their school wellness policy and reinforce the school’s healthy eating and physical activity messages by incorporating them at home.

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## TOOLS INCLUDED IN THIS SECTION:

Sample Letter to Parents/Guardians  
Physical Activity Tips for Parents/Guardians

## Sample Letter to Parents/Guardians

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Dear Parents and Guardians,

The [School Corporation] is looking forward to another successful school year. We all know education is critical to achieving lifetime success. Additionally, it is essential for children to get healthy foods and adequate physical activity every day to reach their potential.

With the alarming overweight and obesity rates in our younger population, the [School Corporation] is making the health of our students a priority. When children eat healthy food and get enough physical activity, their bodies work better and their minds perform better. Healthy children are more likely to become healthy adults.

We invite each parent and guardian to become familiar with the [School Corporation] Wellness Policy. Our Coordinated School Health Advisory Council, comprised of parents/guardians, health professionals, community members and school district staff, has developed this policy. A strong school wellness policy allows a school to achieve lasting, positive changes to its physical activity and nutrition environment. The school wellness policy includes rules and recommendations for the foods and beverages offered while at school, as well as opportunities for physical activity during the school day.

We know that, as a parent or guardian, you have the power to influence your child's attitude toward the school wellness policy. We ask that you show your support of the school wellness policy by honoring it and setting a good example within your home. Throughout the school year, we will be sharing different ways to incorporate healthy eating and physical activity at school and home.

A copy of the school wellness policy is available [on the school website, included in this letter, at the school main office, etc.]. We hope that you share our excitement about the school wellness policy in promoting healthy eating and physical activity. We encourage you to discuss the school wellness policy with your children to help explain why it is important to their overall success. By working together, schools, parents/guardians and the community can help our children lead active, healthy and productive lives.

Sincerely,

**[SCHOOL OFFICIAL]**

# Physical Activity Tips for Parents/Guardians



Parents/Guardians,

You play a vital role in helping your child develop healthy physical activity habits they will practice through adulthood. Because your child's school cares about the overall successful development of our students, we are working diligently to include more physical activity opportunities at school. We are providing the following activities as suggestions for incorporating more physical activity at home.

## What Parents/Guardians Can Do at Home

- Find activities and recreational pastimes the whole family can enjoy.
- Limit television and video/computer game time to a maximum of two hours per day.
- Use your bike or feet in place of the car whenever you can. Encourage your children to do the same.
- Go for a walk before/after dinner or take a bike ride.
- Plan activity-filled family vacations.
- When you go to the grocery, park far away from the entrance. Ask your children to help carry groceries from the car.
- Start a game of tag or hide-and-seek with your children.
- Plant a family garden and let the children take responsibility for maintaining a section of the garden.
- Ask your children to help with household chores and yard work that require physical activity.
- Try new activities with your children and discover their interests: swimming, kayaking, canoeing, horseback riding or even rock climbing.

## What Parents/Guardians Can Do in the Community

- Support and join the efforts of community organizations that focus on the development of parks, walking paths, bike routes, etc. These organizations include parks and recreation departments, bicycle coalitions, city planning boards, etc.
- Encourage local YMCAs and recreation departments to host family activity nights and attend these events with your family and friends.
- Plan neighborhood events with other families at a local park or recreation facility that will allow your children to run around and play.
- Encourage your children to join local intramural teams. Parents/Guardians can even coach.
- Go on a hike at a local park or on a local trail.

# WHAT CAN COMMUNITY ORGANIZATIONS AND BUSINESSES DO?

- Provide professional support and training for schools and families in:
  - Weight management
  - Exercise prescription
  - Body Mass Index (BMI) screening and education
  - Proper exercise technique
  - Value of physical activity
  - Games the family can play at home
  - Obesity risk factors
- Support health and fitness fairs for local schools.
- Host a family activity night at your facility.
- Assist in efforts to determine safe routes to local schools.
- Sponsor physical activity events in local schools.
- Support walking and biking to school by maintaining safe and connected bicycle paths and sidewalks.
- Donate materials/equipment to encourage activity in classrooms and on playgrounds.
- Become involved in the Coordinated School Health Advisory Council.
- Establish a joint use agreement with schools to maintain and manage physical activity spaces.

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## **TOOL INCLUDED IN THIS SECTION:**

Joint Use Agreements

Invitation to Attend Information Session

## Joint Use Agreements

A joint use agreement is one way to increase opportunities for children and adults to be more physically active. Joint use refers to two or more entities, usually a school and a city or private organization, sharing indoor and outdoor spaces such as gymnasiums, athletic fields and playgrounds. The concept is to share resources to contain costs and keep communities healthy. Incorporating joint use agreements into a school wellness policy can add another avenue to increase physical activity for your students and staff, their families and other community members.



Joint use makes physical activity easier by providing children and adults with safe, conveniently located and inviting places to exercise and play. In addition to the health benefits, joint use agreements can make sense financially, because they build upon assets a community has in place (Ogilvie & Zimmerman, 2010).

Indiana law supports schools having joint use agreements with the community. Indiana Code 20-26-8-1 states:

“School boards may cooperate, by agreement, with other boards that have management of public parks, libraries, museums and other public areas to provide the equipment, supervision, instruction and oversight necessary to conduct educational and recreational activities in the public areas.”

### How does it work?

Joint use agreements can be formal or informal, but formal agreements offer increased protection for both the facility and the community group using the facility. A formal agreement can also help prevent problems related to maintenance, operations, liability, cost or ownership (Ogilvie & Zimmerman, 2010).

### Four types of joint use:

1. **Unlocking the Gates:** Allowing public access to outdoor school facilities during non-school hours.
2. **Indoor and Outdoor Access:** Allowing public access to indoor and outdoor school facilities during non-school hours.
3. **Nonprofit Partnerships:** Allowing “third-party” organizations (such as YMCAs or Boys & Girls Clubs) to use indoor and outdoor facilities to operate programs during before- and/or after-school hours.
4. **Reciprocal Access:** Schools and other public and/or nonprofit organizations share access to each other’s facilities.

### To be successful, essential components of a joint use agreement include:

- Operational plans that outline partners’ responsibilities
- Processes for positive, effective communication among partners
- Identification of funding sources, and determination of cost-sharing
- Determination of liabilities and negotiating liability
- Support from the community and local organizations
- Support from local political leaders (Ogilvie & Zimmerman, 2010)

For more resources, please visit the Indiana Healthy Weight Initiative website: [www.inhealthyweight.org](http://www.inhealthyweight.org).



### Example policy language:

Students, parents/guardians or other community members will have access to, and be encouraged to use, the school’s outdoor physical activity facilities outside the normal school day. -*Indianapolis Public Schools*

## Invitation to Attend Information Session

Engage community businesses and organizations by hosting an informal meeting about joint use agreements. The meeting can provide an introduction to the concept and logistics of opening a space for students, families, and community members to be physically active. This letter can be given to community businesses and organizations that have expressed an interest in partnering with your school.

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Dear Community Member,

The health of our students, staff and community is a priority for our school corporation. Schools are in a unique position to increase opportunities for health in our community. We have recently strengthened our school wellness policy to create more opportunities for our students and staff to eat healthier and be more physically active. We would like to see these priorities in our community.

In order to create more opportunities for our community, we cordially invite you to an informational meeting regarding joint use agreements between our schools and your business or organization. Joint use refers to two or more entities sharing indoor and outdoor spaces to increase opportunities for health and minimize costs. We can work together to create a healthier community.

The meeting details are as follows:

**DATE:**

**TIME:**

**LOCATION:**

**OBJECTIVES:** We will discuss the basics of a joint use agreement: how it would be beneficial for our schools, businesses, and families, and the logistics of opening up an activity space after-hours.

The places we live, learn, work and play influence how we eat and move. Working together with thoughtful planning, we can create a community where the healthy choice is the easy choice for our residents.

To a Healthier Indiana,

[SCHOOL OFFICIAL ]

# WHAT CAN TEACHERS DO?

- Encourage physical activity by joining students on the playground or in the gym.
- Talk about physical activities you like to do outside of school.
- Send home activity ideas that families can do together.
- Do not use or take away physical activity as a form of punishment.
- Use opportunities for physical activity as a reward.
- Take short physical activity breaks in between classroom lessons.
- Incorporate more active time during physical education class.
- Educate students about the benefits of lifelong physical activity.
- Incorporate opportunities for physical activity into core subject matter courses such as nature walks for science class and jumping activities for math class.

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## TOOLS INCLUDED IN THIS SECTION:

Classroom-Based Physical Activity  
"Take 10" Physical Activity Breaks  
Preventing Physical Activity as Punishment  
Active Physical Education  
SPARK  
CATCH

## Classroom-Based Physical Activity

Opportunities for physical activity do not have to be limited to the school's gymnasium. In most cases, participation in recess and physical education class will not provide students with the recommended 30 minutes of daily school-based physical activity. Teachers in all disciplines have opportunities to incorporate physical activity in their classrooms.

### Elementary and Intermediate School Examples:

- Short, three-to five-minute lessons incorporating learning and physical activity with no extra equipment needed
- Short, age-appropriate activities integrated into the classroom called Energizers, such as Wiggles and Hit the Deck found at [www.ecu.edu](http://www.ecu.edu)
- Simple mental or physical exercises re-energizing the students called Brain Breaks, such as Seat Exchange and Correct Steps found at [www.emc.cmich.edu/brainbreaks](http://www.emc.cmich.edu/brainbreaks)
- Sitting on exercise balls at their desks

### Middle and High School Examples:

- Sitting on exercise balls at their desks
- Competing in board races
- Ask students to move on a graph that is laid out on the floor
- Students learn the FOIL method by moving hands on the board or feet on the floor
- Adapt "Dance Dance Revolution" with geometry terms and tape on the floor
- Students toss a beach ball (with numbers written on it) to others to learn algebra



(More information about the previous four examples can be found at [www.learningreadinessPE.com](http://www.learningreadinessPE.com))



### Indiana example:

Foreign language teachers at Ben Davis High School in Indianapolis play trash-ket-ball with students. When students answer a question, they get a chance to stand up and shoot a ball into the trash can. If they answer the question correctly, they get to shoot closer to the trash can. If they answer incorrectly, they must shoot from farther away. If the ball goes in the trash can, students receive a bonus point they can use towards a test or quiz, or other small non-food rewards. This allows for physical activity, as well as increases participation in the learning activity. This can be adapted into a team game, which could encourage participation.



### Example policy language:

Opportunities for physical activity will be incorporated into other subject lessons (not PE), and classroom teachers will provide short physical activity breaks between lessons or between classes, as appropriate.

—*Diocese of Evansville*

# Take 10



## Physical Activity Breaks

Below are some ideas for incorporating physical activity into your classroom.

Even 10-minute bouts of physical activity can enhance learning.

### Science

- Measure the amount of force/exertion needed to lift, run, etc.
- Test the shapes of movement equipment and analyze why they are shaped as such.
- Teacher call out an animal name, and the students imitate the animal.
- Students must jog according to which type of molecule they are: gas, liquid, or solid.
- Take nature walks to identify trees, test soils and other outdoor lessons.

### Math

- Have the students roll dice, take the two numbers, multiply, add, subtract or divide them and perform that many repetitions of an exercise such as jumping jacks or crunches.
- Have students measure their jumping skills by measuring the distance covered when jumping, leaping and hopping.
- Call out a math problem. If the answer is less than 20, have students give their answer in jumping jacks.
- Have students graph their resting heart rate and elevated heart rate.
- Have students take a resting heart rate and then perform a simple movement to get an elevated heart rate. Take the scores and use them in a graphing assignment.

### Spelling

- Host a spelling bee with a physical activity theme. Ask students to act out verbs such as skip, hop, jump, etc.
- Have students spell out health-related words using their bodies to form letters.

### Language Arts

- Ask students to record in their journals the amount of time they spend watching TV and the amount of time they spend being physically active - and the activities they enjoy the most.
- Read health-related books to the students as a reward.
- Have students act out plays/poems.
- Do jumping jacks while sharing favorite authors or books.

### Geography

- Rhythmic Activity: "Body, Mind Map" uses the body as a model of the globe. North Pole: touch head, South Pole: touch toes, Equator: hands around waist, America: left hand, Europe: nose, etc.
- Have student research and demonstrate what physical activities are done in other countries.

For additional "Take 10" ideas, please visit the website: [www.take10.net](http://www.take10.net).

## Preventing Physical Activity as Punishment

To become active adults, children and adolescents need to encounter positive physical activity experiences. Students should enjoy physical activity, which is why it should not be used as a means of punishment (NASPE, 2009).

### Examples of inappropriate use of physical activity include:

- Withholding physical education class or recess time for students to complete unfinished school work or as a consequence for misbehavior.
- Forcing students to run laps or perform push-ups because of behavioral infractions (e.g., tardiness, talking and other disruptive behavior).
- Threatening students with physical activity or no physical activity (e.g., no recess, no game time) and then removing the threat because of good behavior (NASPE, 2009).

At times, it is appropriate to remove a student briefly to stop an undesirable behavior. Teachers should devote that time to allowing the child a moment to cool down, reflect upon his or her actions, and communicate with his/her teacher.

Teachers can create positive learning environments without using physical activity as punishment.

### Alternatives to using physical activity as punishment:

- Be consistent with enforcing behavioral expectations within the learning environment.
- Practice and reward compliance with rules and outcomes.
- Offer positive feedback and recognize students doing things right.
- Do not reinforce negative behavior by drawing attention to it.
- Develop efficient routines that keep students involved in learning tasks.
- Wait for students to be attentive before providing directions (NASPE, 2009).



### Example policy language:

Our schools prohibit the use of physical activity as punishment, the withholding of participation in physical education class as punishment and the use of physical education class time to complete assignments from other classes. —*Evansville-Vanderburgh School Corporation*

## Active Physical Education

Implementing a quality physical education curriculum is one vehicle for increasing physical activity levels among students and equipping students with the skills they will need for lifetime physical fitness. Standards developed by professional organizations call for a shift towards programs emphasizing lifelong fitness rather than team sports (NASPE, 2014). One common goal of physical educators is to make at least half of the physical education class time include moderate to vigorous physical activity.

Physical education teaches lifelong health promotion skills to complement physical activity efforts (NASPE, 2014).



### National Association of Sport and Physical Education (NASPE) standards:

- 150 minutes per week of physical education in elementary schools
- 225 minutes per week in middle and high schools (NASPE, 2014)

In addition to physical education requirements, Indiana school corporations are encouraged to create a policy to provide 30 of the recommended 60 minutes per day of physical activity. Physical education can be included as part of these minutes.



#### Example policy language:

All students in grades K-12, including those students with disabilities, special health care needs, and in alternative educational settings, shall receive physical education according to Indiana State Standards. Students in elementary school will receive at least 30 of the recommended 60 minutes per day of physical activity (including, but not limited to, physical education, recess, classroom-based activities, before school programs and after school clubs and intramurals).

Physical education instructors will be licensed and will be provided with professional development opportunities.

Physical education classes will have the same student/teacher ratio used in other classes.

Sports and academic activities may not take the place of physical education.

*(Adapted from the Wellness Policy Assessment Tool from the Rudd Center for Obesity at Yale University)*

Two evidence-based curricula emphasize more physical activity during the school day. One is SPARK (Sport, Physical Activity, Recreation for Kids), which is primarily focused on the physical education class, but also after-school and early childhood programs. The other is CATCH (Coordinated Approach to Child Health), which is broadly centered on the classroom, physical education class, cafeteria, home and community.



SPARK (Sport, Physical Activity, Recreation for Kids) is an organization that provides evidence-based physical education, after-school, early childhood and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through grade 12 students. Since 1989, SPARK has provided materials, training and consultation to teachers and school leaders nationwide. SPARK is supported by the Heart, Lung and Blood Institute.

SPARK Physical Education (PE) is designed to be more inclusive, active and fun than traditional PE classes, and SPARK has been proven to work with both physical education specialists and classroom teachers.

SPARK PE includes four evidence-based programs spanning grades K-12.

To learn more about SPARK PE and teacher training, please visit [www.sparkpe.org](http://www.sparkpe.org).



CATCH (Coordinated Approach to Child Health) is an evidence-based, coordinated school health program designed to promote physical activity and healthy food choices, and prevent tobacco use in children from preschool through eighth grade. A main objective of the CATCH program is to make healthy eating and physical activity enjoyable.

- In the classroom: Hands-on activities encourage changes in behavior that support healthy eating and physical activity patterns.
- In physical education: High energy, non-elimination activities with teaching strategies that keep children moving and having fun.
- In the cafeteria: School food service staff can prepare healthier meals and help coordinate healthy messages with the rest of the school.
- At home: Students, parents/guardians and extended family members are involved in practicing and adopting healthy eating and physical activity behaviors at home.
- In the community: An after-school and summer enrichment program reinforces healthy messages beyond the school day via physical activity and nutrition education sessions.

Please visit [www.catchinfo.org](http://www.catchinfo.org) for more information.

# Sample Physical Activity Implementation Timeline

The following table provides examples on how to phase in a physical activity and physical education policy over time.

Physical Activity		
First Year	2-3 Years	5 Years
<p>Students are required to participate in physical activity daily.</p> <p>Students should be provided recess, if applicable, every day that should not be taken away as punishment.</p> <p>Classroom teachers will be encouraged to incorporate physical activity during class time in the form of short physical activities.</p>	<p>An average of at least 15 minutes of physical activity is required each day.</p> <p>A 20-minute recess, if applicable, will be provided each day, preferably outdoors, and cannot be taken away as punishment.</p> <p>Classroom teachers will be given the tools needed to incorporate physical activity during class time.</p>	<p>Thirty minutes of daily physical activity on average is required in the form of PE, recess, before/after-school activities and classroom-based physical activity.</p> <p>Classroom teachers will be required to incorporate physical activity during class time.</p>
Physical Education		
First Year	2-3 Years	5 Years
<p>An <i>effort</i> shall be made to make at least half of the PE class time include moderate to vigorous physical activity.</p>	<p>Each PE class will include half of the time as moderate to vigorous physical activity.</p> <p>Schools will provide voluntary professional development and training sessions on making PE class time more physically active.</p>	<p>Thirty minutes of daily physical activity on average is required, in the form of PE, recess, before/after-school activities and classroom-based physical activity.</p> <p>Each PE class will be required to include half of the time as moderate to vigorous physical activity.</p> <p>Schools will provide regular professional development and training sessions on making the PE class more active.</p>





# Chapter 4: Staff Wellness

## Policy Recommendations

[SCHOOL CORPORATION] supports the health and well-being of our staff by creating and promoting policy and environmental supports to provide physical activity and healthy eating opportunities.

### A. Nutrition and Physical Activity

1. The school corporation will promote programs to increase knowledge of physical activity and healthy eating for faculty and staff. Presentations on health and wellness will be provided at least twice each school year.
2. The school corporation benefits department will work with local fitness centers to offer reduced membership fees.
3. Schools will allow staff to use school facilities outside of school hours for activities such as group fitness classes, walking programs and individual use.
4. Staff will be encouraged to participate in community walking, bicycling or running events.
5. Staff vending machines will contain at least 50 percent healthy choices as outlined in the approved nutrition standards.
6. At least 50 percent of the food options available at staff meetings will meet the approved nutrition standards. During meetings lasting longer than one hour, staff will have the opportunity to stretch and be physically active.
7. Schools will promote breastfeeding by making reasonable efforts to provide a private location for employees to express breast milk, in accordance with Indiana Code 22-2-14-2.

## Rationale for Policy Recommendations

- Teachers have the opportunity to model healthy behaviors to their students.
- The implementation of wellness activities can motivate school staff to pursue a healthy lifestyle and establish a greater personal commitment to school health programs.
- The implementation of these policies increases access to opportunities for healthy eating and physical activity.
- Organizations and schools who use wellness programs can decrease health care costs by having healthier employees.

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### TOOLS INCLUDED IN THIS CHAPTER:

Healthy Meetings  
Physical Activity  
Healthy Eating  
Tobacco Cessation

## Healthy Meetings

Offering healthy foods and beverages at meetings can give your staff the opportunity to eat healthy in their work environment. Promoting healthy eating during school meetings can help staff model these behaviors in their own homes, classrooms or elsewhere on school grounds. Meetings do not have to include foods or beverages. However, if available, the following guidelines are recommended:

### Healthy Food Options

- Serve low-calorie and low-fat foods.
- Serve salads with dressing on the side. Offer at least one low-fat or fat-free dressing.
- Serve fruits and vegetables whenever possible.
- Serve small portions (e.g., cut bagels in half).
- If providing breads, cereals and crackers, make sure that some options are whole grain.
- Avoid fried foods or cream sauces.
- Offer low-fat dips such as hummus, salsa and low-fat dressings.
- Limit the serving size of meat to no more than 4 ounces.
- Consider offering low-fat dairy options such as yogurt or cheese.
- Include a vegetarian option at all meals.
- If serving a dessert, provide fresh fruit, fruit crisps, small cookies, or small servings of sorbet.



### Healthy Beverage Options

- Provide reduced-fat or low-fat milk for coffee rather than cream or half-and-half (evaporated skim milk also works well for coffee).
- Provide pitchers of water.
- Serve milk (skim or 1%), 100% fruit or vegetable juice, water, unsweetened hot or iced tea, or diet soda.
- Check the time. Consider offering only beverages at mid-morning, mid-afternoon meetings, or meetings shorter than 1½ hours.

### Physical Activity Opportunities

- Spell out your school corporation's name: With every consonant, stand up; and with every vowel, sit down. This can become more interactive if you add other components to standing and sitting down, such as reaching in the air or doing a jumping jack.
- For two-hour meetings, include a "stand-up-and-stretch" break. Participants can gently stretch the neck, shoulders, arms, hands, legs, feet and back; and make circles with their arms, head and hips.
- For two to four hour meetings, include a five to 10-minute activity break for walking, or schedule a five-minute light aerobic activity.
- For all-day meetings, in addition to stretch breaks and five minute activity breaks, schedule time for a 30-minute break and encourage participants to take a walk or engage in another physical activity.



### Example policy language:

[School Corporation] will offer at least 50 percent "better choice foods/beverages" for our staff at meetings. During longer meetings, staff will have the opportunity to stretch and/or be physically active.

## Physical Activity

In addition to student health, the school corporation can create opportunities for and promote physical activity to teachers and staff. It is equally important for school staff members to maintain their health.

School staff members can model a physically active lifestyle to students. One way to model behavior would be to recognize accomplishments of staff members. By recognizing staff accomplishments through announcements or school newspapers, students can observe healthy behaviors and gain interest in maintaining a physically active lifestyle.

### **The following are some physical activities that can provide school staff with help in developing a physically active lifestyle:**

- Teacher-led student walking program, compete against other grade levels.
- Pick a destination, such as San Diego, and track to see if you can walk the number of miles it would take to get there.
- “Biggest Loser” staff competition.
- Staff vs. students physical activity competition.
- Walking competition among classes or schools.

### **In addition to programs or competitions at the school, the administration can offer other staff wellness opportunities, such as:**

- Discounted gym memberships,
- Professional development,
- Walking meetings, and
- Access to school facilities to increase opportunities for physical activity.



### **Indiana Healthy Weight Initiative's *Snapshots of Success***

“Exercising with the kids promotes a healthy school culture. Teachers actively participating in the walk-a-thon serve as role models to the students.”

– Gayla Vonderheide, Director of Health Services, Batesville Community School Corporation



### **Indiana example:**

“Pound the Playground” – walking competition among classes or schools, developed by the Healthier Morgan County Initiative in Indiana: [www.healthiermorgancounty.org](http://www.healthiermorgancounty.org).

# 10 Fun Ways to “Walk the Talk” at Your School

- ① **Take 10 at every meeting** – Take 10 minutes to get moving – with a few stretches, a few dance moves or a few crunches.
- ② **Introduce new activities** – Expose staff to new options for being active. Invite local experts to your school to demonstrate yoga, Pilates or Zumba®.
- ③ **Organize a sports team** – Many recreational centers offer adult softball, volleyball, dodge-ball leagues, etc. Organize one with staff from your school.
- ④ **Plan active celebrations** – Hula-Hoop® or Limbo contests? Conga lines? A little silliness can provide active fun at little or no cost.
- ⑤ **Join local events** – Nearly every community has walks, runs or other active events where you can share your group spirit. For example, Batesville School Corporation, in Indiana, is organizing a Mini-Marathon Training Program to train for the Indianapolis Mini-Marathon.
- ⑥ **Start a walking club** – Getting together at a specific time and place often makes it easier to get motivated and get moving. After the school day would be a great time to meet!
- ⑦ **Get a little competitive** – Some people are motivated by a competitive spirit and like to see who can walk the most steps. Pedometers could be included for this activity.
- ⑧ **Give activity awards** – Recognize staff who become more active and those who support others in active lifestyles.
- ⑨ **Choose an active location** – Hold meetings at places where staff can be active before or after the meeting takes place, like a park or bowling alley.
- ⑩ **Support active communities** – Become involved in community initiatives to support bike paths, safe sidewalks, skate parks or hiking trails. These can provide fun and safe activities for people of all ages.

*(Adapted from Eat Right Montana)*

## Healthy Eating

Teachers and staff can be given opportunities to choose healthy options. Staff can be supported with healthy meetings as well as healthy options in the vending machines.

Student interest in healthy eating may increase when they see their teachers eating healthy. By organizing and promoting a staff-oriented program, campaign or activity, students will observe staff interest in healthy eating and likely model that behavior at school and at home.

### Healthy Recipe Exchange

School staff can use an existing bulletin board or open wall space to start and maintain a recipe exchange.

The Coordinated School Health (CSH) Advisory Council can post three to four different recipes each month on a staff bulletin board. Your wellness committee may also choose to provide take-away copies of the recipes or compile them into cookbooks.

Recipe themes can be changed every month to add interest to the exchange. For example, the January theme might be 'Whole Grains' and all recipes featured in January would include whole grains. More suggestions for interchangeable monthly themes include:

- January 'Whole Grains'
- February 'Milk and Cheese'
- March 'Versatile Vegetables'
- April 'Lean Meats and Protein'
- May 'Flavorful Fruits'
- June 'Low-Fat Cooking'
- July 'Delicious Desserts'
- August 'Super Snacks'
- September 'Vegetarian Tastes'
- October 'Low-Sodium Cooking'
- November 'Holiday Feasts'
- December 'Smart Drinks'

When selecting recipes, try to include culturally diverse recipes to enable participation among all school staff. Include vegetarian recipes or offer suggestions for vegetarian alternatives to recipes. Also, make sure that the recipes are 'healthy' or come from a recognized health source.



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### MyPlate

The federal government nutrition education and guidance can be found at [www.choosemyplate.gov](http://www.choosemyplate.gov). This website highlights balancing calories, learning about the food groups and planning a healthy menu. Staff can get healthy eating tips and other valuable resources from MyPlate.

### Healthy Vending

Similar to policies for student vending machines, staff vending machines should include healthy options. Talk to your vending machine representative about healthier items that are available for the vending machine. (Refer to the "Sample Letter to Beverage Vendor" in the Nutrition section of this toolkit.) Schools are encouraged to provide 50 percent "healthy options" in food vending machines (see Nutrition section of the toolkit) and to decrease the amount of sugar-sweetened beverages (e.g. regular soda, high-calorie juice and sports drinks) in the staff vending machines. Talk to your vending operator about healthy items that are available for the vending machines.

# Tobacco *Cessation*

Tobacco use is one of the most preventable causes of death and disease in the United States. Each year, cigarette smoking causes more deaths than alcohol, AIDS, car crashes, illegal drug use, murders and suicides, combined. The impact of tobacco on Indiana is staggering, costing Hoosiers 9,700 lives each year. Indiana ranks among the top states with high smoking rates 21 percent (2010 BRFSS).

Schools have an opportunity to encourage and support their staff in tobacco cessation. As with nutrition and physical activity, students of all ages view teachers and staff as role models. Schools can prevent some students from ever starting to smoke with a strong tobacco-free campus policy and strong supports for staff in quitting tobacco use. If your school district would like assistance in implementing a tobacco-free campus policy, please visit the Indiana State Department of Health's Tobacco Prevention and Cessation Commission at [www.statehealth.in.gov](http://www.statehealth.in.gov) and locate the tobacco control coalition in your community.



**Indiana State  
Department of Health**  
Tobacco Prevention and Cessation

The Tobacco Prevention and Cessation Commission offers Indiana employers its Quit Now Preferred Employer program. The Quit Now Preferred Employer program is a great value for employers interested in reducing tobacco use and smoking-related costs.

Becoming a Quit Now Preferred Employer is an aggressive way to reduce tobacco use in the workplace and improve the health and wellness of employees. Employers of any size will have access to the resources needed to begin helping those who are ready to quit tobacco. By completing the brief enrollment form, your company becomes connected to a statewide network of cessation specialists, health experts and wellness-conscious employers. To enroll, visit [www.in.gov/quitline](http://www.in.gov/quitline).

The Indiana Tobacco Quitline, 1-800-QUIT-NOW (800-784-8669), is a free phone-based counseling service that helps Indiana tobacco users quit.

## **Services include:**

- One-on-one coaching for tobacco users who have decided to quit
- Access to interactive website
- Support materials

*Services are available 7 days a week in more than 170 languages.*

*A trained quit coach will work with you and provide solutions tailored to your needs.*

*For support information, call today at 1-800-QUIT-NOW (800-784-8669).*

Tobacco-Free Campus Map (visit the Indiana State Department of Health website at [www.statehealth.in.gov](http://www.statehealth.in.gov) to see the counties where school corporations have tobacco-free campuses)





# Chapter 5: Evaluation

## Policy Requirements

**Evaluation:** Periodically, measure the wellness policy on the extent to which schools are in compliance with the local wellness policy, the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public.

**Person Responsible:** Designate at least one person as responsible for monitoring the school wellness policy.

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

## Policy Recommendations

[SCHOOL CORPORATION] is committed to enforcing the policies and guidelines included in this document. Through implementation of the School Wellness Policy, the corporation will create an environment that supports opportunities for physical activity and healthy eating behaviors. To ensure continuing progress, the corporation will evaluate implementation efforts and their impact on students and staff.

### A. Implementation and Data Collection

1. The school corporation will use an evidence-based assessment tool to track the collective health of students over time by collecting data such as body composition (height and weight), aerobic capacity, and/or muscular strength, endurance and flexibility.
2. [DESIGNATED STAFF MEMBER] shall ensure that their schools are in compliance with the corporation's wellness policy halfway through the school year by assessing wellness implementation strategies. The principals shall then report to the superintendent, who will provide a report to the school board.
3. The evaluation of the wellness policy and implementation will be directed by the Coordinated School Health Advisory Council.
4. Policy language will be assessed each year and revised as needed.

## Rationale for Policy Recommendations

- Evaluating the Wellness Policy and implementation activities will give the CSH Advisory Council an opportunity to share their accomplishments with a large audience. This can create a better understanding of why it is important to realize and sustain these wellness efforts.
- An evaluation can also give a school corporation the opportunity to showcase its efforts to strengthen the policy, the implementation of the policy, as well as the policy's impact on students and staff.
- Documenting accomplishments can help a school corporation prepare for future funding requests.

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### TOOLS INCLUDED IN THIS CHAPTER:

WellSAT  
Healthy School Environment Rubric  
Action Plan  
Portfolio Development  
School Wellness Evaluation Framework

## Wellness School Assessment Tool (WellSAT)

The WellSAT is intended to assess the quality of a school corporation's wellness policy and to provide guidance and resources for making policy improvements. Developed by Yale University's Rudd Center for Obesity, the WellSAT is used throughout the country to assess school wellness policies. The WellSAT score is intended for use by school corporation-level administrators, school-level officials such as principals, Coordinated School Health (CSH) Advisory Council members, evaluators and researchers working with a school corporation.

Assessment questions are divided into five categories:

- Nutrition Education and Wellness Promotion
- Standards for USDA Child Nutrition Programs and School Meals
- Nutrition Standards for Competitive and Other Foods and Beverages
- Physical Education and Physical Activity
- Evaluation



Most questions are given a score of 0-2, with a 2 having the most strength. For example:

0 = Not Mentioned	The item is not included in the text of the policy
1 = Weak Statement	<p>Assign a rating of "1" when the item is mentioned, but:</p> <ul style="list-style-type: none"> <li>• The policy will be hard to enforce because the statement is vague, unclear or confusing.</li> <li>• Statements are listed as goals, aspirations, suggestions or recommendations</li> <li>• There are loopholes in the policy that weaken the enforcement of the item.</li> <li>• The policy mentions a future plan to act without specifying when the plan will be established.</li> </ul> <p>Words often used include "may, can, would, should, might, encourage, suggest, urge, some, partial, make an effort and try."</p>
2 = Meets/Exceeds Expectations	<p>Assign a rating of "2" when the item is mentioned, and it is clear that the policymakers are committed to making the item happen because:</p> <ul style="list-style-type: none"> <li>• The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation).</li> <li>• Strong language is used to indicate that action or regulation is required, including: "shall, will, must, have to, insist, require, all, total, comply and enforce."</li> <li>• A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., "shall encourage teachers to role model healthy behaviors").</li> </ul>

The WellSAT gives school wellness policies two scores: a comprehensiveness score (measuring the extent to which content areas are covered) and a strength score (measuring how strong the content is stated). The overall score is the combination of those two scores. The tool measures the policy language only and does not measure a policy's implementation efforts.

WellSAT can be found at [www.wellsat.org](http://www.wellsat.org).

## Healthy School Environment Rubric

Depending on the size of a school corporation, it can be difficult to track school wellness activities. The Healthy School Environment Rubric can be used to measure the extent of implementation within individual schools. The rubric is intended to be completed by individual school principals. It can be used by school corporation leaders or building wellness committees to measure the extent of implementation at individual schools and can be adapted as necessary. The Healthy School Environment Rubric can be used by school corporation leaders to help focus the efforts of policy development and environmental change.

<b>Healthy School Environment Rubric</b> School _____ Principal _____ Date ____/____/____ <b>Use the rubric to score your programs or policies in the following areas:</b>	
① = not in place, ② = in development, ③ = progressing toward full implementation, ④ = successfully implemented	
<b>I. Coordinated School Health (CSH) Advisory Council</b>	
1. There is a representative from the school on the CSH Advisory Council.	① ② ③ ④ NA
2. Information regarding the CSH Advisory Council is given to school staff on a regular basis.	① ② ③ ④ NA
3. School staff members are encouraged to participate in the CSH Advisory Council.	① ② ③ ④ NA
4. The Wellness Policy is available to all school staff members.	① ② ③ ④ NA
<b>II. School Activities</b>	
5. The school promotes policies and environmental changes to promote a healthy, active lifestyle for students.	① ② ③ ④ NA
6. At least three activities are offered each year to support student wellness.	① ② ③ ④ NA
7. At least three activities are offered each year to support staff wellness.	① ② ③ ④ NA
8. All students are offered opportunities for daily physical activity during the school day.	
9. Elementary students receive 30 of the recommended 60 minutes of physical activity before, during and/or directly after school.	① ② ③ ④ NA
10. Students and families have access to resources from the school on exercise, nutrition, and other health issues related to eating and physical activity.	① ② ③ ④ NA
11. The school communicates its wellness activities with families through newsletters, school website or other appropriate channels.	① ② ③ ④ NA
<b>III. Recess</b>	
12. All elementary students have recess on a daily basis.	① ② ③ ④ NA
13. If the weather does not allow going outside for recess, there is a back-up plan in place that includes physical activity.	① ② ③ ④ NA
14. The students are encouraged to be physically active during recess .	
15. The students have recess prior to lunch.	① ② ③ ④ NA
16. Students are not denied recess or other physical activity as a form of punishment.	① ② ③ ④ NA

<b>IV. Activities Outside of School Hours</b>	
17. Students are permitted to walk and bike to school.	① ② ③ ④ NA
18. The school has before-school physical activities available for students, regardless of ability.	① ② ③ ④ NA
19. The school has after-school physical activities available for students, regardless of ability.	① ② ③ ④ NA
20. The school offers programs that promote wellness to families and the community.	① ② ③ ④ NA
21. Families and community members have regular access to schools' outdoor facilities during non-school hours.	① ② ③ ④ NA
<b>V. Non-PE Curriculum</b>	
22. Health is being taught by classroom teachers (elementary), physical education teachers or health education teachers.	① ② ③ ④ NA
23. The school encourages movement in the classroom within the core curriculum.	① ② ③ ④ NA
24. Nutrition education is being taught in all grade levels.	① ② ③ ④ NA
<b>VI. Physical Education</b>	
25. There is an up-to-date copy of the PE equipment inventory.	① ② ③ ④ NA
26. PE teachers communicate fitness assessment results with parents/guardians.	① ② ③ ④ NA
27. PE teachers encourage students to stay active throughout the PE class period.	① ② ③ ④ NA
28. Students receive the recommended amount of physical education (150 minutes/week for elementary, 225 minutes/week for middle and high school).	① ② ③ ④ NA
29. PE is taught by a qualified instructor who is licensed to teach physical education.	① ② ③ ④ NA
30. PE teachers receive professional development opportunities on a yearly basis.	① ② ③ ④ NA
31. Each of the PE teachers offers a quality PE program.	① ② ③ ④ NA
<b>VII. School Nutrition</b>	
32. The food service staff and teachers work together to create a pleasant eating environment for students.	① ② ③ ④ NA
33. Students are given adequate time to eat lunch (at least 20 minutes).	① ② ③ ④ NA
34. All student-accessible vending machines are turned off during the school day.	① ② ③ ④ NA
35. Competitive foods are not sold in the cafeteria during school lunch time.	① ② ③ ④ NA
36. The school discourages withholding food or meals as a form of punishment.	① ② ③ ④ NA
37. The school discourages the use of food as a reward in classroom activities.	① ② ③ ④ NA
38. Activities such as club meetings are not scheduled during mealtimes, unless students may eat during the meetings.	① ② ③ ④ NA
39. The school uses non-food items for fundraising activities.	① ② ③ ④ NA
<b>VIII. Staff Wellness</b>	
40. The school promotes policies/environmental changes to promote a healthy active lifestyle for staff.	① ② ③ ④ NA
41. The school offers programs to help all staff feel engaged in wellness activities.	① ② ③ ④ NA
42. The school honors successes of all staff members.	① ② ③ ④ NA
43. Teachers and school staff are advocates for wellness at the school.	① ② ③ ④ NA

(This rubric was adapted from the Indianapolis Public Schools Corporation)

# Indiana Healthy Schools Action Plan Toolkit

The following worksheets have been developed to help you decide, as a group, which activities you want to focus on in the near future. There is one worksheet for each of the chapters in the Toolkit. Each worksheet asks you to write short-term (within the next year), intermediate (within 2-3 years) and long-term (in 5 years) goals that will help you accomplish policy and environmental changes at your schools.

## Examples:

**Overall objective:** Increase the number of students who walk and bicycle to school.

**Short-Term Goals** (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party
Every elementary school in the school corporation will make needed sidewalk improvements and signage for crosswalks within a 1-mile radius of the each school.	12/31/14	<ol style="list-style-type: none"> <li>1. The school will conduct a walkability assessment around the school.</li> <li>2. Partnerships will be established with area businesses and community organizations to sponsor signage fees.</li> <li>3. School administrators will work with community officials to ensure that neighborhood sidewalks are improved.</li> </ol>	<ol style="list-style-type: none"> <li>1. CSH Advisory Council, City Planners</li> <li>2. Local media, community members</li> <li>3. Transportation department, school administrators</li> </ol>

**Intermediate Goals** (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party
Parents, community members, and business owners will receive education about the benefits of walking and bicycling to school	10/31/15	<ol style="list-style-type: none"> <li>1. The school will promote International Walk to School Day and coordinate the event.</li> <li>2. Elementary schools will organize bicycle rodeos and walking safety events with prizes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local law enforcement, school administrators</li> <li>2. CSH Advisory Council, local businesses</li> </ol>

**Long-Term Goals** (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party
The school corporation will establish a Safe Routes to School policy that will allow and encourage students to walk and bicycle to school.	6/30/18	<ol style="list-style-type: none"> <li>1. CSH Advisory Council will draft the revised Wellness Policy and present the policy proposal to the school board, parents, and community.</li> <li>2. Liability issues for the school will be discussed with the school board.</li> <li>3. The myths of danger will be addressed by continually providing safety education and improving sidewalk infrastructure.</li> </ol>	<ol style="list-style-type: none"> <li>1. CSH Advisory Council</li> <li>2. Local volunteer attorney</li> <li>3. Public Works department, CSH Advisory Council, parent advocate</li> </ol>

Please think about realistic goals that you can accomplish within each time period. Also, think about whom all should be involved in the policy change/activity and how you would like to communicate your efforts.

## Indiana Healthy Schools Action Plan

# Chapter 1: Coordinated School Health Advisory Council

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

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

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

# Indiana Healthy Schools Action Plan

## Chapter 2: Nutrition

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

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

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

## Indiana Healthy Schools Action Plan

# Chapter 3: Physical Activity

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

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

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

# Indiana Healthy Schools Action Plan

## Chapter 4: Staff Wellness

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

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

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

## Indiana Healthy Schools Action Plan

# Chapter 5: Evaluation

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

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

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

## Portfolio Development

Collecting documents in the form of a portfolio can be useful for evaluating progress and achievement for school health. Portfolio contents can monitor steps taken to accomplish goals and can include examples and evidence of those steps. The portfolio is often organized in chronological order or by specific goals.

### Portfolios can be organized by these assessment techniques:

1. Set program goals
2. Plan activities to achieve those goals
3. Monitor progress
4. Modify existing goals
5. Set future goals
6. Evaluate progress toward institutionalization
7. Document achievements

(Weiler & Pigg, 2004)

A portfolio used by a CSH Advisory Council can also help in assessing progress, facilitating transition with new members and building support for school wellness. A CSH Advisory Council can use the organizational model of a portfolio that works best for its evaluation needs. Portfolios can provide a rich description of school health activities that may not be apparent through traditional program reports used for evaluation (Barnes, Torrens, George, & Brown, 2007).

### Examples of evidence or artifacts to include in a portfolio:

- Agendas
- Brochures
- Budgets
- Case studies
- Certificates
- Elevator speech (one-to-two minute explanation of your school health programming to others)
- Evaluations
- Event flyers
- Press releases
- Newsletters
- Grant applications and award notifications
- Lesson plans
- Meeting minutes
- News articles
- Photographs
- Posters
- PowerPoint presentations
- Strategic plans
- Video clips

## School Wellness Evaluation Framework

It is important to evaluate the overall efforts of teachers, school leaders, staff members, students and parents/guardians to improve school wellness. The evaluation can be tied into routine school operations as a practical way to assess school efforts on a regular basis and provide a way to organize the outcomes of those efforts. Ideally, an evaluation should be conducted by someone with practical knowledge of school assessments, but that is not required. For many school corporations, the CSH Advisory Council can incorporate evaluation into its activities.

The expense and time involved for an evaluation will depend on the school corporation's needs. A simple, low-cost evaluation can be conducted in a school wellness setting and deliver valuable results.

When measuring school wellness activities, it is not necessary to use formal research techniques such as controlled environments and elaborate methods. Common evaluation processes (e.g., interviews and surveys) are available in a school setting without the need for complex procedures.

Reframing perceptions of evaluation will help encourage all school staff to become involved in the evaluation process, as it will help create more effective wellness activities for the students.

Questions to base the evaluation on should be addressed from the beginning of the wellness activities and revisited throughout the implementation.

- What will be evaluated?
- What aspects of the school wellness policy will be considered when judging performance?
- What standards must be reached for these wellness improvements to be considered successful?
- What evidence will be used to indicate how the school or school corporation has performed?
- How will the lessons learned from the evaluation be used to improve the wellness efforts in the school and throughout the community?



## Engaging Others in the Evaluation

### Be sure to connect with:

- Those who are involved in school wellness efforts - school administrators, teachers, school staff, other partners
- Those who are affected by school wellness efforts - students, families, staff, community members
- The primary users of the evaluation - wellness council, school board, funding administrators, community and state officials

### Examples of how a school wellness council can engage others:

- Providing information to community members and media at a school board meeting
- Informing students during the school day about a new after-school policy
- Engaging community organizations that are interested in incorporating nutrition and physical activity efforts into their own activities
- Providing a newsletter to families with information on how they can become involved in the school wellness policy revisions
- Encouraging families and school staff to submit questions or concerns on the school wellness policy proposal

## Describing the School Wellness Policy Revisions and Activities

This step will identify a frame of reference for the evaluation. It will connect all of the program goals and purposes and create a clear, logical description of wellness efforts.

- What problems or opportunities do the school wellness policy activities address?
- What changes are anticipated as a result of the school wellness activities? What must the program accomplish to be successful?
- What strategies are needed to change the school health environment?
- What resources (e.g., time, information, money) are available to conduct program activities?
- Are the wellness policy activities in the planning, implementation or modification stage?
- How might the school environment affect the activities and its evaluation?
- What sequence of events needs to occur to bring about change? How do the activities connect to one another to form a realistic picture of how the policy is supposed to work?

## Focus the Evaluation

Focus the direction and process of the evaluation on assessing issues of the greatest concern to the school environment, while using time and resources as efficiently as possible. A thorough evaluation design will have the greatest chance of being useful, realistic and accurate. Items to consider when focusing the evaluation include:

- Why is an evaluation being conducted? For example, is it to gain insight, change wellness practices, assess effects of the wellness program on student health, provide input?
- How will the information from the evaluation be applied? For example, will a report on the wellness program's impact will be provided to parents/guardians and the community? Will the wellness council use the evaluation results in future grant requests?

This example illustrates the evaluation design for a school nutrition program that aims to increase healthy á la carte options given to students at lunch.

## “Classroom-Based Physical Activity” Evaluation Plan

The evaluation of the “Classroom-based Physical Activity” pilot program will measure if the new Take 10 Physical Activity Breaks created a positive impact in student behavior and alertness at the high school. This assessment is intended for use by the school staff and administrators as they prepare to incorporate the Take 10 Breaks in every other class period.

The evaluation will answer the following questions:

Evaluation Question	Method for Collecting Data	Responsible Party
Were the new Take 10 Breaks well received by students?	Physical Education teacher will interview 10 students during the lunch period.	Physical Education teachers, Wellness Council
Were the teachers able to include the Take 10 Breaks into their daily routine?	Wellness Council member will interview at least 5 teachers that are participating in the pilot to determine the feasibility and challenges involved with program implementation.	Wellness Council
Did the Take 10 Breaks increase the alertness and positive behavior of the students that participated?	A survey will be given to all teachers involved in the pilot, asking them to recall if their students’ level of alertness and positive behavior had changed after implementing the Take 10 Breaks.	Teachers, Wellness Council, Administrative staff

The interview and survey will be designed by the School Wellness Council and will be administered during the school lunch period. Teachers, administrators and student representatives will provide input on the “Take 10 Physical Activity Breaks” throughout the pilot program. Results from the evaluation will be available to teachers, staff and parents/ guardians on the school website.

## Gathering Evidence

### What information do you want to find?

- Program activities - Participation rate, level of satisfaction, amount of exposure to wellness activities
- Program effects - Change in behavior, policy adjustments, school environment change

### How do you want to find that information?

- Persons - Teachers, staff, administrators, school board members and elected officials, parents/guardians, students, community members, funding officials, local health professionals
- Documents - Grant proposals, newsletters, school website, press releases, meeting minutes, administrative records, registration/enrollment documents, quarterly reports, needs assessments, database records, photographs, videotapes, graphs, charts
- Observations - Staff and student performance, special events within school activities (nutrition/physical education events, lunch and recess events, classroom activities), special events outside of school day (athletic activities, community events, service activities)

### When gathering information, it is important to remember these aspects of evidence gathering:

- The information should be reliable, valid and informative.
- There should be enough information collected to draw accurate conclusions.
- The methods and timing of the evidence gathering should be realistic for the school corporation.



## Gathering Evidence (continued)

This example of evidence gathering will collect information on a new healthy food options policy for classroom parties.

**Outcome** – The elementary schools in the school corporation will implement a healthy classroom party policy.

Objective	Data Collection	Responsible Party	Results
By September 30, 2014, all of the elementary schools in the school corporation will have a plan for implementing the healthy classroom party policy.	Document Analysis - The school wellness policy in the elementary schools will be reviewed to determine if it contains the needed revisions.	School principals, school superintendent, wellness council	After review, the wellness council determined that the policy did contain the needed revisions.
By October 31, 2014, the parents/guardians of the elementary school students will be informed of the new policy.	A survey will be sent home parents/guardians in their child's weekly take-home report to determine if they know about the new appropriate party options and to raise awareness.	School teachers, wellness council	36 parent/guardian surveys were returned. From those, 80 percent knew about the upcoming party policy from previous newsletters.
By December 31, 2014, at least two elementary schools in the school corporation will follow the new policy by conducting healthy classroom parties.	Interviews of school teachers and parents/guardians Observation of classroom parties Success stories will be documented. Focus group - asking the students what they think about the new classroom party options	Wellness council, school teachers	Two elementary schools in the district have successfully implemented monthly healthy classroom parties. Healthy snacks and small prizes were given instead of "junk food". An overwhelming majority of third grade students said that they enjoyed the new party prizes.

## Justifying Conclusions

Justifying conclusions creates the opportunity for wellness programs to share their successes and challenges with others. It can support the continuing efforts of the CSH Advisory Council.

- Consider the audience when deciding where to focus your conclusions. (e.g., If the audience is the school board, are they more concerned with BMI values, student satisfaction or cost-effectiveness?)
- Consider the audience when judging if a wellness program is considered successful, adequate or unsuccessful (e.g., The Wellness Council might judge a 3 percent improvement as a success, but the parent/guardian association might not consider the improvement significant enough to keep the program going).

### Examples of how to present findings:

- Provide a summary report of policy implementation to the school board.
- Provide an evaluation showing the positive impact of healthy options in vending machines to school administrators as a recommendation for future vending policy.
- Share the successes of a healthy lunch campaign with families through a newsletter, showing which new foods were successful for possible introduction at home.

## Ensuring Use and Sharing Lessons Learned

Lessons learned from an evaluation do not automatically translate into informed decision-making and action. Effort is needed to ensure the evaluation findings are used. The CSH Advisory Council should be communicating with administrators and school board members throughout the evaluation process. There are many ways to communicate the findings. A formal report may not always be the best product. A report can be customized to ensure the format is appropriate for the intended audience.

### Examples for ensuring use include:

- Provide a formal report of evaluation to the CSH Advisory Council but present the school board with a shorter summary of the findings in the form of a presentation.
- After sharing the recommendations of recess activity improvements, ask the physical education teachers for suggestions on further implementation strategies.
- Offer the findings for school administrators to use in seeking future funding opportunities.
- Use examples, graphics and stories when presenting the findings at a community coalition meeting.

## Setting Standards for an Evaluation

### Be sure to include these standards in your school wellness evaluation efforts:

- Be realistic about an evaluation for your school or school corporation. The findings produced should be valuable and cost-effective.
- Behave legally and ethically. Be sure to protect the welfare of the subjects involved in the evaluation, especially the students.
- Reveal and convey accurate information. Documenting your evaluation procedures and methods will give evidence that the information is valid and reliable.

### Examples of school wellness policy standards:

- Evaluators should interact respectfully with teachers and students, not interfering with classroom activities and learning opportunities.
- School resources and funds used to conduct the evaluation should be kept accountable and appropriate.

*(Adapted from CDC's Evaluation Framework [www.cdc.gov/eval/framework/index.htm](http://www.cdc.gov/eval/framework/index.htm))*



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## Additional References

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# Informational websites

**Action for Healthy Kids** – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

**Alliance for a Healthier Generation** – [www.healthiergeneration.org](http://www.healthiergeneration.org)

**American College of Sports Medicine** – [www.acsm.org](http://www.acsm.org)

**CATCH – Coordinated Approach to Child Health** – [www.catchinfo.org](http://www.catchinfo.org)

**Centers for Disease Control and Prevention. (2009). Office of Smoking and Health** – [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)

**Centers for Disease Control and Prevention – Healthy Youth** – [www.cdc.gov/healthyyouth](http://www.cdc.gov/healthyyouth)

- Health Education Curriculum Analysis Tool
- Physical Education Curriculum Analysis Tool
- School Health Index
- School Employee Wellness Guide

**Dairy Council of Indiana** – [www.indianadairycouncil.org](http://www.indianadairycouncil.org)

**Eat Right Montana** – [www.eatrightmontana.org](http://www.eatrightmontana.org)

**Energizers** – [www.ecu.edu/cs-hhp/exss/upload/Energizers\\_for\\_Grades\\_K\\_2.pdf](http://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf)

**FitnessGram – Activity and fitness assessment** – [www.fitnessgram.net](http://www.fitnessgram.net)

**Idaho School Wellness Toolkit** – [www.actionforhealthykids.org/assets/clubs/id.pdf](http://www.actionforhealthykids.org/assets/clubs/id.pdf)

**Indiana Association for Health, Physical Education, Recreation, and Dance** – [www.inahperd.org](http://www.inahperd.org)

**Indiana Department of Education** – [www.doe.in.gov/food](http://www.doe.in.gov/food)

**Indiana Department of Transportation. Indiana Safe Routes to School Program** – [www.saferoutes.in.gov](http://www.saferoutes.in.gov)

**Indiana School Health Network** – [www.inschoolhealth.org](http://www.inschoolhealth.org)

**Indiana State Department of Health** – [www.statehealth.in.gov](http://www.statehealth.in.gov)

**The Indiana Tobacco Quitline** – [www.in.gov/quitline](http://www.in.gov/quitline)

**INShape Indiana** – [www.inshapeindiana.org](http://www.inshapeindiana.org)

**Learning Readiness Physical Education Program** – [www.learningreadinessPE.com](http://www.learningreadinessPE.com)

**MyPlate** – [www.choosemyplate.gov](http://www.choosemyplate.gov)

**National Association for Sport and Physical Education** – [www.aahperd.org/naspe/](http://www.aahperd.org/naspe/)

**National Association of State Boards of Education** – [www.nasbe.org](http://www.nasbe.org)

**National Center for Safe Routes to School** – [www.saferoutesinfo.org](http://www.saferoutesinfo.org)



# Glossary

**Active Transportation** – Any method of travel that is human powered, most commonly walking and bicycling.

**Body Mass Index (BMI)** – A statistical measure of body weight based on a person’s weight and height. Though it does not actually measure the percentage of body fat, it is used to estimate a healthy body weight based on a person’s height. Due to its ease of measurement and calculation, it is the most widely used diagnostic tool to identify weight problems within a population, usually whether individuals are underweight, overweight or obese.

**CATCH (Coordinated Approach to Child Health)** – An evidence-based, coordinated school health program designed to promote physical activity and healthy food choices, and prevent tobacco use in children from preschool through grade 8.

**Competitive Food** – Foods and beverages offered at school, other than meals and snacks served through the federally reimbursed school lunch, breakfast and after-school snack programs.

**Coordinated School Health Advisory Council** – Indiana Code 20-26-9-18 mandates that all Indiana school corporations participating in the National School Lunch and/or Breakfast Programs shall establish a Coordinated School Health Advisory Council to conduct an annual review of the corporation’s wellness policy and to perform other school health-related functions.

**Environmental Change** – An alteration or change to the physical, social or economic environment designed to influence people’s behaviors.

**HHFKA** – Healthy, Hunger-Free Kids Act of 2010. The legislation that offers funding and sets policy for USDA’s core child nutrition programs.

**Joint Use Agreement** – An agreement between two or more entities (e.g., a school and a city or private organization) regarding sharing indoor and outdoor spaces (e.g., gymnasiums, athletic fields and playgrounds).

**Menu Labeling** – Required labeling of nutritional and/or caloric information on restaurant menus, more specifically chain restaurants.

**National School Lunch Program (NSLP)** – A federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

## Glossary (continued)

**Obesity** – Classified as an adult body mass index of 30 or higher.

**Overweight** – Classified as an adult body mass index between 25 and 29.9.

**Physical Activity** – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure.

**Physical Education** – A planned, sequential pre-kindergarten-12 program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills and confidence needed to adopt and maintain physically active lifestyles.

**Policy** – Laws, regulations, rules, protocols and procedures designed to guide or influence behavior. Policies can be either legislative or organizational in nature.

**Secondary Schools** – Middle and high schools.

**School Health Index** – A self-assessment and planning guide developed by the Centers for Disease Control and Prevention (CDC) that enables schools to identify the strengths and weaknesses of their school health policies and programs and to develop an action plan for improving student health.

**School Wellness Policy** – A formal document required in all school corporations that participate in the National School Lunch and/or Breakfast Program that outlines the corporation's mission to provide curriculum, instruction and experiences that support nutrition, physical activity, health and lifelong learning.

**SPARK** – (Sport, Physical Activity, Recreation for Kids) is an organization that provides evidence-based physical education, after-school, early childhood and Coordinated School Health programs to teachers and recreation leaders serving pre-K through grade 12 students.

**Sugar-Sweetened Beverage** – Any beverage that has been calorically sweetened either by industry processing or by consumer preparation.

**Systems Change** – A permanent change to the policies, practices and decisions of related organizations or institutions in the public and/or private sector.

**Universal Free Breakfast** – A breakfast offered through the School Breakfast Program that is available to all students at no cost.

**Walkability and Bikeability Assessment** – An assessment of the ease and safety with which people can walk and bicycle within a community.

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