



Indiana Healthy Schools Toolkit



Indiana State
Department of Health

2nd edition



Eric J. Holcomb
Governor

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Dear School Partner:

The Indiana State Department of Health supports statewide 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 learn and grow educationally.

For the past decade, Indiana has implemented state and local efforts to create positive change in the wellness of all Hoosier students. The *Indiana Healthy Weight Initiative* seeks to create a network of collective impact organizations and other public health stakeholders to create policy, systems and environmental changes in Hoosier communities. Additionally, many school corporations have prioritized health and wellness initiatives to encourage healthy student behaviors.

Schools are in a unique position to help young people 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 before and after-school activities can complement physical education to provide children with movement throughout the day. Physical activity opportunities, coupled with healthy eating habits, will not only help children learn better but also build a foundation for lifelong health.

This *Indiana Healthy Schools Toolkit, Revised Edition*, 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 promotion of physical activity and healthy eating behaviors at home and at school. We hope you will find these ideas useful as you focus on preparing Indiana's children for a healthier future.

Yours in Health,

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To promote and provide
essential public health services.



Indiana State
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Table of Contents

Overview 1

Whole Child Tenants 2

Introduction 3

A Call to Action 4

Indiana School Wellness Policy on Physical Activity and Nutrition 5

Chapter 1: School Wellness Council (SWC) 6

USDA Local Wellness Policy (LWP) Outreach Toolkit 7

LWP Cover Letter

LWP Newsletter/Invitation to Join

LWP Parent Flier

Guiding the Work of the SWC 11

Revisions to the Wellness Policy 13

Chapter 2: Physical Activity 14

Physical Education 16

Physical Activity Before and After School 18

Clubs and Intramurals

Safe Routes to School

Infrastructure and Non-Infrastructure Improvements

Walk and Bike to School Day

Physical Activity During School 27

Active Recess

Classroom-Based Physical Activity

Tips for Inclusion

Preventing Physical Activity as a Punishment

Physical Activity Resources and Tools for Schools 34

Physical Education

Physical Activity Before and After School

Physical Activity During School

Family and Community Involvement

Table of Contents *(Continued)*

Chapter 3: Nutrition 42

Components of the School Nutrition Environment 45

- Schools Meals
- Smart Snacks in Schools
- In-School Fundraisers
- A La Carte Foods
- Vending Machines
- Schools Stores and Snack Bars
- Classroom Celebrations, Events and Nonfood Rewards
- Access to Drinking Water
- Staff Role Modeling
- Food and Beverage Marketing
- Healthy Eating and Learning Opportunities

Promoting Healthy Eating to Key Audiences 54

Content of the Wellness Policy 55

Resources to Support a Healthy School Nutrition Environment 56

Chapter 4: School Employee Wellness 60

Healthy Meetings 63

Physical Activity 64

Healthy Eating 65

Tobacco Cessation 66

Supporting Nursing Moms and Faculty/Staff 67

Chronic Disease Prevention 69

Resources to Support Staff Wellness 71

Chapter 5: Evaluation, Assessment & Implementation 78

Evaluation Considerations 79

Triennial Wellness Policy Assessment 81

Tools for Assessment 82

- Wellness Policy Evaluation Checklist
- WellSAT: 2.0
- Healthy School Environment Rubric
- Healthy Schools Toolkit Action Plan

Appendix I

Model School Wellness Policy 93

Appendix II

Model School Tobacco Free Campus Policy 108

Glossary 111

Acknowledgements 113

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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.

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.

The strategies in this toolkit follow the objectives outlined in the Whole School, Whole Community, Whole Child (WSCC) Model. The WSCC model combines and builds on the elements of the traditional coordinated school health approach and the whole child framework. The focus is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. Association for Supervision and Curriculum (ASCD) and the U.S. Centers for Disease Control and Prevention encourage use of the model as a framework for improving students’ learning and health in our nation’s schools.

What’s New: An Explanation of the WSCC Model

In 2014, ASCD partnered with the CDC to release the Whole School, Whole Community, Whole Child (WSCC) model as the next evolution of the CDC’s coordinated school health approach. Organized around the tenets of a Whole Child approach to education, the model (shown below) provides a framework that stakeholders—including schools, districts, state boards of education, school and public health professionals and community organizations—can use to coordinate the educational and health policies, processes and practices that serve each child.



(Diagram developed by the CDC and ASCD)

Whole Child Tenets

The six Whole Child Tenets (listed below) are now integrated with the components of coordinated school health, combining the factors that influence education with those that influence health, goal setting and sustainability. Additionally, there is an increase in the number of components, emphasis on policy and recognition of the role of the community. The model also expands the wording of several components. Physical Education becomes Physical Education & Physical Activity and Nutrition Services changes to Nutrition Environment and Services. Both of these changes emphasize that opportunities to promote student well-being occur in multiple settings across the school day. The component Health Promotion for Staff is revised to Employee Wellness.

- o **Healthy**- Students enter schools healthy and learn about and practice a healthy lifestyle.
- o **Safe**- Students learn in an environment that is physically and emotionally safe for students and adults.
- o **Engaged**- Students are actively engaged in learning and are connected to the school and broader community.
- o **Supported**- Students shall have access to personalized learning and is supported by qualified caring adults.
- o **Challenged**- Students are challenged academically and prepared for success in college or further study and for employment and participation in a global environment.
- o **Sustainable**- Schools implementing a whole child approach use collaboration, coordination and integration to ensure the approach's long-term success.



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 12th 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 with a greater chance for academic improvement, who could learn more, focus better and perform at higher levels.

How to Use the Healthy Schools Toolkit

According to the Child Nutrition and Women, Infants, and Children (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.

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 School Wellness Council.

The Toolkit consists of five major components:

Chapter 1: School Wellness Council

Chapter 2: Physical Activity

Chapter 3: Nutrition

Chapter 4: School Employee Wellness

Chapter 5: Evaluation



Chapters 1-5 of this Toolkit include the following:

Overview and Rationale: Background, overview and research to demonstrate need for school health best practices.

Guiding the Work: 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.

A 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.

These websites include the entire Toolkit, federal and state requirements, opportunities for awards and recognition, as well as grant opportunities: www.indianaobesity.org and www.doe.in.gov.



Indiana State
Department of Health

Division of Nutrition
and Physical Activity

www.DNPA.isdh.in.gov



www.doe.in.gov

Indiana School Wellness Policy on Physical Activity and Nutrition

What is a local school wellness policy?

A local school wellness policy (“wellness policy”) is a written document that guides a local educational agency’s (LEA) or school district’s efforts to establish a school environment that promotes students’ health, well-being and ability to learn.

The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for WIC Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each LEA participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The final rule expands the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA’s jurisdiction can be addressed.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. The final rule requires LEAs to begin developing a revised local school wellness policy during School Year 2016-2017. As of June 30, 2017, LEAs are required to be in compliance with the final rule.

Highlights of the final rule

- Specific goals for nutrition promotion, nutrition education, physical activity and other school-based activities that promote student wellness
- LEAs are required to review and consider evidence-based strategies in determining these goals
- Standards and nutrition guidelines for all foods and beverages sold to students on school campus during the school day are consistent with federal regulations
- Standards for all foods and beverages provided, but not sold to students during the school day (e.g., classroom parties)
- Policies for food and beverage marketing
- Description of public involvement, public updates, policy leadership and evaluation plan
- LEAs must establish wellness policy leadership of one or more LEA and/or school official(s)
- LEAs must permit participation by the general public and the school community (including parents, students and representatives of the school food authority, teachers of physical education, school health professionals and the school board and school administrators) in the wellness policy process
- Final rule requires state agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review every three years (State agency, e.g., DOE, will examine records during administrative review)
- Final rule requires that LEAs update or modify wellness policy as appropriate
- LEAs must make wellness policy and subsequent updates available to public

See Appendix I for a copy of the USDA’s model school wellness policy, as well as links to other examples from trusted partners.

Chapter 1: School Wellness Council

Overview

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

School Wellness Council Members

A school corporation's SWC 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 SWC. 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 SWC advises an entire school corporation, but a SWC may also be useful for an individual school desiring its own wellness committee.

Recommended School and Community Representatives

- 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
- 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

Indiana Example



"A school wellness program and its implementation are critical for the development of students physically, emotionally and mentally! As an example, Conflict Resolution is a vital component of this total development to help students prepare for real life situations. It is our responsibility to promote the concept of educating the whole child to parents and guardians as partners of our school wellness policy."- Harry Larrabee, PE Director (Shelbyville Central Schools)

USDA Local School Wellness Policy (LWP) Outreach Toolkit

The U.S. Department of Agriculture (USDA) has created a ready-to-go communication toolkit for School Wellness Council (SWC) members. The Indiana State Department of Health's Division of Nutrition and Physical Activity encourages use of this toolkit by LEAs to share news about their local school wellness policies with fliers, presentations, newsletter articles and social media posts.

Indiana Healthy Schools Toolkit includes:

- LWP Cover Letter
- Newsletter/Invitation to Join SWC
- Parent Flier

USDA recommends that these resources be used as a template for your school(s); you are encouraged to modify the toolkit as found appropriate.



Full USDA LWP Outreach Toolkit can be found here:

<http://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit>

Local Wellness Policy Cover Letter for Wellness Coordinator



United States Department of Agriculture



Be A School Wellness Champion

OUTREACH TOOLKIT

Dear Wellness Policy Coordinator,

We are excited to share a new communications toolkit to assist school districts in talking with parents and school staff about wellness policies and increasing their involvement in the process. Parents play an important role in helping school districts create and carry out strong wellness policies that work. When parents are engaged in school activities, their children are more likely to get better grades, choose healthier behaviors, and have better social skills. So their participation can really have a positive impact.

Developed under the United States Department of Agriculture's Team Nutrition initiative, these dynamic resources include a letter to principals, parent flyer, newsletter insert, social media posts, and presentation slides about local school wellness policies.

These customizable templates can be adapted to meet your district's specific needs. If desired, these materials can be edited at the district level, and then distributed at the school level. Anyone can give the presentation on the wellness policy, but it will be most effective if the principal gives opening remarks to show his/her support.

Here are a few tips for successfully reaching parents and staff with this kit:

Introduce the Toolkit: Kick things off with the letter to principals. Invite them to share the newsletter insert, parent flyer, and slides in their ongoing parent and staff communications, but at least once a year.

Share Everywhere: Make the most of every opportunity to educate parents and staff on the wellness policy and ways to get involved. Opportunities to distribute parent flyers or present the slides include when your parent organization elects new officers, at back-to-school nights, at school orientations, at school events focused on physical activity and healthy eating, and before meetings of a school or district wellness committee.

Amplify Your Reach: Use social media posts to reach as many parents and staff as possible via your Twitter feed or Facebook page.

Sometimes, parents have difficulty finding a copy of the school wellness policy or knowing who to contact about the wellness policy. We encourage you to work with schools and others in your district to make this information easy for parents to find through both the school district and individual school Web pages. It also helps to make sure all school staff are aware of their role and how parents can get involved.

We hope these communication tools serve as a first step to engage parents in school wellness efforts. There are even more resources at:

<https://healthymeals.fns.usda.gov/local-wellness-policy-resources/local-school-wellness-policy-process/parents>.

Sincerely,

Your Friends at Team Nutrition



USDA's Team Nutrition supports Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. To find other supporting resources, visit TeamNutrition.usda.gov.



Local Wellness Policy Meeting

Be A
School Wellness Champion

[Name of School District] invites parents to a meeting about the school wellness policy on **[date]** at **[time]** at **[location]**. Having healthy choices at school helps keep our children healthy and ready to learn. The school wellness policy helps our school create an action plan for nutrition and physical activity at school. Parents can share their opinions and help make sure the policy is meeting the needs of our students. **[Name of school district]**'s wellness policy is available at: **[insert Web site address]**.

Parents who are unable to attend the meeting can email comments about the wellness policy or nutrition and physical activity at their school to: **[insert email address]**.

We hope you will join us!



USDA's Team Nutrition supports Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. To find other supporting resources, visit TeamNutrition.usda.gov.





Local Wellness Policy Parent Flier



Parents, we need your help to make our school healthier!

Children spend most of their day at school. So, it's important that they have healthy foods and drinks while they are there. Good nutrition also helps kids learn better at school. Our school wellness policy tells how our school is making the healthy choice, the easy choice for kids. Parents can help update the school wellness policy and to put it into action.

4 ways parents can help:

<p>1 Join the school wellness committee. Our next meeting is at XXX from XXX to XXX. The wellness committee meets [insert how often] and works on projects to help make our school healthier. You do not need any special training to be on the committee, just an interest in keeping our school healthy!</p> 	<p>2 Read the school wellness policy at [insert URL]. For questions or more information, contact: [XXXX]</p> 
<p>3 Support classroom and school events to have healthy foods and get kids physically active. Keep the wellness policy in mind when planning what foods and beverages to have at events and celebrations.</p> 	<p>4 Rate our school wellness. Share how our school is doing in promoting good nutrition and physical activity at: [XXXX]</p> 

What is in our school wellness policy?

The full school wellness policy is online at: **[XXXX]**.

Major topics in the policy are:

-  • **Nutrition education and promotion**
-  • **Physical activity**
-  • **Other wellness activities** (such as school gardens and walk/bike to school)
-  • **Nutrition standards** for all foods and drinks **sold** to kids at school
-  • Foods and drinks that may be **given** to students (such as at classroom celebrations or foods given as rewards for behavior)
-  • **Food and beverage marketing**

We are looking forward to working with you to ensure our school continues to be a healthy place that supports growth and learning.

Better Health = Better Learners



USDA's Team Nutrition supports Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. To find other supporting resources, visit TeamNutrition.usda.gov.

Guiding the Work of the School Wellness Council (SWC)

Written guidelines can clarify purpose, structure and operational procedures to help reduce the potential for confusion among members of the SWC. Guidelines can also help ensure sustainability as the SWC membership evolves. Provide the bylaws to each member of the SWC 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 SWC

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

Some SWCs have written statements of philosophy on Whole School Whole Community Whole Child (WSCC) programs. The philosophical statement should be presented to the school board and the superintendent for their approval. It offers the SWC a framework to refer to when making policy decisions. SWC 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 SWC is to design the wellness policy, ensure implementation and make changes when necessary.

Membership

The composition of the SWC 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 SWC and meeting minutes should be distributed. Meetings should be effective, well organized and goal-directed, because the majority of the SWCs work is often completed during meetings. Meetings should be held on a regular basis. Some SWCs 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.

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 SWC guidelines.



Revisions to the Wellness Policy

The reporting procedures used by the SWC 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.

Resources

- **U.S. Department of Agriculture**

USDA website provides additional information on how to become a Team Nutrition School, final rule information and model policy Information. <http://www.fns.usda.gov/tn/join-team-become-team-nutrition-school>

- **Centers for Disease Control and Prevention**

CDC website provides information implementing local school wellness policies for your districts. <http://www.cdc.gov/healthyschools/npao/pdf/SchoolWellnessInAction.pdf>

- **Indiana Action for Healthy Kids**

AFHK provides resources revising a local wellness policy and a resource clearinghouse to assist with the creation of a healthy school environment. <http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy/wellness-policy-tool>

- **Whole School, Whole Child, Whole Community**

ASCD Provides additional information and resources regarding the WSCC framework and its tenants. <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

Chapter 2: Physical Activity

Being physically active is one of the most important steps to being healthy. By embracing a physically active lifestyle, children can build and maintain healthy bones and muscles, as well as reduce the risk of developing depression, anxiety, obesity and chronic diseases, such as diabetes, cardiovascular disease and cancer. Engaging children in physical activity can also reduce the frequency of behavior problems and increase energy levels while promoting physiological well-being.

Since children spend the majority of their time in the classroom setting, schools are an ideal location for helping youth build healthy habits and embrace active lifestyles. Schools have the ability to create environments that are supportive of physical activity by implementing policies and practices. By utilizing this toolkit, schools can provide a more well-rounded physical activity experience and help students adopt lifelong, healthy lifestyle habits.



The information in this chapter includes:

Physical Activity for Youth

Physical Education

Physical Activity Before and After School

Physical Activity During School

Staff, Family and Community Involvement/Engagement

Physical Activity Resources and Tools for Schools

Physical Activity for Youth

Why should schools provide physical activity programs?

- Children who are physically active receive physical and mental health benefits.
- Comprehensive school-based physical activity programs can help children meet most of their physical activity needs by encouraging physical activity in a multitude of settings.
- School-based physical activity programs benefit communities as well as students and schools.

How much physical activity do children need?

- Children and adolescents should accumulate at least 60 minutes of physical activity per day.
- Activities should be age-appropriate, enjoyable and include a variety of choices.
- 60 minutes of activity should be comprised of:
 - **Aerobic exercises**
 - Examples include: bike riding, walking, running, dancing and playing active games like tag, soccer and basketball.
 - **Muscle-strengthening exercises**
 - Examples include: gymnastics, climbing, push-ups, pull-ups, sit-ups or weightlifting exercises.
 - **Bone-strengthening exercises**
 - Examples include: hopping, skipping, jumping, running and a variety of sports.

How physically active are Indiana's youth?

According to 2015 Youth Risk Behavior Survey (YRBS) data:

- Only 25.3% are physically active for the recommended 60 minutes per day.
- Only 28% of adolescents attend daily physical education classes in an average week.
- 29% of adolescents watched television three or more hours per day on an average school day.

WHAT CAN BE DONE?

By adopting a Comprehensive School Physical Activity Program (CSPAP), schools can develop and implement a strong multi-component approach to encourage physical activity in the school system. This type of approach creates an alliance across multiple departments, all of which have an impact on the student. The components involved include: Physical Education, Physical Activity Before and After School, Physical Activity During School, Staff Involvement and Family and Community Engagement.

At the end of this chapter, in the tools section, you will find tips for how schools, teachers, community organizations and parents/guardians can support increased physical activity.



Active Students = Better Learners
www.cdc.gov/healthyschools/PEandPA
<https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>

Physical Education

Implementing a quality physical education curriculum is one avenue for increasing physical activity levels among students and teaching them the skills they will need for lifetime health. Standards developed by professional organizations call for a shift toward programs emphasizing lifelong fitness rather than just team sport. One common goal of physical educators is to devote at least half of the class time to moderate and vigorous physical activity.

National Association of Sport and Physical Education (NASPE, 2004) standards:

- 150 minutes per week of physical education in elementary schools.
- 225 minutes per week in middle and high schools

Benefits of Quality Physical Education

- Gives students the knowledge and skills to participate in a lifetime of physical activity.
- Teaches skill development, which is needed for safe, successful and satisfying participation in physical activities.
- Provides a wide range of developmentally appropriate activities.
- Supports other subject areas by reinforcing knowledge through physical application of math, science and social study content areas.
- Facilitates development of self-discipline and student responsibility toward health.
- Influences moral development through leadership roles and cooperation with others.
- Provides a foundation for helping children socialize successfully and the opportunity to learn positive people skills.
- Instills a stronger sense of self-worth, confidence and independence in children.
- Gives children the opportunity to set and reach goals.

Components of a quality physical education program

- Elementary school (K-5): Course focuses on fundamental motor skills as the foundation for movement capability.
- Middle school (grades 6-8): Classes concentrate on the application of foundational skills and improving the balance of activities to retain interest of all students. Activities should include dance, fitness activities and both individual and team activities.
- High school (grades 9-12): Focus is on fitness and wellness, lifetime activities and personal choice. Classes should be appropriate for physical, cognitive and social needs of all students.

How to implement an effective physical education program

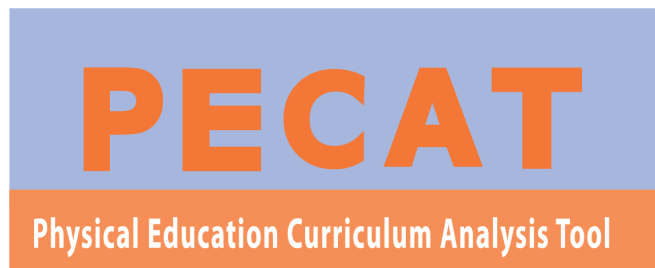
- Curriculum is taught by licensed physical education teachers.
- Uses materials that are appropriate for the age and skill level of the students.
- Uses activities that keep students active for most of class time (more than 50% of class time).
- Meets the needs of all students.
- Is an enjoyable experience for all students.

Indiana Example



"PE at our school is a lively, engaging and dynamic program that helps students better understand how to live a healthy lifestyle and be physically literate while having fun at the same time. Our curriculum focuses on the five components of physical fitness through a plethora of activities; FitnessGram, dance, lifelong fitness activities and games, individual and dual sports, as well as a few team sports. We partner with other departments to create cross curricular experiences, ensuring that students see the connections between PE and the other core subjects. PE at HHMS is so much more than just rolling out the ball. Students sweat, students read, students play, students write ... students grow physically and academically." – Hamilton Heights Middle School

Do you want to see how your school's PE program compares to national standards?



Physical Education Curriculum Analysis Tool (PECAT)

This tool is a self-assessment and planning guide intended to help schools and districts conduct clear, complete and consistent analyses of physical education curricula, based on the national standards.

This tool is available both in print and online.

The online version guides you through the steps, allows you to save your work and calculates the scores. The PECAT also provides you with printable scorecards that you can share with your team, administrators, parents and others.

<https://www.cdc.gov/healthyschools/pecat/index.htm>

Physical Activity Before and After School

Programs offered both before and after school are an ideal time to help students fulfill the recommended 60+ minutes of physical activity per day. The hours leading up to the start of the school day are an opportune time to get kids moving; after a bout of physical activity, students come to class more enthusiastic, attentive and ready to learn. The hours immediately after school can also provide opportunities for students to be physically active. Oftentimes, students who have been sitting in classrooms for the majority of the day are eager to engage in physical activity, when given the opportunity.

Some Indiana schools are taking advantage of before and after school time to get their students moving.

Opportunities include:

- Walking laps in the gymnasium or school hallways.
- Instructor-led group movement activities.
- Walking and bicycling to school.
- Free play in the school gymnasium or on the playground.

Keys to success:

- Provide at least 30 minutes of physical activity during school hours.
- Out-of-school programs should aim for the full 60 minutes of activity.
- Activities should be fun, adaptable and accessible for all students and instructors.
- Incorporate physical activity into enrichment and academic program content.
- Programs that have learning components provide short physical activity breaks in between lessons.
- Activities should support staff development, using best practices that are evidence-based and built around physical activity guidelines.

Indiana Example



Many schools around the state have partnered with Build Our Kids Success (BOKS). BOKS is a volunteer-based, morning physical activity program that gives students a body and brain boost, which sets them up for a day of learning. Students at an elementary school in Northern Indiana participate in the instructor-led, 40-minute workout session each morning, three days a week. As a result, teachers are noticing that the 40 student participants are more focused and attentive during the school day. For more information: <https://www.bokskids.org/>

Start the day with something new!

The Wiggles

Set up:

- No equipment required.
- Can be done in open space or at desks.



Instructions:

Jog in place while doing the following activities.

1. On teacher's signal, the students begin to wiggle their fingers.
2. Then their fingers and wrists.
3. Then their fingers, wrists and forearms.
4. Then their fingers, wrists, forearms and elbows.
5. Then their fingers, wrists, forearms, elbows and shoulders.
6. Then their fingers, wrists, forearms, elbows, shoulders and rib cage.
7. Then their fingers, wrists, forearms, elbows, shoulders, rib cage and hips.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips and knees.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

Variations include:

- Starting from the toes and working your way up.
- Repeating activity without jogging, as a cooldown.

Alliance for a Healthier Generation has developed a supply of energizers for multiple grade levels and can be used before, during or after school. These activities can be found here:

https://www.healthiergeneration.org/take_action/out-of-school_time/physical_activity/games_and_activities/

Clubs and Intramurals

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

Intramural/Club Examples:

- Run/Walk Club
- Ultimate Frisbee
- Dance
- Flag football
- Fitness Club
- Volleyball
- Softball/baseball

Students of all ability levels can benefit from after-school clubs and intramurals, which differ from athletic programs. Often, intramural and club programs are less competitive, open to all students and available year round. Intramural activities, in addition to getting students familiar with sports, helps students with instruction in motor skills.

Forming clubs and intramurals based on student interest is key in helping programs work.

Indiana Example:



Cassie Brooks, from Brownsburg West Middle School, was inspired by Fuel Up to Play 60 (FUTP60) to start a Girls' Club, with the help of various student leaders after completing the FUTP60 School Wellness Investigation (SWI). The SWI helped them see that there were no opportunities for physical activity outside of school, except for students involved in athletics.

The Girls' Club has helped middle school girls come together in a friendly, non-intimidating environment and provided the opportunity to practice healthy habits through healthy snack prep, fun exercise such as Zumba or Yoga and discussions on ways to promote positive body image and support female counterparts.

Words of advice from Cassie Brooks on what has made their program so successful:

- Take note of what others are doing and figure out how that could work in your school.
- Ask the kids what they want. You will be much more successful if they feel it is their idea!
- Build a support network, find some "cheerleaders," and get them involved early on in your planning. These people could include the cafeteria manager, custodian, office staff or anyone who will support your interest and enthusiasm.

Action Steps for Club/Intramural Creation:

- Survey students to find what activities they would like to participate in outside of the school day.
- Establish a budget if funds are needed to reimburse staff or community organizations.
- Once activities and funds have been identified, establish what facilities and equipment will be utilized and what outside organizations might also be involved.
- Review the district's policy for supervision of the activities and facility maintenance.
- Designate a leader to plan and supervise specific intramural programs.
- Survey staff as to their willingness to assist with this supervision.
- Develop or expand partnerships with community organizations to assist in planning and delivering before and after school programs that include physical activity.
- Set any limitations to participants (students, adults, age limits).
- Establish a schedule for activities and supervision.
- Consider transportation issues for students to come early or stay after school.
- Use district and community communication channels (websites, school news outlets, newsletters) to promote to family and community members.

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 bike 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.

Safe Routes to School programs can be made using Walking School Buses and/or Bicycle Trains. These modes 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 schedule of trained volunteers.

Go to www.dnps.isdh.in.gov for the Indiana Safe Routes to School Guidebook.

Walking School Bus is a group of children walking to school accompanied by one or more adult leaders.

Bicycle Train is a group of children riding to school accompanied by one or more adult leaders.

Student, school and community benefits from a SRTS program

- Students arrive at school better prepared to learn.
- The program can be enjoyed by all citizens.
- Increases community security due to awareness of children walking and biking.
- Instills a healthy active lifestyle at an early age.
- Reduces traffic, traffic congestion and air pollution.
- Provides families with school involvement opportunity and increased physical activity.
- Increases community involvement in school policies.
- Heightens schools community profile as a leader in student health.
- Improves partnerships among schools, local municipalities, parents/guardians and other community groups.

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, 2010).

History of SRTS in Indiana

For a detailed look into past funding, implementation and success of safe routes to school in Indiana check out Indiana State Department of Health, Division of Nutrition and Physical Activity's SRTS Assessment: <http://www.healthbydesignonline.org/documents/IndianaSafeRoutestoSchoolAssessment2014.pdf>

The 6 E's of SRTS

Evaluation: Programs should kick off with a thorough evaluation of the situation at the school or district, as well as continue to monitor and track program implementation through quantitative and qualitative data. This data should track participation rates and anecdotal information from families and other participants regarding their increased activity.



Engineering: Conduct walk and bike audits to assess, plan, and implement short- and long-term improvements to the physical environment. These improvements could include items such as landscape maintenance, painting crosswalks, bicycle lanes or installing bike racks at school.

Education: Ensure participation and support by informing students, parents, staff, and community members about SRTS. Share information on the benefits of walking and biking, safe route maps, and safety improvements, and provide bike safety skills workshops. Encourage adults to obtain hands-on practice by walking, biking and studying traffic safety.

Encouragement: Generate interest and enthusiasm for SRTS by providing celebratory events and activities to get people walking and bicycling to school, such as a "Walking School Bus" or "Walk and Bike to School Day" event.

Enforcement: Increase safe behaviors among drivers, pedestrians, and bicyclists by partnering with local law enforcement to safeguard traffic laws along key SRTS routes, as well as installing digital vehicle speed signs, crossing guard programs or student safety patrols.

Equity: Work to support safe, active and healthy opportunities for children and adults in low-income communities, communities of color and beyond. Incorporate equity concerns throughout the other E's to understand and address obstacles, create access and ensure safe and equitable outcomes.

Safe Routes to School National Partnership <http://saferoutespartnership.org/healthy-communities/101/6Es>

Infrastructure and Non-Infrastructure Improvements

A Safe Routes to School (SRTS) program can benefit from infrastructure and non-infrastructure improvements. See the differences in the examples below:

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.

Indiana Example:



"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

Visit **Health by Design** if you are interested in more information on the Indiana Safe Routes to School Partnership:

<http://www.healthbydesignonline.org/INSRTS.html>



Walk and Bike to School Day

Walk and Bike to School Day is an International event held each year on the first Wednesday in October. Walk to School events can be simple, with a few children and parents/guardians meeting to walk to school, or very elaborate events. Below are simple steps for getting organized. Visit www.walkbiketoschool.org/ for more resources and to register your event.

First-Time Tips:

- **Review the “Get Started Guide”**

The eight steps included in the Walk and Bike to School Day guide will get you from ideas to reality. The guide will aid organizers, in a to-do list fashion, in planning the event. The guide can be found at: <http://walkbiketoschool.org/get-set/plan-the-event/getting-started-guide>.

- **Plan Early (if possible)**

Planning should take place about two months prior to the event. Many organizers get approval from the school and put the date on the official school calendar during the previous school year. If planning this far in advance is not possible, check out this document on how to plan an event in just seven days: <http://walkbiketoschool.org/get-set/plan-the-event/plan-event-in-7-days>.

- **Get Administrators on Board**

This step is critical before moving forward on tasks. Approach administrators early on with an outline of your ideas and goals for the event. Approval and participation can help the event thrive.

- **Recruit Help**

Reach out to parents, faculty members and high school or nearby college students to help you plan and carry out the event. Speaking to local businesses and grocery stores could help you spread the word, gain sponsorships and even help you provide water and snacks for participants.

- **Include All Students**

Make sure all students are included in the event. See a list of tips for providing access to all students here: <http://walkbiketoschool.org/get-set/plan-the-event/access-for-all-students>.

- **Provide Incentives**

Small items, such as stickers, certificates, tokens for classroom-based prizes, or school supplies, such as pencils or erasers, can help increase participation.

- **Communicate with Parents and the Community**

Provide fliers and reminders a few weeks before the event. Include your contact information for any questions or concerns. Premade flier templates and ideas can be found on the Walk Bike to School website: <http://walkbiketoschool.org/>.

- **Register Your Event**

It is free to register! Make sure your event is counted by registering on <http://walkbiketoschool.org/>.

Try Something New!

Do what fits you

There are many ways to host a walking and biking to school day. Check out the list below to see what best fits your community:

- Carry signs that display pedestrian or bicycle safety messages such as, "Walking to school is cool," "Watch for walkers," or "Hike it. Bike It. I like it!"
- Provide a nutritious breakfast or snack before or after walking.
- Incorporate a walking or biking theme into a physical education class.
- Calculate the total steps or miles accrued during the event and display it at the school.
- Invite the school mascot or wear school colors while walking or biking.
- Form a walking school bus or bicycle train.
- Ask all participating students to sign a banner proclaiming, "We walked to school today!" and hang it in the school.
- Make and display posters promoting the event at school, along the route(s), and throughout the community.
- Provide parents with maps of suggested walking and bicycling routes to school using resources such as Google Maps.



These ideas were provided courtesy of the Walk and Bike to School Day website.

Visit www.walkbiketoschool.org for more ideas and tips!

Physical Activity During School

Active Recess

Recess is a great time to encourage children to be physically active. Active recess is a unique approach to providing more opportunities for physical activity by using a wide variety of fun, engaging methods. These games and activities are typically implemented by supervisors, aides or other teachers. Active recess promotes game instruction and encouragement, class inclusion and improved behavior and attention in the classroom.

Many students, staff and supervisors 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).

For more information on implementing active recess, visit the CDC Strategies for Recess and Action for Healthy Kids resources on successful play:

- <https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>
- <http://www.actionforhealthykids.org/storage/clubs/mn-healthy-schools-conference.pdf>

Ideal recess breaks 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 helps children build the behavior.
- 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.

Indiana Example



“Offering structured recess allows students the opportunity to choose acceptable games in designated zones that maximize activity and minimize playground issues. Planning, diligence and effort are required of recess staff to set this approach up for success. This practice teaches students to try a variety of games with new classmates and provides skills to encourage each other. Once schools develop their indoor and outdoor plans and gain student support, recess becomes a positive outdoor classroom” - Evansville Vanderburgh School Corporation

Indoor Active Recess

Students need physical activity every day, even when there is snow, rain or cold weather. Using Playworks Playbook or the CDC Strategies for Recess for Indoor Recess, educators can help children get their necessary daily physical activity regardless of the weather conditions.

Recess Before Lunch

Many schools across the nation, including many in Indiana, have decided to have recess before lunch, which can be 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 be successful.

Benefits of Recess Before Lunch

- Students waste less food and consume more food and nutrients.
- There is better behavior on the playground, in the cafeteria and in the classroom.
- Lunch is eaten at a more leisurely pace because the cafeteria atmosphere is more relaxed.
- Students are more ready to learn upon returning to the classroom immediately after lunch, so less instructional time is lost.
- Performance in classrooms is better because of increased nutrient intake and focused attention. (South Dakota Department of Education, 2010)

Tips for Implementing Recess Before Lunch

Suggestions to help overcome the obstacles of resistance include:

- Plan ahead. Educate administrators, parents and community members on the benefits in order to obtain buy-in and support from school staff.
- Involve students, parents/guardians and school staff in planning, especially when it comes to deciding the games and activities.
- 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.

Making the Change

- Realize that change takes time and effort. 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.
- Be committed, especially through the trial period and stick with it.

Classroom-Based Physical Activity

Opportunities for physical activity should not be limited to the school's gymnasium. Classroom activity breaks activate the brain, improve on-task behavior and leave students more focused and ready to return to their academic activities. Classroom teachers should incorporate short fitness activities into their lessons while students stand. Classroom energizers can be used as an opportunity to move or can link lesson content to the movement. The classroom layout can also be altered to add equipment that promotes physical activity while students learn, such as standing at their desk, using stability balls to sit on or having "walk and talk" school assignments or discussions.

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.

Benefits of Using Energizers:

- Invigorates students who have been sitting for long periods in a classroom by providing an "attention reset" that refreshes their concentration and on-task behaviors.
- Increases daily in-school physical activity levels among children.
- Reinforces students' healthy behaviors and an enduring healthy lifestyle.
- Provides students with the opportunity to accumulate the 60+ minutes of daily physical activity they need.

Indiana Example



"I use GoNoodle on a daily basis for quick movement activities to help my kids wake their brains up from time to time throughout the day. There is a wide variety to mix it up and they are short and to the point. The kids enjoy them as well!"- Tara Coy, 5th grade classroom teacher at Loper Elementary, Shelbyville School Corporation

Tips for inclusion and implementing classroom energizers:

- Classroom fitness breaks don't necessarily have to be a break from learning. Integrate physical activity into academic concepts when possible.
- While moving with students, reiterate these points to emphasize the importance of daily physical activity:
 - Kids should get at least 60 minutes of physical activity daily.
 - Being physically active helps students learn better and do well at school.
 - Kids should spend no more than 2 hours each day in front of a screen. This includes watching TV, playing video games, cell phones or computer time.
- Variations in body parts used, speed of movement and number of repetitions should be adjusted for mobility limitations or low-fitness students.
- Efforts should be made to provide students with disabilities choices about activities and stories that reflect their interests and needs.



*Tips for Inclusion adapted from
Action for Healthy Kids*

ACTION FOR
HEALTHY
KIDS 

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 calls 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.

Brain Energizer Tips

Elementary and Intermediate Levels:

- 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. Examples are located below.
- Sitting on exercise balls at their desks.
- https://www.healthiergeneration.org/_asset/590hh0/10-1819_SecondaryClassroomPA.pdf
- https://wvde.state.wv.us/healthyschools/documents/resource_guide_interactiveFinal.pdf

Middle and Secondary Levels:

- Start slowly and have patience, but be persistent about encouraging movement in class.
- Ask for student input on what they would like to do for physical activity (PA) breaks.
- Ask students to lead classroom PA breaks.
- Use appropriate music that appeals to teens to encourage movement.
- Create voluntary PA programs during lunch periods that could include Dance, Dance Revolution, Wii Fit, Fit for a Healthier Generation video series or other fitness videos
- Integrate movement into your class content and subject areas.
- https://wvde.state.wv.us/healthyschools/documents/resource_guide_interactiveFinal.pdf
- <http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf>



Healthy Schools Program

These tips were revised from the Alliance for a Healthier Generation. Visit these websites to explore a variety of in-classroom movement examples:

Brain Breaks for Testing

Testing can be an especially difficult time for staying focused when students sit for long periods of time. Action for Healthy Kids created this resource for brain breaks so that students can do their best in the classroom.

Try one of the activities in the link below to wake up those brains!

- http://www.actionforhealthykids.org/storage/Brain_Breaks_for_Testing_-_March_2015.pdf

Preventing Physical Activity as a Punishment

To successfully build healthy lifestyle habits and 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 means of punishment.

Examples of Inappropriate Use of Physical Activity:

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

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).



Physical Activity Resources and Tools for Schools

Physical Education

SPARK (Sport, Physical Activity Recreation for Kids) PE

SPARK PE is designed to help educators provide a more inclusive, active and fun PE class.



CATCH (Coordinated Approach to Child Health) PE

CATCH PE is a developmentally appropriate physical education program that is designed to increase motivation and participation in physical education while minimizing elimination games, in grades K-8. CATCH PE reinforces movement skills, sports involvement, physical fitness, social development, skill competency and cognitive understanding about the importance of lifelong physical activity.

Physical Activity Implementation Timeline (sample)

Instead of trying to incorporate all degrees of physical activity changes at once, consider phasing the changes in, little by little, as seen below.

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>

Physical Activity Before and After School

CATCH (Coordinated Approach to Child Health) Kids Club

CATCH Kids Club (CKC) is a physical activity and nutrition education program designed for elementary- and middle school-aged children, in an after-school or summer setting. CKC is composed of nutrition education (including snack activities) and physical activity. The CKC program offers an easy-to-use format that both children and staff enjoy and is easy to implement.



For more information or to take a look at the CATCH CKC tools visit <http://catchinfo.org/>

Indiana Safe Routes to School Guidebook

The ISDH worked with various partners to create the Indiana Safe Routes to School Guidebook. This guidebook helps schools or school corporations to implement and maintain a successful Safe Routes to School program on their own. This guideline provides instructions on analyzing your school's current school route conditions and then how to implement a Safe Routes to School Plan. This guidebook can be found online at: www.dnpsa.isdh.in.gov.



Walk and Bike to School Day Participation Sample Form

One way many schools encourage students to be physically active is promoting walking and biking to school on special days. Use this form below to get started:

Walk to School Day Participation Form

DATE

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 [Date]. We encourage you to carpool. We will gather starting at [Time] and depart towards the elementary at [Time]. Supervision will be provided after [Time]. 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.

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]

(Return for 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 school.) (See Safe Route Indicators at www.walktoschool.org)

Signed,

_____ (Parent/Guardian)

Physical Activity During School

Shared Use

School districts and municipal organizations increasingly see shared use agreements as one of the most promising strategies to create opportunities for physical activity within a neighborhood or community. Shared use makes use of playgrounds, fields and gymnasiums that would otherwise not be open after hours for basketball games, Zumba, yoga classes or other types of activity. It allows for a more efficient use of public space and money, and is an inexpensive strategy against childhood obesity, particularly in low-income communities. Simply, the agreement could allow for playgrounds to be unlocked after school hours for the neighborhood to access play equipment, tracks and soccer fields. More formally, shared use agreements could be agreements between school districts and cities to provide facilities for sports leagues and swimming pools.

The ISDH, partnering with the YMCA Top 10 Coalition, helped to create the Indiana Shared Use Toolkit. This document provides information on the law that limits schools' liability, makes the case and provides advice and success stories. You can find the Toolkit at www.dnps.isdh.in.gov.

For tips and tools on shared use, access the Safe Routes Partnership site here:

[http://www.in.gov/isdh/files/Shared%20Use%20Toolkit%20\(2\)_new%20logo.pdf](http://www.in.gov/isdh/files/Shared%20Use%20Toolkit%20(2)_new%20logo.pdf)

Indiana Example



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

Playworks

Playworks is dedicated to improving the health and well-being of children through greater access to physical activity and safe, meaningful play, through multiple types of resources and training opportunities.

Check out their website for more information and access to their games library: <http://www.playworks.org/>

CDC/Shape Strategies for Recess in Schools

School staff who are responsible for leading recess in schools can use the *Strategies for Recess in Schools*, *Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice*, and customizable *Recess Planning Template* to help them identify what is happening or not happening with recess in their school. School staff can then use this information to develop a written recess plan that serves all students. This promotion kit provides an overview of these new resources for recess in schools as well as ideas to promote them.

View the toolkit, here: http://portal.shapeamerica.org/standards/Promotion_Kit_Recess_in_Schools.aspx

CATCH (Coordinated Approach to Child Health) Classroom Curriculum

CATCH provides a classroom curriculum for each grade level that focuses on nutrition and physical activity. Through the CATCH Coordination Kit, the program encourages teachers to declare their classrooms "healthy zones," asking parents and students to provide healthy, GO snacks. Kits also provide helpful tips and resources for teachers to create an environment of health, including letters home in both Spanish and English, classroom posters and more.

For more information, or to take a look at the CATCH Classroom tools, visit: <http://catchinfo.org>

Springboard to Active Schools

The Let's Move Active Schools, West Virginia chapter, put together a resource guide filled with activities for grades K-8. Within the guide, each grade level is sectioned out, with games and activities appropriate for that level listed. It also includes a sample daily schedule to show educators where to fit in physical activity breaks.

Access the resource guide here: https://wvde.state.wv.us/healthyschools/documents/resource_guide_interactiveFinal.pdf

Peaceful Playgrounds

Peaceful Playgrounds was created to introduce children and school staff to the many choices of games available for playgrounds and field areas. Peaceful Playgrounds provides blueprints, playground stencils and playground game guides to make laying out your recess area easier and more manageable.

Their resources can be found at: <http://peacefulplaygrounds.com/>

Playworks

Playworks is dedicated to improving the health and well-being of children through greater access to physical activity and safe, meaningful play, through multiple types resources and training opportunities.

Check out their website for more information and access to their games library: <http://www.playworks.org/>

Action for Healthy Kids

Action for Healthy Kids offers brain boosts, instant recess and other energizers in its Tools for Schools section. This resource is meant to help educators find what movement breaks best fit their classroom.

Take a look, here: <http://www.actionforhealthykids.org/tools-for-schools/1252-brain-breaks-instant-recess-and-energizer>

American Heart Association

American Heart Association created a resource that lists 135 three- to five-minute in-school activity breaks and coaching tips. These activities can be modified to meet the needs of your specific classroom.

Access the full list here: https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf

Go Noodle

Go Noodle provides both free and paid versions to parents and teachers who want access to an abundance of movement-based games and activities for school and at-home participation.

Take a look at the resource here: <https://www.gonoodle.com/>

Take a Break! Teacher Toolbox

The Colorado Education initiative published a resource dedicated to physical activity breaks in the secondary classroom. This toolbox is filled with tips, printable activity cards and online resources.

The toolbox can be found here: <http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf>

Family and Community Involvement/Engagement

CATCH (Coordinated Approach to Child Health)

The CATCH Coordination Kit aids in family and community engagement by teaching parents and community members how to encourage healthy living skills, become a healthy role model and reinforce healthy habits at home. CATCH provides letters to send home (in both English and Spanish), agenda items for meetings and how to select a CATCH champion to help with healthy involvement/engagement initiatives.

For more information, or to take a look at the CATCH tools, visit: <http://catchinfo.org/>

Parent/guardian Sample Letter

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's] Wellness Policy. Our Coordinated School Health Wellness 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 change 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 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]

Community Invitation to Attend Sample Letter

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.

In order to create more opportunities for our community, we cordially invite you to an informational meeting regarding shared use agreements between our schools and your business or organization. Shared 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 shared use agreements: 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]

Other Resources

- **American College for Sports Medicine**

This website contains information on the positive aspects of physical activity, including promotion and education materials: www.ascm.org.

- **Indiana Association for Health, Physical Education, Recreation and Dance**

This website contains information on the promoting physical activity in schools: <https://www.iahperd.org/>

- **Indiana Healthy Weight Initiative:** www.indianaobesity.org

- **Indiana Physical Education Standards:**

This site contains PE standards specific to Indiana: http://www.doe.in.gov/sites/default/files/standards/physicaleducation/2010_physical_education_standards.pdf

- **The National Association for School Board Educators**

This website provides a database to facilitate the sharing of school health improvement strategies and policy language across states: http://www.nasbe.org/healthy_schools/hs/index.php

- **Project 18**

Project 18 is an 18-week health and wellness curriculum designed to address the major risk behaviors in elementary and middle school students in the areas of nutrition, physical activity and holistic health.

Project 18 is school, student and family friendly: <http://www.peytonmanningch.org/in-the-community/project-18/>

Chapter 3: Nutrition

A healthy school nutrition environment provides students with nutritious and appealing foods and beverages, consistent and accurate messages about good nutrition, and ways to learn about and practice healthy eating.



Most children attend school for six hours a day and consume as much as half of their daily calories at school. The school nutrition environment is an ideal location for helping youth make healthy food choices. Providing breakfast, access to healthy snacks during the school day and outside the school day, access to safe drinking water and healthy eating learning opportunities are some of the evidence-based strategies included in this chapter. Schools can use the Whole School, Whole Community, Whole Child (WSCC) model to create environments that help students make healthy choices.

The information in this chapter includes:

Healthy Nutrition for Youth

School Meals

Smart Snacks in Schools

Classroom Celebrations, Events and Nonfood Rewards

Access to Drinking Water

Staff Role Modeling

Food and Beverage Marketing

Healthy Eating Learning Opportunities

Nutrition Resources for Schools

Healthy Nutrition for Youth

Why should schools provide a healthy nutrition environment?

Research shows that students that participate in the school meal programs consume more milk, fruits and vegetables during meal times and have better intake of certain nutrients, such as calcium and fiber, than nonparticipants. Not to mention eating breakfast at school is associated with better attendance rates, fewer missed school days and better test scores.

Healthy eating in childhood

Healthy eating in childhood and adolescence is important for proper growth and development and to prevent various health conditions. The *2015–2020 Dietary Guidelines for Americans* recommend that people age 2 or older follow a healthy eating pattern that includes the following:

- A variety of fruits and vegetables
- Whole grains
- Fat-free and low-fat dairy products
- A variety of protein foods
- Oils

These guidelines also recommend that individuals limit calories from solid fats and added sugars and reduce sodium intake. Unfortunately, most children and adolescents do not follow the recommendations set forth in the *Dietary Guidelines for Americans*.

HOW HEALTHY ARE INDIANA'S YOUTH EATING?

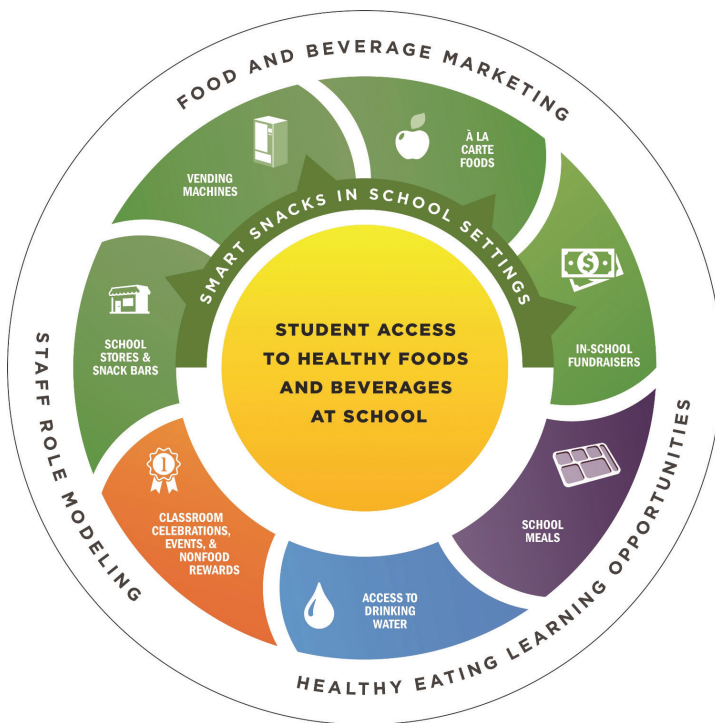
According to 2015 Youth Risk Behavior Survey (YRBS) data:

- 14% of adolescents ate fruit or drank 100% fruit juice three or more times per day in an average week.
- 10% of adolescents ate vegetables three or more times per day in an average week.
- 20% of adolescents drank a can of soda one or more times per day in an average week.

The school nutrition environment and services is part of the Whole School, Whole Community and Whole Child (WSCC) model and can help shape lifelong healthy eating behaviors.



The Division of School and Community Nutrition Programs, within the Indiana Department of Education, is the administering State Agency in Indiana for the Department of Agriculture's Child Nutrition Programs. Among other programs these include: The National School Lunch Program, School Breakfast Program, Special Milk Program, Child and Adult Care Food Program, Summer Food Service Program, and the Fresh Fruit and Vegetable Programs. The Indiana State Department of Health serves as a supporting partner; connecting schools to resources and evidence-based programs that foster supportive health, nutrition and physical activity environments.



This figure shows how many different parts of the school nutrition environment influence students' access to healthy foods and beverages at school.

The colorful components inside the figure represent different ways that foods and beverages are sold, served or offered to students during the school day:

Green is for the settings where foods and beverages must meet the Smart Snacks in School standards.

Purple is for school meals (breakfast and lunch).

Blue is for access to drinking water.

Orange is for other opportunities where students can receive or consume foods and beverages at school.

The floating text around the figure indicates components of the school nutrition environment that can affect all settings. For example, 'Food and Beverage Marketing' impacts staff and students regardless of how and where they are accessing food. These components help build demand for nutritious foods and beverages at school, and they can help students build healthy eating habits for life.

Components of the School Nutrition Environment



School Meals

School meals are the lunches and breakfasts served through the National School Lunch Program and School Breakfast Program. These meals must meet federal nutrition standards set by the U.S. Department of Agriculture (USDA). These standards require a variety of fruits, vegetables and whole grains; set limits on saturated fat and sodium; and set both minimum and maximum calorie levels. All students can participate in school meal programs and some students are eligible to receive free or reduced-price meals.

RECOMMENDATION:
Offer and promote healthy food and beverage options in all areas of the school

REALITY:

- Only **6%** of schools sell fruits and vegetables in vending machines, school stores, or snack bars.
- Over **1/2** of schools sell baked goods not low in fat, such as cookies, for school fundraisers.
- 74%** of schools sell soft drinks to students.
- 22%** of schools allow soft drink companies to advertise soft drinks on vending machines.
- Less than **1/2** of schools prohibit or actively discourage staff from using food or food coupons as a reward for good behavior or good academic performance.

School Health Policies and Practices Study data collected in Spring 2014, prior to implementation of Smart Snacks in School rule.



Smart Snacks in Schools

Smart Snacks in School refers to the national nutrition standards for foods and beverages sold during the school day outside of school meal programs. These items are called competitive foods because they can compete with participation in school meal programs. As of the 2014-2015 school year, these foods and beverages must meet or exceed Smart Snacks in School nutrition standards, which include limits on fat, sugar, sodium and calorie content.

In-School Fundraisers

Many schools raise money during the school day for school-led extracurricular activities. These fundraisers often involve the sale of food to students (e.g., bake sales). Although all foods sold as part of fundraisers during the school day must meet Smart Snacks in School nutrition standards, state agencies that administer school meal programs have the authority to exempt an infrequent number of fundraisers from meeting these standards each year. Examples of Healthy Fundraisers: Walk-A-Thons, fun runs, Jump-Rope-A-Thon, dance off, selling fruits or vegetables.

Indiana example:



When reviewing the school corporation's wellness policy, a major concern identified by the administration was Batesville Primary School's chocolate fundraiser that raised nearly \$20,000 every year. In 2008, the corporation used the newly constructed path around the Primary School for their first walk-a-thon fundraiser. The first year of the walk-a-thon, the event produced \$14,000 and increased to \$16,000 the following year. This amount was comparable to the chocolate fundraiser and was well-accepted by the community.

"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



A La Carte Foods

Most schools offer students the option to buy foods and beverages in the cafeteria that are not a complete school meal. These items may be an entrée or side item from a school meal (e.g., a vegetable side dish) or other items that are not part of the school meal (e.g., chips). All à la carte foods must meet Smart Snacks in School nutrition standards.

Vending Machines

The majority of middle and high schools and some elementary schools have vending machines containing foods and beverages that students can buy. Vending machines may be located in the cafeteria or in other areas of the school. Most school districts restrict when students can access these machines. Foods and beverages sold to students in vending machines must meet Smart Snacks in School nutrition standards. Vending machines in areas that are not accessible to students, such as teacher break rooms, are not included in these standards. See <https://www.fns.usda.gov/healthierschool-day/tools-schools-focusing-smart-snacks> for smart guidelines and best practices.



School Stores and Snack Bars

Some schools have school stores, snack bars, canteens and snack carts where students can buy foods and beverages. Similar to vending machines, these stores and snack bars may be located in the cafeteria or in other areas on the school grounds. Foods and beverages sold in school stores and snack bars must meet Smart Snacks in School nutrition standards. The graphic below from usda.gov illustrates the qualifications of a smart snack.

Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
<i>Trans</i> Fat	0 g	0 g
Sugar	35% by weight or less	35% by weight or less

See <https://www.fns.usda.gov/sites/default/files/tn/USDASmartSnacks.pdf> for the complete Smart Snacks in School Guide.



CONCESSION STANDS

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

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



Classroom Celebrations, Events and Nonfood Rewards

Students are sometimes given foods and beverages during classroom celebrations, parties and special events or as rewards for academic achievement or positive classroom behavior. These items are not sold to students but are offered by teachers or parents. Examples include cupcakes or other treats for birthday celebrations and coupons from local restaurants. Schools and parents can work together to ensure that celebrations, events and rewards support health. For example, they can provide only healthy foods and beverages at celebrations and events or offer nonfood items for rewards. Ideas for nonfood rewards include extra time for recess, stickers or a note of recognition from a teacher or principal.

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. (see order form below) Courtesy of Edgewood Primary School in the Richland- Bean Blossom Community School Corporation

Edgewood Primary School Classroom Party Trays:

All orders and payment (check made payable to EPS Lunch Fund only) are due ten days prior to date of event- please deliver order form to cafeteria or school office.

16" Fresh Vegetable Tray with Baby Carrots, Celery, and Cucumbers with Ranch Dip \$18.00

Date, time and location of delivery _____

16" Fresh Fruit Tray with Strawberries, Grapes, and Sliced Apples \$18.00

Date, time and location of delivery _____

Fresh Grapes (assorted) molded into numbers representing your student's age for their birthday! \$16.00 Age _____

Date, time and location of delivery _____

Special Name Tray (we will spell your child's name) for any occasion with Cubed Cheeses, Assorted Fruit, and Crackers or Pretzels \$21.00 Child's name _____

Date, time and location of delivery _____

Basket of Cheese Packs (American Cheese Packs and String Cheese Tubes) Each basket contains one of each cheese for the classroom \$9.75 How many students in class _____

Date, time and location of delivery _____

Party Snack Bags including an Applesauce Cup, Cinnamon Snack Cracker and String Cheese with a Happy Birthday Greeting for the Birthday Girl/Boy on each bag. \$1.00 per bag. Please specify how many bags to deliver _____

Date, time and location of delivery _____



10 Tips to Make Celebrations Fun, Healthy, and Active!

1 Make healthy habits part of your celebrations

Although food and beverages are a part of many events, they do not have to be the center of the occasion. Focus on activities that get people moving and allow people to enjoy each other's company.

2 Make foods look festive

Add a few eye-catching vegetables to a favorite dish or a new recipe. Add a sprinkle of herbs or spices to make the dish pop. Cut foods into interesting shapes.

3 Offer thirst quenchers that please

Make fun ice cubes from 100% juice or add slices of fruit to make water more exciting.

4 Savor the flavor

Take time to pay attention to the taste of each bite of food. Make small, healthy changes to your recipes or try dishes from another culture to liven things up.

5 Let MyPlate be your guide

Offer whole-grain crackers, serve a spicy bean dip and a veggie tray, make fruit kabobs, layer yogurt and fruit to create a sweet parfait. Use whole-grain pasta or brown rice and veggies to make a savory, healthy salad.

6 Make physical activity part of every event

Being physically active makes everyone feel good. Dancing, moving, and playing active games add fun to any gathering.

7 Try out some healthier recipes

Find ways to cut back on added sugars, salt, and saturated fat as you prepare your favorite recipes. Try out some of the recipes on WhatsCooking.fns.usda.gov.

8 Keep it simple

Have others participate by contributing a healthy prepared dish, helping with the cleanup, or keeping the kids active.

9 Shop smart to eat smart

Save money by offering foods that fit your budget. Buy in-season produce when it costs less and tastes better. Plan in advance and buy foods on sale.

10 Be a cheerleader for healthy habits

It's never too early for adults to set an example. Keep in mind that children follow what the adults around them do—even at parties.



Adapted from the United States Department of Agriculture

Example Action Plan

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 Corporation]'s Nutrition Standards	100 percent of the foods and beverages served at after-school concession stands at [School Corporation] must meet the [School Corporation]'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 fruit 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.

Access to Drinking Water

Schools participating in school meal programs must make plain drinking water available to students at no cost during lunch periods and when breakfast is served in the cafeteria. All schools can further increase access to drinking water and support adequate hydration by making sure that drinking fountains are clean and maintained and by allowing students to carry water bottles.

Staff Role Modeling

When teachers, staff and administrators demonstrate healthy eating, it can help to reinforce this behavior with students and contribute to consistent messages in schools about the importance of consuming healthier foods and beverages. Teachers, staff and administrators can model healthy behaviors to students by being physically active, consuming healthy foods and beverages and getting involved in the school's employee wellness program.

Food and Beverage Marketing

Marketing for foods and beverages can be seen in schools on posters, the fronts of vending machines, in-school television advertisements, textbook covers, sports equipment and scoreboards and as part of coupon giveaways and contests to win food prizes (e.g., pizza parties). Experts have recommended that school districts put policies and practices into place that promote foods and beverages that support healthy diets (e.g., fruits and vegetables, plain water). Effective approaches include putting nutritious items where they are easy for students to choose (e.g., prominent places in cafeteria lines); using verbal prompts, parental outreach and point-of-purchase promotions; and using pricing strategies to encourage students to buy healthy items.

Healthy Eating Learning Opportunities

Healthy eating learning opportunities are nutrition education strategies and environmental supports that help students adopt food and beverage choices that support health and well-being. They provide knowledge and skills to help children choose and consume healthy foods and beverages, and they can be delivered through multiple venues such as the cafeteria, classroom and school gardens. Nutrition education should be part of a comprehensive health education curriculum but may also be integrated throughout the school curriculum. For example, students could learn how to cook in family and consumer science classes and how to analyze food advertisements in language arts classes. School gardens and farm-to-school activities also provide opportunities for hands-on learning about food, nutrition and healthy eating.



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 à 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

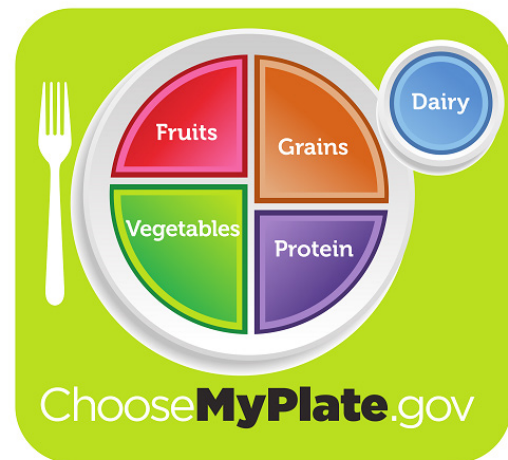
- Set the price of healthier options lower than less healthy options, so students will want to buy them.
- Offer coupons or special pricing on the healthier options to get students to try them.
- Increase the price of less healthy options.



Content of the Wellness Policy

At a minimum, policies are required to include:

1. Specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals.
2. Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations for:
 - School meal nutrition standards
 - Smart Snacks in School nutrition standards
3. Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
4. Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.



Complete Model Policy Located in Appendix

Resources to Support a Healthy School Nutrition Environment

Schools can use the following resources to create a healthy school nutrition environment.

General School Nutrition Resources

- **School Health Guidelines to Promote Healthy Eating and Physical Activity**

Guidelines that can serve as the foundation for developing, implementing and evaluating school-based healthy eating and physical activity policies and practices for students. <https://www.cdc.gov/healthyschools/npao/pdf/mmwr-school-health-guidelines.pdf>

- **Tips for Teachers**

Information about low- and no-cost ways that teachers can support healthy eating and physical activity in the classroom. https://www.cdc.gov/healthyyouth/npao/pdf/Tips_for_Teachers_TAG508.pdf

- **School Health Index**

An online self-assessment and planning tool designed to help schools improve their health and safety policies and practices, including those on healthy eating. <https://www.cdc.gov/healthyschools/shi/index.htm>

- **WellSAT 2.0**

Online tool that measures the quality of written school district wellness policies. <http://wellsat.org/>

- **The Healthier US School Challenge: Smarter Lunchrooms**

USDA's voluntary certification initiative, which recognizes schools that have created healthier school environments by promoting nutrition and physical activity. <https://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms>

- **Voices for Healthy Kids**

Fact sheets, infographics and tool kits to help state agencies and local school boards (1) implement school meals and Smart Snacks in School nutrition standards, (2) increase access to clean, free drinking water, (3) strengthen local wellness policies and wellness councils and (4) eliminate marketing for unhealthy foods and beverages in schools. <http://voicesforhealthykids.org/>

- **Action for Healthy Kids**

Resources and tools for schools. Free registration required. <http://www.actionforhealthykids.org/tools-for-schools>

- **Alliance for a Healthier Generation**

Information about the Healthy Schools Program and resources for schools, including tools for Smart Snacks and school meals. https://www.healthiergeneration.org/take_action/schools/

- **School Nutrition Association**

Provides resources for schools that provide high-quality, low-cost meals to children; including the campaign Eat Smart, Play Hard and a guide to communications and marketing. www.schoolnutrition.org

Access to Drinking Water

- **Increasing Access to Drinking Water in Schools**

Background information, needs assessment tools, implementation strategies and evaluation guidance on how to make sure students have access to drinking water as part of a healthy school nutrition environment. https://www.cdc.gov/healthyschools/npao/pdf/water_access_in_schools_508.pdf

- **Keep It Flowing: A Practical Guide to School Drinking Water Planning, Maintenance & Repair**

Guidance on how to provide adequate numbers of properly maintained drinking fountains and tap water dispensers in school buildings. <https://cdn1.sph.harvard.edu/wp-content/uploads/sites/84/2014/09/Keep-It-Flowing.pdf>

Classroom Celebrations, Events and Non-food Rewards

- **Tips for Teachers**

Information about low- and no-cost ways that teachers can support healthy eating and physical activity in the classroom. https://www.cdc.gov/healthyyouth/npao/pdf/Tips_for_Teachers_TAG508.pdf

- **Healthy Non-Food Rewards**

Fun and healthy ways to recognize students for positive behavior or academic accomplishments. <http://www.actionforhealthykids.org/storage/documents/parent-toolkit/rewardsf3a.pdf>

- **Healthy School Celebrations**

Ideas for school celebrations that support healthy eating and physical activity. <https://cspinet.org/resource/healthy-school-celebrations>

- **Alliance for a Healthier Generation**

Guidance and resources for healthy celebrations and nonfood rewards. https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/celebrations/

Farm to School

- **USDA Farm to School**

Tools and resources to help schools (1) buy and serve local or regionally produced foods in school cafeterias and (2) provide food, agriculture and nutrition education through multiple venues, such as school gardens, field trips to local farms and cooking classes. <https://www.fns.usda.gov/farmtoschool/farm-school>

- **National Farm to School Network**

Information, tools and resources for communities working to buy local food and add food and agriculture education into school systems. <http://www.farmtoschool.org/about>

Food and Beverage Marketing

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

Tools to address marketing in schools, including an assessment tool, policy guidance, talking points, case studies and a fact sheet. <http://www.californiaprojectlean.org/docuserfiles/Captive%20Kids2007.pdf>

- **Rudd Roots Parents. Food Marketing in Schools**

Information and resources to address food marketing in schools. <http://www.ruddrootsparents.org/food-marketing-in-schools>

- **District Policy Restricting Food and Beverage Advertising on School Grounds**

Guidance on policy language to limit advertising in schools. <http://www.changelabsolutions.org/publications/district-policy-school-food-ads>

Healthy Eating Learning Opportunities

- **Team Nutrition**

Nutrition education lessons and materials for schools. <https://www.fns.usda.gov/tn/team-nutrition>

- **USDA Healthy Meals Resource System**

Nutrition education materials organized by school level. <https://healthymeals.fns.usda.gov/nutrition-education-9>

- **National Farm to School Network Resource Database**

Nutrition education, school garden, and other educational materials developed by different organizations. <http://www.farmtoschool.org/resources>

In-school Fundraisers

- **Alliance for a Healthier Generation**

Multiple resources related to school fundraisers, including alternate fundraising ideas, a PowerPoint presentation and a graphic about working with school nutrition services to choose products for in-school fundraisers. https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/fundraisers/

- **Rudd Roots Parents: Fundraiser Assessment Tool**

Tool for parents to collect and compare information about different fundraisers and the quality of foods and beverages sold. http://ruddrootsparents.org/resources/pdf/school_food/outside_the_classroom/fundraisers/fundraisers_assessment.pdf

- **Healthy Fundraisers: Promote Family Health and Well-Being**

Handout with ideas for healthy fundraisers. <http://www.actionforhealthykids.org/storage/documents/parent-toolkit/fundraisers-family-health-f1.pdf>

- **A+ Fundraisers for High Schools: A Guide to Having a Successful Fundraiser While Keeping Your Community Healthy**

Guidance on healthy fundraisers for high school students. <http://www.farmtoschool.org/resources-main/a-fundraisers-for-high-schools-a-guide-to-having-a-successful-fundraiser-while-keeping-your-communit>

School Meals

- **USDA School Meals**

Description of school meal programs and links to regulations, policy memos and technical assistance resources. <https://www.fns.usda.gov/school-meals/child-nutrition-programs>

- **Smarter Lunchrooms Movement**

Evidence-based tools to help improve students' eating behaviors at little or no cost. <http://smarterlunchrooms.org/>

- **Institute of Child Nutrition**

Trainings, tools and resources for school food service personnel. <http://www.nfsmi.org/>

- **Alliance for a Healthier Generation**

Guidance and resources for school meals, including sample menus and recipes and information on how to simplify the purchasing process and prepare and promote healthy foods and beverages. https://www.healthiergeneration.org/take_action/schools/nutrition_services/

Smart Snacks in School

- **Smart Snacks in School**

Information about the Smart Snacks nutrition standards and a list of resources.

<https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>

<https://www.fns.usda.gov/sites/default/files/tn/USDASmartSnacks.pdf>

- **Alliance for a Healthier Generation**

Tools that help identify products that meet the Smart Snacks nutrition standards, including a Smart Snacks Product Calculator and Product Navigator. https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/

Chapter 4: School Employee Wellness

Healthy school employees—including teachers, administrators, bus drivers, cafeteria and custodial staff and contractors—are more productive and less likely to be absent. They serve as powerful role models for students and may increase their attention to students' health. Schools can create work environments that support healthy eating, active lifestyles, being tobacco free and managing stress, while also making the school a great place to work.



Like other worksites, schools are an ideal location for helping employees build healthy habits and embrace active lifestyles. Comprehensive employee wellness is a coordinated set of programs, policies, benefits and environmental supports designed to address multiple risk factors (such as lack of physical activity and tobacco use) and health conditions (such as diabetes or depression) to meet the needs of all employees. Both employee wellness *programs* and healthy work *environments* can decrease a school corporation's costs by decreasing employee health insurance premiums, reducing employee turnover and cutting costs of substitutes.

By utilizing this toolkit, schools can learn how to provide their staff with opportunities to maintain or improve their health on the job, while also increase the number of healthy role models for students. A healthy employee is often a happier employee.

Adapted from Journal of School Health • November 2015, Vol. 85, No. 11

The information in this chapter includes:

- Healthy Meetings
- Physical Activity
- Healthy Eating
- Tobacco Cessation
- Lactation Support
- Chronic Disease Prevention

School Employee Wellness

Why should schools provide a wellness program for staff?

- 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 healthy policies can increase 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.

General health and wellness recommendations for adults

- At least 2 hours and 30 minutes (150 minutes) of moderate-intensity aerobic activity (i.e., brisk walking) every week and muscle-strengthening activities on two or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders and arms).

OR

- 1 hour and 15 minutes (75 minutes) of vigorous-intensity aerobic activity (i.e., jogging or running) every week and muscle-strengthening activities on two or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders and arms).

OR

- An equivalent mix of moderate- and vigorous-intensity aerobic activity and muscle-strengthening activities on two or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders and arms).
- Physical activity should be comprised of:
 - o Aerobic exercises
Examples include: bike riding, walking, running and dancing
 - o Muscle-strengthening exercises
Examples include: push-ups, crunches or weightlifting exercises

How healthy are Indiana's adults?

According to 2015 Behavioral Risk Factor Surveillance System (BRFSS) data:

- Almost two out of every three adults (67.2%) are overweight or obese (2016).
- Only 44% are physically active for the recommended 150 minutes per week (2015).
- Despite recommendations to eat 5-9 servings of fruits and vegetables per day, 43% report consuming fruit less than one time a day and 27% report consuming vegetables less than one time a day (2015).
- Almost 21.1% smoke (2016).

WHAT CAN BE DONE?

By prioritizing wellness for your staff, in addition to the students, schools can develop a strong implementation approach to encourage health and wellness for the entire school system. This type of approach creates an alliance across multiple departments, all of which have an impact on the student.

At the end of this chapter, you will find tools to help you get started. They include:

- A sample letter of invitation to join the school employee wellness committee
- An employee wellness interest survey
- An employee health-promotion interest survey
- Examples of National Health Observances
- Menu suggestions for meetings
- 10 Fun Ways to Walk the Talk

Indiana highlight:



"Franklin Township Community School Corporation gets buy-in from staff members by asking for input through an annual wellness survey. The survey results drive the initiatives/activities organized for the year. This year our focus is on reducing job stress. We have scheduled 12 after-school yoga sessions (held once per week) and had super participation because staff members feel they have had input."

-Lisa Ford, Franklin Central High School, Physical Education Department Chairwoman and Wellness Coordinator

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 1-1/2 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.

*The end of this chapter includes a tool titled "Menu Suggestions for Meetings."

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 Francisco, 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
- Access to school facilities (such as fitness room, outdoor track, etc.) to increase opportunities for physical activity

Indiana highlight:

“We keep our staff active and moving during the school year. In the fall, we count staff activity minutes. In the spring we count staff steps. This has become a competition between the five buildings. Trophies are awarded to the building that has the most minutes and steps. We believe active staff makes healthy staff.”



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

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 School Wellness Committee can post three to four different recipes each month on a staff bulletin board. Your 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 that month 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.

MyPlate

The federal government nutrition education and guidance can be found at 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. Schools are encouraged to provide 50 percent "healthy options" in food vending machines 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.

Other tips

As your school cafeterias get healthier to meet the ever-changing federal guidelines, provide opportunities for staff to participate, serving as a positive role model for students in the cafeteria. Also consider offering staff discounts on the school food.

Ensure employees have access to free, clean drinking water campus-wide in convenient and accessible locations. Work to create an environment that favors healthy beverage options like water instead of sugar-sweetened beverages.

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 21.1 percent (2016 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 and locate the tobacco control coalition in your community.*

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.

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 to see the counties where school corporations have tobacco-free campuses).

**See Appendix II for a Tobacco Free Campus Policy.*



1.800.QUIT.NOW
Indiana's Tobacco Quitline
QuitNowIndiana.com

Supporting Nursing Moms as Faculty/Staff

Women with children are one of the fastest-growing segments of the work force. Balancing work and family is an important priority for them. Today, approximately 75 percent of women in Indiana begin breastfeeding. When they return to work after their babies are born, time and space to express their milk during the work hours help them continue to give their best to their work and their babies.

These family-friendly benefits also bring your business a 3:1 Return on Investment (ROI) through lower health care costs, lower employee absenteeism rates (since breastfed babies are healthier), lower turnover rates and higher employee productivity and loyalty.

Businesses, including school corporations, across Indiana have learned how to support nursing mothers at work and you can, too. To learn more about how your school corporation can comply with state and federal laws and offer a workplace accommodation that benefits your corporation, faculty/staff and their families, please contact the Indiana Perinatal Network/Indiana Breastfeeding Coalition - http://www.indianaperinatal.org/?page=BF_Workplace

Many educational institutions support nursing mothers at work with creative space options. For example, K-12 schools might have flexible areas such as small storage rooms, teacher resource rooms or small office areas that can be retrofitted for milk expression space. Scheduling is often accommodated by asking teachers and staff to cover for one another during their brief milk expression breaks or through floater teachers. Some schools arrange scheduling to assure that appropriate time is available for expressing milk, such as a prep period in addition to a lunch period.

Space Solutions - K-12 Schools

- Permanent dedicated space
 - Converted closet or storage area
 - Small space within a larger space
- Flexible space
 - School clinic or nurse's office
 - Office of guidance counselor or administrative staff
 - Conference room or consultation area
 - Partitioned area in teacher resource room or other area
 - Screened-in corner of a classroom to use when students are out of the room
 - Other space, such as a speech lab or other teacher offices, if available

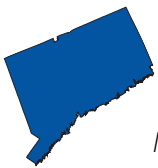
Time Solutions

- Employees take usual break and meal periods to express milk
- Teachers express milk during:
 - Teacher planning periods or lunch breaks
 - Student independent work time
 - Time between classes
- Other teachers or administrative staff provide coverage
- Floater substitutes provide coverage

Other Solutions

- Child care provider brings the baby to the employee for feedings
- Employee goes home or to the child care provider to feed the baby
- Employee stores her milk in a personal cooler or insulated lunch bag
- Facility policy requires lactation space in all new construction

Connecticut highlight:



"Every school in our district has private space for lactation. We have many young teachers, and it can be hard for mothers to juggle their careers, their children and their family responsibilities. We don't want to make anyone have to choose between their family and their career. This is one thing that's really a very easy fix. It's good for them, good for their baby, and ultimately good for the school system." -Superintendent of

Middletown Public Schools, Middletown, CT

Helpful resources: <http://www.womenshealth.gov/breastfeeding/employer-solutions/>

Chronic Disease Prevention

Nationally, nearly 80 percent of employees have at least one chronic condition. In addition to the human costs of chronic disease, the cost to employers in terms of healthcare, absenteeism and presenteeism continues to rise. School corporations, as employers, have the opportunity to help prevent or mitigate chronic disease by providing staff with opportunities to be healthy before, during and/or after the workday. Many of the strategies listed in this chapter work to reduce the chances staff will develop a chronic disease; however, the reality is that many individuals are already managing a condition. Below are resources for school corporations and staff seeking to implement supportive policies in their workplace.

- Encourage a healthy meal break during the school day.
- Encourage a physical activity break during the school day, time permitting.
- Offer stress reduction techniques.
- Support tobacco cessation.
- Provide regular free or low-cost biometric screenings.
- Offer one-on-one or group lifestyle counseling.
- Draft policies that support the prevention and maintenance of chronic diseases.

Additionally, you can address specific chronic disease by offering some of these options below:

Prediabetes

Thirty-six percent of Hoosier adults have prediabetes, but 9 out of 10 these individuals are unaware. You can prevent or delay type 2 diabetes by losing 5 percent to 7 percent of your body weight, eating healthier and getting at least 150 minutes of moderate physical activity per week. The medical expenditures of people with diabetes are approximately 2.3 times higher than expected costs if they did not have diabetes.

- Promote the Prediabetes Risk Test: www.doihaveprediabetes.org or text “risktest” to 97779.
- Encourage employees with prediabetes to enroll in a diabetes prevention program (DPP). Find locations online at <http://www.in.gov/isdh/24735.htm>.
- Minimize out-of-pocket expenses for your employees by requesting coverage of DPP through your health insurance provider or offering DPP onsite.

Cardiovascular disease

Heart disease is the leading cause of death in the United States. High blood pressure, high cholesterol and smoking are key risk factors for heart disease. About half of Americans (47 percent) have at least one of these three risk factors.

- Offer blood pressure monitoring onsite.
- Map and display onsite or nearby walking routes inside or outside of the school.
- Promote awareness of heart attack and stroke signs and symptoms on staff bulletin boards and newsletters.

Diabetes

Diabetes costs the United States billions of dollars in medical expenditures and reduced productivity. Indirect costs include absenteeism, reduced productivity for the employed population, reduced productivity for those not in the labor force, unemployment for disease-related disability and lost productive capacity due to early mortality. Creating a culture of good health that supports healthy lifestyle changes can help your staff control their diabetes.

- Provide safe locations and needle disposal methods for blood sugar measurements.
- Create policies that allow flexibility around treatment of low blood sugars.
- Go to the following website to find resources for schools: <http://www.in.gov/isdh/24735.htm>.

Cancer

Unhealthy behaviors (such as tobacco use, poor eating habits, alcohol consumption and not getting enough physical activity) and certain chronic conditions (such as diabetes and obesity) can increase cancer risk. School employee wellness programs that support healthy behaviors and employee well-being can reduce cancer risks. Supporting regular cancer screening will help to prevent or treat cancer in its early stages.

- Reduce exposure to harmful substances that might be present in your school buildings (such as asbestos, diesel exhaust, radon, secondhand smoke and excessive sun exposure).
- Promote cancer awareness and screening on staff bulletin boards and newsletters.
- Work with your health insurer to send reminders for due/past due screenings.
- Bring mobile biometric screenings to worksites.
- Explore gaining recognition through the Indiana Cancer Consortium Employer Gold Standard Initiative.

Asthma

Asthma affects 10.3 percent of adults in Indiana. During the past 12 months, 34.9 percent of Indiana adults with asthma were unable to work or carry out their usual activities on one or more days. Focusing on indoor air quality will help your employees with asthma manage their disease.

- Ensure employees with asthma have easy access to their rescue medication.
- Decrease smoking in workplace—consider tobacco free campus policies.
- Be aware of air quality.
 - Minimize sources of indoor air pollution.
 - Make sure air can circulate freely.
 - Reduce potential exposure to substances that can cause asthma symptoms.
- Go to the American Lung Association website for lung friendly workplace resources: <http://www.lung.org>

Resources to Support School Employee Wellness

Sample Letter

Dear Colleague,

Teachers and staff are our schools most valuable assets. Because the (name of district) values its teachers and staff and recognizes that they need to be healthy to do their jobs well, we are organizing a school employee wellness committee. We invite you to join us at an organizational meeting on (date and time) at (place). The role of the committee will be to represent school employees to ensure that school employee wellness activities address the interests and needs of the district's employees. As a member of the committee, you will be asked to meet regularly to plan, develop and review activities; advocate for wellness activities; and share the concerns of the people you represent. I will be in touch to discuss any questions you might have.

I hope you will join us in this important undertaking.

Signed,

Authorized Signature

Employee Wellness Interest Survey

The purpose of this survey is to learn about your interests in future health and wellness programs for staff. Your answers to this survey are confidential; your name is not required.

Date: _____ Name (optional): _____

Please indicate your current level of interest	High	Medium	Low
Alcohol/drug abuse education			
Back pain			
Cancer prevention			
Balancing work and family			
Financial management			
CPR/First Aid instruction			
Personal fitness			
Yoga class			
Zumba or other cardio class			
Team Sports			
Walking program			
Blood pressure management			
Heart disease and stroke prevention			
Immunization and infectious diseases			
Mental health (dealing with grief and loss, depression)			
Cooking class and meal planning			
Stress management			
Time management			
Strength training			
Supporting aging family members			
Tobacco/Smoking Cessation			
Using the health care system wisely/self-care			
Weight Control			
Women's health issues			
Other (describe)			
Other (describe)			

Questions or comments:

Employee Health-Promotion Interest Survey

To help us plan health and wellness activities, please complete the following survey about your health habits and your interest in health-promoting activities. You don't have to put your name on the form unless you would like us to contact you. If you have any questions, please contact (name and contact information). Thank you for your assistance.

— Your school employee wellness committee

Interest in Health-Promoting Activities

Which of the following best describes your interest in health-promotion activities? Please check only one.

- I do not feel the need for help with my lifestyle or health.
- I have been thinking about changing some of my health behaviors.
- I am planning on making behavior change in the next 30 days.
- I have made some behavior changes, but I still have trouble following through.
- I have had a healthy lifestyle for years.

Personal Health Habits	Already do	Would like to do	No interest
I exercise vigorously at least 20 minutes three or more times a week.			
I exercise moderately for 30 minutes.			
I do not smoke cigarettes.			
I avoid eating too much fat.			
I avoid eating too much sugar.			
I eat plenty of foods containing fibers such as whole grains, cereals, fruits and vegetables.			
I eat breakfast regularly.			
I rarely feel stressed.			
I have my blood pressure checked annually.			
I regularly wear a seat belt when I am in a motor vehicle.			
I consume no more than two drinks containing alcohol each day.			
I drink 6-8 glasses of water each day.			
I get 7-8 hours of sleep most nights.			
I consult a medical self-care resource when I do not feel well.			
I practice relaxation skills to alleviate stress.			

Examples of National Health Observances

August

- National Breastfeeding Month

September

- National Cholesterol Education Month
- National Food Safety Education Month

October

- Healthy Lung Month
- Health Literacy Month
- National School Lunch Week
- National Depression Screening Month
- Breast Cancer Awareness Month

November

- American Diabetes Month
- Lung Cancer Awareness Month

December

- National Hand Washing Awareness Week

January

- Cervical Cancer Awareness Month
- Healthy Weight Week

February

- American Heart Month
- Wise Health Consumer Month



March

- National Nutrition Month
- Workplace Eye Health and Safety Month

April

- Alcohol Awareness Month
- Cancer Control Month
- Foot Health Awareness Month

May

- National Employee Health and Fitness Day
- Asthma and Allergy Awareness Month
- Better Sleep Month
- Clean Air Month
- Healthy Vision Month
- Mental Health Month
- National High Blood Pressure Education Month
- Skin Cancer Awareness Month

See <http://www.healthfinder.gov/nho/> for more information.

Menu Suggestions for Meetings

Beverages	<p>Water</p> <p>100% fruit or vegetable juices—no larger than 12 oz. portions</p> <p>Skim or 1% milk</p> <p>Coffee, regular and decaffeinated</p> <p>Tea—regular and herbal teas—hot or cold, unsweetened</p>
Breakfast	<p>Fresh fruit</p> <p>High-fiber cereals</p> <p>Fruit toppings for hot and cold cereals</p> <p>Hard-boiled eggs</p> <p>Vegetable omelets or eggs made with egg substitute or egg whites</p> <p>Low-fat yogurt</p> <p>Thinly sliced ham</p> <p>Bagels (cut in half) served with fruit spreads, jams, hummus or low-fat cream cheese</p> <p>Muffins—small or mini (5g fat or less/muffin)</p> <p>Fruit bread (5g fat or less/1-oz slice)</p> <p>Granola bars—low-fat (5g fat or less/bar)</p>
Snacks	<p>Fresh sliced fruit and vegetable tray, offered with low-fat dips</p> <p>Whole-grain crackers or granola bars (5g fat or fewer per serving)</p> <p>An assortment of low-fat cheeses and whole-grain crackers</p> <p>Baked pita chips served with hummus</p> <p>Low-fat yogurt</p> <p>Pretzels, served with mustard dip</p> <p>Tortilla chips, baked and offered with salsa dip</p> <p>Popcorn, lower-fat (5g fat or fewer/serving)</p> <p>Whole-grain crackers (5g fat or fewer/serving)</p>
Lunch & Dinner	<p>Salad that includes a variety of mixed salad greens and served with low-fat dressing (on the side)</p> <p>Whole-grain breads and rolls</p> <p>Mustard and low-fat mayonnaise as condiments for sandwiches</p> <p>Sandwiches presented in halves, so people can take a smaller portion</p> <p>Broth-based soups (using a vegetarian broth) instead of cream-based soups</p> <p>Pasta dishes with tomato or other vegetable-based sauces</p> <p>4-ounce maximum portions of meat</p> <p>Raw or steamed vegetables</p>

(Source: EAT SMART NORTH CAROLINA: Guidelines for Healthy Foods and Beverages at Meetings, Gatherings, and Events)

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)

Other Resources

- **Alliance for a Healthier Generation:** The organization provides school staff with engaging resources to implement a staff wellness program. https://www.healthiergeneration.org/take_action/schools/employee_wellness/
- **American Diabetes Association:** <http://www.diabetes.org/in-my-community/awareness-programs/stop-diabetes-at-work/>
- **American Lung Association:** <http://www.lung.org/support-and-community/corporate-wellness/>
- **Centers for Disease Control and Prevention:** <https://www.cdc.gov/diabetes/pdfs/library/diabetesreportcard2014.pdf>
- **Indiana Healthy Weight Initiative:** www.indianaobesity.org.
- **MyPlate:** The federal government nutrition education and guidance. www.choosemyplate.gov
- **National Institutes of Health:** https://www.niddk.nih.gov/about-niddk/research-areas/diabetes/diabetes-prevention-program-dpp/Documents/DPP_508.pdf
- **School Employee Wellness Guide:** The Directors of Health Promotion and Education has created a resource website to support and promote employee wellness in schools. http://www.dhpe.org/members/group_content_view.asp?group=87568&id=124831

Chapter 5: Evaluation, Assessment and Implementation

Introduction

School districts that are implementing programs and policies that provide their students with the resources to lead healthy lifestyles will want to know that their time and efforts are being effective. It is important to evaluate the overall efforts of teachers, school leaders, staff members, students and parents/guardians to improve school wellness.

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

- What activities/interventions 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?

The tools that are provided in this chapter will help school districts with their triennial assessment of their school wellness policies, as well as help individual schools evaluate the implementation of their health and wellness activities. The tools are designed to be as user friendly as possible and can be used alone or in a combination that best fits each school's needs.

The information in this chapter includes:

Evaluation Considerations

IDOE Wellness Policy Evaluation Checklist

WellSAT

Healthy School Environment Rubric

Action Plan

The following table provides insight and guidance to school wellness leaders on what to consider when planning a school wellness evaluation. The evaluation can be tied into routine school operations as a practical way to assess school efforts on a regular basis. Ideally, an evaluation should be conducted by someone with practical knowledge of school assessments, but that is not required.

Evaluation Considerations

Engage 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 new after-school policy.
- Engaging community organizations that are interested in incorporating nutrition and physical activity efforts into their own activities.
- Post information online on how families can become involved in the school wellness policy.

Describing the School Wellness Policy Revision 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 a program accomplish to be successful?
- What strategies are needed to change the school health environment?
- What resources (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 or provide input?
- How will the information from the evaluation be applied? For example, will a report on the wellness program's impact be provided to parents/guardians and the community? Will the wellness council use the evaluation results in future grant requests?

Gathering Evidence

What information do you want to find?

- Program activities – participation rate, level of satisfaction.
- Program effects – change in behavior, policy adjustment or school environment changes.

How do you find this information?

- People – teachers, staff, administrators, students, etc.
- Documents – grant proposals, newsletters, school website, press releases, meeting minutes, needs assessments, photographs and registration documents.
- Observations– staff and student performance or special events (classroom activities, athletic events, community events).

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 School Wellness Council.

- Consider the audience when deciding where to focus your conclusions (e.g., if the audience is the school board, are they more concerned 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).

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 School Wellness 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 of ways to broadcast success include:

- Provide a report to the School Wellness Council, but present the school board with a shorter summary of findings in the form of a presentation.
- After sharing 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.
- Share evaluation results with families and community members by posting fliers on school websites or through newsletters.

Triennial Wellness Policy Assessment

As of June 30, 2017, the Indiana Department of Education will assess compliance with USDA's wellness policy requirements as part of the administrative review process which occurs every three years.

At a minimum, this assessment will determine:

- Compliance with the wellness policy
- How the wellness policy compares to model wellness policies
- Progress made in attaining the goals of the wellness policy

The IDOE will examine records during the Administrative Review, including:

- Copy of the current wellness policy
- Documentation on how the policy and assessments are made available to the public
- The most recent assessment of implementation of the policy
- Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate

The tools that follow can be used alone or in combination with each other to prepare a school district for their triennial assessment, as well as provide them with valuable insight on the strength of health and wellness policies and practices. Using the Indiana Department of Education Wellness Policy Evaluation Checklist is a great start to assessing the contents of a wellness policy. For further investigation into the quality of a school corporation's written wellness policy, assessments such as the WELLSAT 2.0 can be beneficial.

Tools for Assessment

Indiana Department of Education's Wellness Policy Evaluation Checklist

The wellness policy checklist provided by the IDOE is brought during each school's wellness policy assessment. The School Wellness Council can prepare for the assessment by comparing the current wellness policy to the checklist to see if there are any areas that might need improvement.

Statement of Requirement	Meets Requirements	In Development	Needs Improvement
1. Wellness Committee: Has formed a committee to develop a school wellness policy that includes parents, students, food service personnel, PE teachers, school health professionals, school board members, school administrators, and the general public			
2. USDA Requirements for School Meals: Has assured school meals meet the USDA requirements.			
3. Nutritional Guidelines for all foods and beverages sold: Has set nutritional guidelines for foods and beverages sold on the school campus during the school day.			
4. NEW! Nutrition Guidelines for non-sold foods and beverages: Has set nutritional guidelines for foods and beverages not sold but made available on the school campus during the day.			
5. NEW! Food & Beverage Marketing: Permits marketing on the school campus during the school day of only those foods and beverages that meet the competitive food/beverage requirements (Smart Snacks).			
6. Nutritional Education: Has at least two goals for nutrition education. (For example: team nutrition materials)			
7. Nutrition Promotion: Has at least two goals for nutrition promotion. (For example: Smarter Lunchroom techniques)			
8. Physical Activity: Has at least two goals for physical activity.			
9. Other Activities: Has at least two goals for other school-based activities that promote student wellness.			
10. NEW! Evaluation: Every three years has evaluated the local wellness policy with an evaluation tool and has notified the public of the results. Name of evaluation tool used:			
11. Person Responsible: Has identified at least one person as responsible for monitoring the local wellness policy. Name/title of person:			
12. Communication: Has annually informed and updated parents, students, staff and the community about the content and implementation of the local wellness policy.			

USDA requires a minimum of two goals for nutrition education, promotion, physical activity and other activities, but it is up to each LEA to determine the content of the goals.

Wellness School Assessment Tool (WellSAT 2.0)

The WellSAT 2.0 is intended to assess the quality of a school corporation’s written wellness policy and to provide guidance and resources for making policy improvements. Developed by Yale University’s Rudd Center for Obesity, the WellSAT 2.0 is used throughout the country to assess school wellness policies. The WellSAT 2.0 score is intended for use by school corporation-level administrators, school-level officials such as principals, School Wellness Councils, evaluators and researchers working with a school corporation.

Assessment questions are divided into six categories:

- Nutrition Education
- Standards for USDA Children Nutrition Programs and School Meals
- Nutrition Standards for Competitive and Other Foods and Beverages
- Physical Education and Physical Activity
- Wellness promotion and Marketing
- Implementation, Evaluation and Communication



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"> • The policy will be hard to enforce because the statement is vague, unclear or confusing. • Statements are listed as goals, aspirations, suggestions or recommendations • There are loopholes in the policy that weaken the enforcement of the item. • The policy mentions a future plan to act without specifying when the plan will be established. <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"> • The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). • 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.” • 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”).

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

The WellSAT tool is updated with new wellness policy mandates. For the most up to date information, please visit their website at 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.

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

(Rubric is continued on next page.)

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

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

Action Plan Example



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 each school	12/31/18	<ol style="list-style-type: none"> The school will conduct a walkability assessment around the school. Partnerships will be established with area businesses and community organizations to sponsor signage fees. School administrators will work with community officials to ensure that neighborhood sidewalks are improved. 	<ol style="list-style-type: none"> School Wellness Council, City Planners Local media, community members Transportation department, school administrators

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	6/30/20	<ol style="list-style-type: none"> The school will promote international Walk to School Day and coordinate the event. Elementary schools will organize bicycle rodeos and walking safety events with prizes. 	<ol style="list-style-type: none"> Local law enforcement, school administrators School Wellness Council, local businesses

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

Goal	Date to be Completed	Strategies/Activities to achieve goal	Responsible Party
<p>The school corporation will establish a Safe Routes to School policy that will allow and encourage students to walk and bicycle to school</p>	<p>12/31/22</p>	<ol style="list-style-type: none"> 1. School Wellness Council will draft the revised Wellness Policy and present the policy proposal to the school board, parents and community. 2. Liability issues for the school will be discussed with the school board. 3. The myths of danger will be addressed by continually providing safety education and improving sidewalk infrastructure. 	<ol style="list-style-type: none"> 1. School Wellness Council 2. Local volunteer attorney 3. Public Works Department, parent advocate

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



Indiana Healthy Schools Action Plan

Chapter 1: School Wellness Council

Write an overall goal/objective that your school corporation would like to work toward. 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: Physical Activity

Write an overall goal/objective that your school corporation would like to work toward. 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: Nutrition

Write an overall goal/objective that your school corporation would like to work toward. 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: School Employee Wellness

Write an overall goal/objective that your school corporation would like to work toward. 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 toward. 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

Appendix I

Model School Wellness Policy

Adapted from the Alliance for a Healthier Generation

[School District] Wellness Policy

Table of Contents

Preamble 2

School Wellness Committee 3

Wellness Policy Implementation, Monitoring, Accountability
and Community Engagement 4

Nutrition 7

Physical Activity 12

Other Activities that Promote Student Wellness 16

Glossary 18

Appendix A: School Level Contacts 19

[School District] Wellness Policy

Note: This “Basic” district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the [Healthy, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.

Preamble

[Insert School District name] (Hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{2,3,4,5,6,7,8} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

Recommended optional language includes:

- *The District will coordinate the wellness policy with other aspects of school management, including the District’s School Improvement Plan, when appropriate.*
- *NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.]*

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC) or work within an existing school health committee that meets at least four times per year [or specify frequency of meetings, with a minimum of four meetings per year] to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Optional additional policy language:

- *Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC.*

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is (Title and contact information)

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is (are):

Name	Title / Relationship to the School or District	Email address	Role on Committee
Example	Community Member	Example@community.org	Assists in the evaluation of the wellness policy implementation

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when. It also includes specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy School Program Online](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: *INSERT URL for DISTRICT's WEBSITE.*

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at [District's Administrative Offices, Room #] and/or on [District's central computer network]. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is _____ (list the person responsible here, their title, and their contact information) _____.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District [or school] will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP) and [include here any additional Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs or others]. The District also operates additional nutrition-related programs and activities including [if applicable, insert here a list of other programs such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast or others]. All schools within the District are committed to offering school meals through the NSLP and SBP programs and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;

- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA Nutrition Standards](#).)
- Promote healthy food and beverage choices using at least 10 of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

[Optional additional policy language includes:

- *Menus will be posted on the District website or individual school websites and will include nutrient content and ingredients.*
- *Menus will be created/reviewed by a registered dietitian or other certified nutrition professional.*
- *School meals are administered by a team of child nutrition professionals.*
- *The District child nutrition program will accommodate students with special dietary needs.*
- *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).*
- *Students are served lunch at a reasonable and appropriate time of day.*
- *Lunch will follow the recess period to better support learning and healthy eating.*
- *Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The District will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):*
 - *Local and/or regional products are incorporated into the school meal program;*

- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden;
- School hosts field trips to local farms; and
- School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.]

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

[Optional additional policy language may include:

- *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.*
- *Students will be allowed to bring and carry (approved) water bottles filled with only water throughout the day.]*

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* [and *ideally, the extended school day**] will meet or exceed the USDA Smart Snacks nutrition standards [or, if the state policy is stronger, "will meet or exceed state nutrition standards"]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards [*or, if the state policy is stronger, "will meet or exceed state nutrition standards"*], including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
1. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward or withheld as punishment for any reason.
(Meets Healthy Schools Program Silver-level criteria)

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:

- *Schools will use only non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*
- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)*

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least 10 or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

[Optional additional policy language includes:

- *In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).]*

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices

- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards [*or, if stronger, "state nutrition standards"*], such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁶ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and commitment by the District to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the District will be encouraged to participate in *Springboard to Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason [*insert if appropriate: "This does not include participation on sports teams that have specific academic requirements*]. The District will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

[Optional additional policy language:

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). [Change Lab Solutions](#) provides guidance regarding joint- or shared-use agreements.*
- *The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.]*

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. *NOTE: Additional optional policy language substitutions include: All [District] elementary students in each grade will receive physical education for at least 90-149 minutes per week throughout the school year (Meets Healthy Schools Program Silver-level criteria). OR All [District] elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).*

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

NOTE: For additional rigor, optional language substitutions include: All [District] secondary students (middle and high school) are required to take more than one academic year of physical education (meets Healthy Schools Silver-level criteria). OR All [District] secondary students (middle and high school) are required to take physical education throughout all secondary school years (meets Healthy Schools Gold-level criteria).

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Additional policy language includes:

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers in [District] will be required to participate in at least a once-a-year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary), and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity

- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, such as avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year (Insert as appropriate any language such as: *This policy may be waived on early dismissal or late arrival days*). If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. *Depending on regions or weather conditions, districts may insert weather guidelines or guidelines for outside play here. OR District could create new ones such as: "Students will be allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during "code orange" or "code red" days, during storms with lightening or thunder or at the discretion of the building administrator based on his/her best judgment of safety conditions."*

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. *District can insert indoor recess guidelines here, which might delineate a minimum amount of time for activity opportunities during indoor recess. If these guidelines do not yet exist, the district wellness council will create them or facilitate their development on a school-by-school basis and include them here. If District opts for school-by-school indoor recess guidelines, insert: Each school will maintain and enforce its own indoor recess guidelines.*

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities and activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *District should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, and insert approaches here.*

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to: *[District will select from the list below and insert them here as policy].*

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Provide instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to [*Optional language: Schools in the District will...*] coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will [*insert as appropriate to current efforts: develop, enhance, or continue*] relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is _____ (*list here*).

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include _____ (*list 3-4 strategies here*). The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

[*Optional language includes:*

- *The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.]*

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Appendix II

Tobacco Free Campus Policy

of the [School District] School Corporation

1. Purpose and Goals

Intent: All students shall possess the knowledge and skills necessary to avoid all tobacco use, and school leaders shall actively discourage all use of tobacco products by students, staff, and school visitors. To achieve these ends, district/school leaders shall prepare, adopt and implement a comprehensive plan to prevent tobacco use that includes:

Establishment and strict enforcement of completely tobacco-free school environments at all times;

- Prohibition of tobacco advertising;
- Appropriate counseling services and/or referrals for students and staff to help them overcome tobacco addiction;
- Cooperation with community-wide efforts to prevent tobacco use; and
- Strategies to involve family members in program development and implementation.

Rationale: Cigarette smoking is considered the chief preventable cause of premature disease and death in the United States. Schools have a responsibility to help prevent tobacco use for the sake of students' and staff members' health and the well-being of their families. Research conclusively proves that:

- Regular use of tobacco is ultimately harmful to every user's health, directly causing cancer, respiratory and cardiovascular diseases, adverse pregnancy outcomes and premature death;
- Second-hand smoke is a threat to the personal health of everyone, especially persons with asthma and other respiratory problems;
- Nicotine is a powerfully addictive substance;
- Tobacco use most often begins during childhood or adolescence;
- (The) younger a person starts using tobacco, the more likely he or she will be a heavy user as an adult; and
- Many young tobacco users will die an early, preventable death because of their decision to use tobacco.

Additional reasons why schools need to strongly discourage tobacco use are that:

- In Indiana, the purchase and possession of tobacco products is illegal for persons under age 18;
- Use of tobacco interferes with students' attendance and learning;
- Smoking is a fire safety issue for schools; and
- Use of spit tobacco is a health and sanitation issue.

Definition: For the purposes of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; spit tobacco, also known as smokeless, dip, chew and snuff, in any form; and all electronic nicotine delivery systems (ENDS), such as e-cigarettes and hookah pens.

2. Tobacco-Free Environments

Tobacco Use Prohibited: No student, staff member or school visitor is permitted to smoke, inhale, dip, or chew tobacco at any time, including non-school hours:

- In any building, facility or vehicle owned, leased, rented or chartered by the state/district/school;
- On school grounds, athletic grounds, or parking lots; or
- At any school-sponsored event off campus.

In addition, “pass-outs” for adults during extra-curricular events are hereby eliminated, as they only tend to encourage tobacco use on campus.

Further, no student is permitted to possess a tobacco product. The provisions of existing policies that address the use and possession of drugs shall apply to all tobacco products.

Tobacco Promotion: Tobacco promotional items, including clothing, bags, lighters, and other personal articles, are not permitted on school grounds, in school vehicles, or at school-sponsored events. Tobacco advertising is prohibited in all school-sponsored publications and at all school-sponsored events.

Closed Campus: No student may leave the school campus during breaks in the school day to use a tobacco product. School authorities shall consult with local law enforcement agencies to enforce laws that prohibit the possession of tobacco by minors within the immediate proximity of school grounds.

Notice: The superintendent/principal/other shall notify students, families, education personnel, and school visitors of the tobacco-free policy in handbooks and newsletters, on posted notices or signs at every school entrance and other appropriate locations, and by other efficient means. To the extent possible, schools and districts will make use of local media to publicize the policies and help influence community norms about tobacco use.

Enforcement: It is the responsibility of all students, employees, and visitors to enforce this policy through verbal admonition. Any tobacco product found in the possession of a minor student shall be confiscated by staff and discarded. Students and employees also may be subject to germane sanctions as determined by written school policy, including disciplinary action.

3. Assistance to Overcome Tobacco Addiction

Program Availability: The school health program shall include referrals to community resources and programs to help students and staff overcome tobacco addiction. School counselors or community agencies are encouraged to establish voluntary tobacco-use cessation programs at school.

Program Attendance: Attendance or completion of a tobacco-use cessation program shall not be mandatory for anyone or used as a penalty. Attendance or completion of a tobacco-use cessation program is allowed as a voluntary substitute to suspension for possession or use of tobacco.

**Adopted and approved by the Board of the _____ School Corporation this _____ day of _____, 2018.
This policy is effective upon adoption.**

Preventing youth from starting to smoke and using tobacco products can save lives and money and improve the future health status of our state. While the youth cigarette smoking rate has declined since 2000, the rates of use of other tobacco products have not changed as significantly. With emerging products such as electronic cigarettes, Indiana must continue to implement evidence-based strategies to prevent youth initiation. These strategies apply to combustible, noncombustible, smokeless and electronic nicotine products. Under the guidance of the Tobacco Prevention and Cessation Commission of the Indiana State Department of Health, community- and minority-based coalitions provide education, training, and technical assistance to school administrators on the importance of tobacco-free school policies, components of comprehensive policy language, policy implementation, and policy maintenance strategies. Interventions to prevent tobacco use initiation such as comprehensive tobacco-free school policies, reshape the environment so that it supports tobacco-free norms in Indiana.



Indiana State
Department of Health
Tobacco Prevention and Cessation

Glossary

Adult Obesity – Classified as an adult BMI of 30 or higher.

Adult Overweight – Classified as adult BMI between 25 and 29.9.

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.

Childhood Obesity – Classified as a BMI at or above the 95th percentile for children and teens of the same age and sex.

Childhood Overweight – Classified as BMI greater than 85th and less than 95th percentile.

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.

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

Extended School Day – The time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

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.

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

Physical Education – A planned, sequential pre-kindergarten-grade 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.

School Wellness 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.

Secondary Schools – Middle and high schools.

School Campus - Areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – The time between midnight the night before to 30 minutes after the end of the instructional day.

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.

Shared 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).

SPARK (Sport, Physical Activity, Recreation for Kids) – 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.

Triennial – Recurring every three years.

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

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