

*Welcome to*

Resources to Support Local  
School Wellness Policy  
Revision and Implementation

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# OBJECTIVES

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After attending today's webinar, participants will:

- Be able to describe USDA's proposed wellness policy regulations under the Healthy, Hunger-Free Kids Act of 2010;
- Be familiar with the new series of research briefs from CDC and BTG on local school wellness policies;
- Be able to identify resources and strategies to support the implementation of local school wellness policies.



# TODAY'S SPEAKERS

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**Erika Pijai, MS, RD** - Nutritionist, Child Nutrition Programs; USDA Food and Nutrition Service



**Jamie Chriqui, PhD, MHS** - Senior Research Scientist and Director of Policy Surveillance and Evaluation, Bridging the Gap Research Program, Institute for Health Research and Policy, University of Illinois at Chicago



**Caitlin Merlo, MPH, RD** - Health Scientist, Division of Population Health, Centers for Disease Control and Prevention



Selected slides from---

# USDA's Proposed Local School Wellness Policy Regulations under the Healthy, Hunger-Free Kids Act of 2010

**Erika Pijai, MS, RD**  
Nutritionist  
Child Nutrition Programs  
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May 16, 2014



# Law Requirements

- **2004 Child Nutrition and WIC Reauthorization Act**
  - Participating LEAs to establish LWP by SY 2006
  
- **2010 Healthy, Hunger-Free Kids Act**
  - **Section 204:** Local School Wellness Policy Implementation

# Background

- By SY 2010-2011, 99% of students in public schools were enrolled in a district that had a wellness policy in place.\*
- Variability exists in the strength and policy enforcement of local school wellness policies.\*
- The proposed rule would strengthen the requirements for the local school wellness policies and put more emphasis on policy implementation, periodic review, and updates.

\* Chriqui JF, Resnick EA, Schneider L, Schermbeck R, Adcock T, Carrion V, Chaloupka FJ., 2013

# Reviewing the Proposed Rule

- **Federal Register**

- [www.regulations.gov](http://www.regulations.gov)

- Search - “Local School Wellness Policy Implementation under the Healthy, Hunger-Free Kids Act”

- **FNS Website**

- <http://www.fns.usda.gov/school-meals/local-school-wellness-policy>





# Technical Assistance and Resources

- USDA's new "School Nutrition Environment and Wellness Resources" website
  - ▣ Local School Wellness Policy Process
  - ▣ Wellness Policy Elements
  - ▣ Healthy School Nutrition Environment
  - ▣ Samples, Stories, and Guidance
  - ▣ Research Reports
  - ▣ Grants/Funding Opportunities



<http://healthymeals.nal.usda.gov/school-wellness-resources>

# Team Nutrition: [www.TeamNutrition.usda.gov](http://www.TeamNutrition.usda.gov) Nutrition Education Resources

## Resource Library



Eat Smart  
to Play Hard

Drink milk  
at meals



# Resource:

## Healthier Middle Schools: Everyone Can Help!

**Healthier Middle Schools**  
Every principal can help.

**Lead the way, but don't go it alone.**  
In schools where healthy changes have been made successfully, a school-wide, coordinated effort worked best. That's why USDA is reaching out not only to middle school principals but to teachers, food service managers, students, and parents, as well. Working together builds school spirit, cooperation, and a stronger sense of community that can help you achieve your healthier school goals and other initiatives.

**Drive your school's performance with healthier foods and more physical activity.**  
Research shows that kids who have healthy eating patterns and get regular physical activity are more likely to perform better academically. These healthy habits may also play a role in helping kids to have:

- ✓ Greater concentration
- ✓ Better attendance
- ✓ Better classroom behavior
- ✓ Lower obesity rates
- ✓ Better self-esteem

So, it's worth your time to make healthy food choices and physical activity priorities at your school. When you do, you are also sending a signal to students, teachers, and staff that you care about their well-being.

**You don't have to start from scratch.**  
On the left, find ideas that have worked. Start small, focus on one area, and make it a priority.

**HEALTHIER MIDDLE SCHOOLS**  
**EVERY PRINCIPAL CAN HELP**

**USDA**

**TEAM NUTRITION • USDA**

- Audience-tested communications tools to engage school community in wellness efforts:
  - ▣ Teachers
  - ▣ Principals
  - ▣ Parents
  - ▣ Foodservice Managers
  - ▣ Students
- [www.TeamNutrition.usda.gov](http://www.TeamNutrition.usda.gov)

Resource:

## Team Nutrition Popular Events Idea Booklet



**Fun ways to promote nutrition and physical activity at your elementary or middle school**

- Ideas for 20 themed events, large and small
- Spotlights of real-life events at Team Nutrition schools
- Ways to team up for success

<http://teamnutrition.usda.gov>

# Follow Us!

Follow us on Twitter for new releases and information related to school wellness:



**@TeamNutrition**

# Introducing a New Series of Briefs to Support Wellness Policy Revision and Implementation

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May 16, 2014



**bridging the gap**

Research Informing Policies & Practices  
for Healthy Youth



## Brief Series Overview

- Developed by CDC and BTG to help stakeholders:
  - Strengthen existing policies
  - Implement new policies
- 7 topic areas + methods document
- Briefs include:
  - Background information
  - Data highlights
  - Expert recommendations and guidance
  - Resources from CDC, USDA, AFHK, and others



**LOCAL SCHOOL WELLNESS POLICIES**

### Where Do They Stand and What Can You Do?

Local school wellness policies (i.e., wellness policies) provide an opportunity to create and support a healthy school environment, promote student health, and reduce childhood obesity. Because they are required for all school districts participating in the Federal Child Nutrition Programs including the National School Lunch Program and the School Breakfast Program, millions of children can be reached through implementation of these policies which focus on creating supportive school nutrition and physical activity environments. Research has documented that although almost all districts have adopted a wellness policy, they lack specificity related to competitive foods as well as requirements for implementation and compliance.<sup>1</sup>

#### BACKGROUND

The *Child Nutrition and WIC Reauthorization Act of 2004*<sup>2</sup> and more recently the *Healthy, Hunger-Free Kids Act of 2010*<sup>3</sup> required that school districts participating in the Federal Child Nutrition Programs adopt, implement, and most recently report on local school wellness.

#### What Do the Experts Recommend?

The U.S. Department of Agriculture (USDA) has issued a guidance memo for State agencies and child nutrition directors to guide districts on wellness policy implementation, compliance, and reporting;<sup>4</sup> and, a USDA, U.S. Department of Education, and Centers for Disease Control and Prevention (CDC) interagency workgroup have developed a 5-year technical assistance plan to guide local efforts.<sup>5</sup> In addition, many organizations including the Institute of Medicine and the American Academy of Pediatrics, recommend that schools implement policies and practices supportive of healthy eating and physical activity (PA).<sup>6-8</sup>



#### What is this Brief About?

The following sections highlight areas where policy opportunities exist, as well as areas where policies are well established relative to the following wellness policy components: 1) nutrition education and promotion; 2) standards for competitive foods and beverages; 3) nutrition standards for school meals; 4) PA outside of physical education (PE); 5) PE; 6) stakeholder involvement; and 7) wellness policy monitoring, evaluation, and reporting. This brief summarizes the range of policy actions taken by public school districts from the 2011-2012 school year from the Bridging the Gap (BTG) study. All policies were collected and coded by BTG researchers using a standardized method based on evidence-based guidelines and recommendations from expert organizations and agencies.<sup>9-12</sup> Complete details about how these data were collected and compiled are available in the companion methods document.<sup>13</sup>



www.cdc.gov



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## Methods

### Federal wellness policy mandate

- Child Nutrition and WIC Reauthorization Act of 2004
- Healthy, Hunger-Free Kids Act of 2010

### Bridging the Gap Research Program (BTG)

- Sponsored by the Robert Wood Johnson Foundation
- Largest, ongoing nationwide evaluation of wellness policy progress and opportunities
- Methods document summarizes sample design, data collection, and analysis

**CDC and Bridging the Gap  
Local School Wellness Policy Briefs**

**METHODS**

**Background**

The Child Nutrition and WIC Reauthorization Act of 2004<sup>1</sup> and more recently the Healthy, Hunger-Free Kids Act of 2010<sup>2</sup> required all school districts participating in the federal Child Nutrition Programs (e.g., National School Lunch Program, School Breakfast Program, Special Milk Program, After-school Snack Program) to adopt and implement a local school wellness policy (i.e., wellness policy) beginning in school year 2006–2007. The wellness policies are required to include the following:

- goals for nutrition promotion and education, physical activity (PA), and other activities that support student wellness;
- nutrition guidelines for all foods and beverages available during the school day outside of school meals (i.e., competitive foods);
- requirements to allow stakeholder involvement in policy development, implementation, and reporting and to update the consistency on policy content and implementation efforts; and
- a provision to designate officials responsible for ensuring compliance.

Since the beginning of the wellness policy mandate, the Robert Wood Johnson Foundation-funded Bridging the Gap (BTG) program at the University of Illinois at Chicago (UIC) has been conducting the largest, ongoing evaluation of the strength, comprehensiveness, and content of the comprehensively surveyed district wellness policies and all associated state-confirmed statutory and administrative laws. BTG's wellness policy work is nationally recognized as the primary source of information on the current status of and trends in wellness policy progress. BTG provides the only nationally representative data on wellness policy progress and opportunities annually since the mandate took effect at the beginning of school year 2006–2007 along with the associated state laws.

**Sample Design**

The sample frame for this study was based on the National Center for Education Statistics' Current Contents of Data (CCD) which lists all school districts in the U.S. The CCD includes both public and private school districts; for this study, only public schools were considered.<sup>3</sup> The data presented in the companion briefs were based on data from school year 2011–2012. For sampling purposes, the 2009–2010 CCD was used. Districts were sampled by using probability proportional to size of student enrollment (PPS) sampling methodology to ensure a nationally representative sample of districts for which references could be made at each school level—elementary, middle, and high school levels. The samples were compiled by BTG by the Survey Research Operations Department at the Institute for Social Research (ISR) at the University of Michigan.

**Policy Collection**

Both district policies and state laws effective as of the beginning of school year 2011–2012 were compiled for this study. The day after Labor Day (i.e., September 5, 2011) was used as a proxy for the beginning of the school year.

At the district level, BTG researchers obtained hard copies of written wellness policies from public school districts via Internet research and direct communication with the districts. The school year 2011–2012 study included a nationally representative sample of 600 districts. A 95.5% policy collection rate was achieved (i.e., 588 districts). All data were weighted by ISR to account for nonresponding districts and to enable inferences about the proportion of public school districts nationwide with a given policy.

For the purposes of this study, **WELLNESS POLICY** was defined to include the following: a) the actual district wellness policy; b) the associated administrative policies, including implementation, regulations, rules, procedures, or

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See More Information at:

[http://www.bridgingthegapresearch.org/research/district\\_wellness\\_policies/](http://www.bridgingthegapresearch.org/research/district_wellness_policies/)



- Broad topic areas
- Extensive data
- Topic areas:
  1. Local wellness policy components overview
  2. PE/PA
  3. School nutrition environment



**STRATEGIES FOR**

## Creating Supportive School Nutrition Environments

Good nutrition is vital to optimal health.<sup>1</sup> The school environment plays a fundamental role in shaping lifelong healthy behavior and can have a powerful influence on students' eating habits. A supportive school nutrition environment includes multiple elements: access to healthy and appealing foods and beverages available to students in school meals, vending machines, school stores, à la carte lines in the cafeteria, fundraisers, and classroom parties; consistent messages about food and healthy eating; and the opportunities students have to learn about healthy eating. Improving the school nutrition environment has the potential to improve students' physical health and academic achievement.<sup>2</sup>

### BACKGROUND

The *Child Nutrition and WIC Reauthorization Act of 2004*<sup>3</sup> and more recently the *Healthy Hunger-Free Kids Act of 2010*<sup>4</sup> required that school districts have a wellness policy that includes nutrition guidelines for all foods and beverages available during the school day, as well as goals for nutrition promotion and nutrition education.

#### What Do the Experts Recommend?

In addition to the federal local wellness policy requirement, several national organizations, such as the Centers for Disease Control and Prevention, Institute of Medicine, and American Academy of Pediatrics, have made recommendations for schools to implement policies and practices that support healthy eating. These recommendations include ensuring that all foods available during the school day are healthy and appealing; limiting students' exposure to marketing for low-nutrient, high-calorie foods; implementing Farm to School programs; and providing nutrition education.<sup>5,6,7,8</sup>

#### What is this Brief About?

School districts nationwide have taken a variety of steps to create supportive nutrition environments through policy change. The following discussion highlights areas where policy opportunities exist, as well as areas where policies are well-established relative to the following topics: 1) nutrition standards for competitive foods and beverages (i.e., items sold or served outside the school meal programs); 2) marketing and promotion of foods and beverages at school; 3) access to free drinking water; 4) nutrition education for students; 5) Farm to School programs and school gardens; 6) nutrition-related training for school personnel; and 7) strategies to increase participation in school meals. This brief summarizes the range of policy actions taken by public school districts from a nationally representative sample of district wellness policies from the 2011-2012 school year, from the Bridging the Gap (BTG) study. All policies were collected and coded by BTG researchers using a standardized method based on evidence-based guidelines and recommendations from expert organizations and agencies.<sup>9,10</sup> Complete details about how these data were collected and compiled are available in the companion methods documentation.<sup>11</sup>

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# CDC and Bridging the Gap Local School Wellness Policy Fact Sheets

- Supplement briefs by focusing on narrow policy areas
- Data not as robust
- Presents data that IS available
- Topic areas:
  1. School recess
  2. Marketing and promotion
  3. Weight status measurement
  4. Water



## Improving Access to Drinking Water in Schools

Water consumption is important for students' cognition, dental health, and physical health.\*\* The availability and promotion of free water during the school day has been shown to increase water consumption,\*\* and may prevent school children from being overweight.\*

The Institute of Medicine recommends making free, potable water available as a means to decrease sugar-sweetened beverage consumption by children and adolescents.\* National organizations, including the American Society for Nutrition, recommend that districts provide students with access to free drinking water throughout the school day.\*\* Furthermore, the United States Department of Agriculture (USDA) requires that schools participating in the National School Lunch Program make free, potable water available during meals in places where meals are served. Schools must also make drinking water available during the School Breakfast Program when breakfast is served in the cafeteria.\*

This brief highlights areas where local school wellness policies (i.e., wellness policies) address water accessibility and where policy opportunities exist. It summarizes policy actions taken by public school districts from 2011-2012 school year from the Bridging the Gap (BTG) study. All policies were collected and coded by BTG researchers using a standardized method based on evidence-based guidelines and recommendations from expert organizations and agencies.\*\* Complete details about how these data were collected and compiled are available in the companion methods documentation.\*

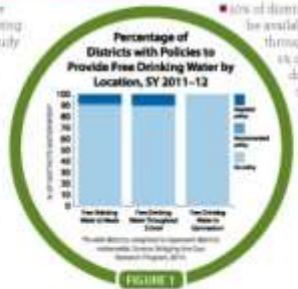
### WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?

Wellness policies addressed water accessibility in schools (Figure 1). During the 2011-2012 school year, the BTG study found that:

- Only 3% of districts required that free drinking water be available in places where meals are served, and approximately 2% of districts recommended free drinking water be available where meals are served.
- Approximately 90% of school districts do not have a policy for access to free water on the school campus.

• 40% of districts required that free drinking water be available throughout the school day and throughout the school campus. Less than 1% of districts recommended that free drinking water be available throughout the day on school campus.

- No districts required or recommended that free drinking water be available in the gymnasium.



Location	Required (%)	Recommended (%)	No Policy (%)
Free Drinking Water on Campus	~1	~2	~97
Free Drinking Water Throughout School	~40	~0	~60
Free Drinking Water Throughout Day	~0	~1	~99

**FIGURE 1**

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# A Closer Look: Navigating the Local School Wellness Policy Briefs



## Where Do They Stand and What Can You Do?

**BACKGROUND**

**What Do the Experts Recommend?**

**What to Take Away?**

**CDC bridging the gap**



## Supporting Quality Physical Education and Physical Activity in Schools

**BACKGROUND**

**What Do the Experts Recommend?**

**What to Take Away?**

**CDC bridging the gap**



## Creating Supportive School Nutrition Environments

**BACKGROUND**

**What Do the Experts Recommend?**

**What to Take Away?**

**CDC bridging the gap**




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Research Informing Policies & Practices  
for Healthy Youth

# Background

- Reference to current literature
- Expert recommendations
- Overview of brief



STRATEGIES FOR

## Creating Supportive School Nutrition Environments

Good nutrition is vital to optimal health.<sup>1</sup> The school environment plays a fundamental role in shaping lifelong healthy behavior and can have a powerful influence on students' eating habits. A supportive school nutrition environment includes multiple elements: access to healthy and appealing foods and beverages available to students in school meals, vending machines, school stores, à la carte lines in the cafeteria, fundraisers, and classroom parties; consistent messages about food and healthy eating; and the opportunities students have to learn about healthy eating. Improving the school nutrition environment has the potential to improve students' physical health and academic achievement.<sup>2\*</sup>

### BACKGROUND

The *Child Nutrition and WIC Reauthorization Act of 2004*<sup>3</sup> and more recently the *Healthy, Hunger-Free Kids Act of 2010*,<sup>4</sup> required that school districts have a wellness policy that includes nutrition guidelines for all foods and beverages available during the school day, as well as goals for nutrition promotion and nutrition education.

#### What Do the Experts Recommend?

In addition to the federal local wellness policy requirement, several national organizations, such as the Centers for Disease Control and Prevention, Institute of Medicine, and American Academy of Pediatrics, have made recommendations for schools to implement policies and practices that support healthy eating. These recommendations include ensuring that all foods available during the school day are healthy and appealing, limiting students' exposure to marketing for low nutrient, high calorie foods, implementing Farm to School programs, and providing nutrition education.<sup>5,6,7,8</sup>

#### What is this Brief About?

School districts nationwide have taken a variety of steps to create supportive nutrition environments through policy change. The following discussion highlights areas where policy opportunities exist, as well as areas where policies are well-established relative to the following topics: 1) nutrition standards for competitive foods and beverages (i.e., items sold or served outside the school meal program); 2) marketing and promotion of foods and beverages at school; 3) access to free drinking water; 4) nutrition education for students; 5) Farm to School programs and school gardens; 6) nutrition related training for school personnel; and 7) strategies to increase participation in school meals. This brief summarizes the range of policy actions taken by public school districts from a nationally representative sample of district wellness policies from the 2011-2012 school year, from the Bridging the Gap (BTG) study. All policies were collected and coded by BTG researchers using a standardized method based on evidence-based guidelines and recommendations from expert organizations and agencies.<sup>9,10</sup> Complete details about how these data were collected and compiled are available in the companion methods documentation.<sup>11</sup>

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# Data

- BTG data related to the given topic area (e.g., school nutrition environment) for the 2011-2012 SY

### WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?

#### Nutrition Standards for Competitive Foods and Beverages

Competitive food and beverage policy provisions varied by location of sale within the school, specific nutrient restrictions, and grade level. During the 2011-2012 school year, the BTG study found that:

- The most common restrictions regarding competitive foods were for vending machines, followed by school stores and à la carte items in the cafeteria. Few districts had policy restrictions regarding class parties (Figure 1).
- The data showed that the highest percentage of policies included requirements for limiting fats in foods, and the smallest percentage of policies included requirements for limits on sodium. Similarly, Figure 2 shows that content was restricted by the wellness policy in more locations, whereas sodium was restricted in fewer locations. This requirement for all school levels.
- Policy provisions on soda sales were widespread in more locations; fewer districts had policy provisions that prohibited the sale of other sugar-sweetened beverages or high-fat milk (Figure 3).
- Use of food as a reward for good behavior or academic achievement is common in elementary schools.<sup>14</sup> The current BTG study found that only 30% of districts prohibit using food as a reward.

#### Access to Free Drinking Water on School Campuses

Identifying and promoting drinking water throughout the day gives students an alternative to sugar-sweetened beverages. During the 2011-2012 school year:

- Only 20% of districts required free access to drinking water throughout the school day.
- Just 9% of districts required free access to drinking water during school meals.

#### Marketing and Promotion of Foods and Beverages

The ways in which foods and beverages are marketed and promoted can affect students' eating behaviors.<sup>15</sup> During the 2011-2012 school year:

- 6% of districts prohibited all forms of advertising and promotion of unhealthy choices (e.g., prohibiting soft drink logos on school materials or property).
- 2% of districts prohibited marketing of unhealthy items or used strategies to encourage healthy choices (e.g., priced nutritious foods and beverages at a lower

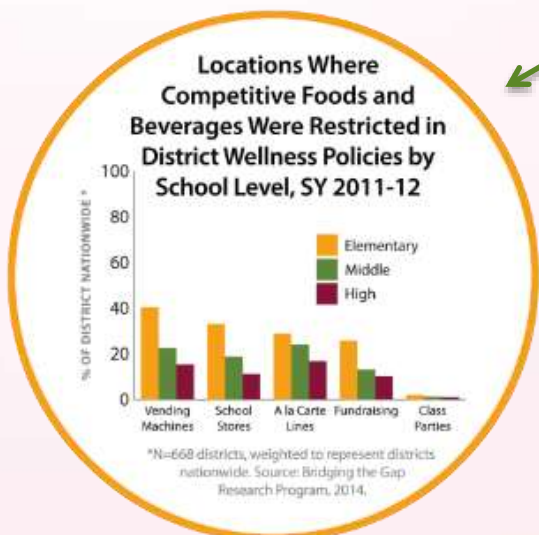
#### Nutrition Education for Students

Schools can provide nutrition education and engage in nutrition promotion as part of the local health education curriculum. During the 2011-2012 school year:

- Slightly more than one-half (52%) of districts required skill-based nutrition education.
- Only 30% of districts required a nutrition education curriculum be provided for each grade level.
- Less than 1% of districts policies required a specific number of nutrition education courses or contact hours.

#### Farm to School Programs and School Gardens

Farm to School programs and school gardens connect schools and local farms with the objective of serving locally produced



■ Slightly more than one-half (52%) of districts required skill-based nutrition education.

## Recommendations

1. For states
2. For school districts and schools

■ Educate districts and relevant state groups on elements of a healthy school nutrition environment including nutrition standards that meet or exceed the United States Department of Agriculture's (USDA) "Smart Snacks in School" nutrition standards for all foods sold in school.

■ Make the district wellness policy and nutrition standards publicly available to parents and other stakeholders (e.g., district Web site), and involve them in reviewing and revising these policies.

### WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN? (continued)

#### Nutrition-Related Training for School Personnel

Properly trained staff at all levels are essential for creating a supportive school nutrition environment.<sup>18</sup> Professional development may include teaching district staff how to implement an age-appropriate nutrition education curriculum, integrate nutrition topics into the overall curriculum, as well as training food service staff to prepare or serve healthy and appealing school meals. During the 2011-2012 school year:

- 70% of districts required nutrition education, training or professional development for all district staff.
- 70% of districts required nutrition education, training or professional development for food service staff.

#### Policy Strategies to Increase Participation in School Meals

Districts can implement a variety of strategies (including scheduling recess before lunch at the elementary school level, instituting closed-campus policies at the secondary level (i.e., students cannot leave campus for lunch), providing adequate time to eat meals (10 minutes per day for breakfast and 20 minutes per day for lunch), and offering grab-and-go breakfast. In addition, districts can engage students and other stakeholders in the decision-making process through taste-testing of new foods and satisfaction surveys to improve school meal participation. Figure 4 illustrates the strategies required during the 2011-2012 school year.

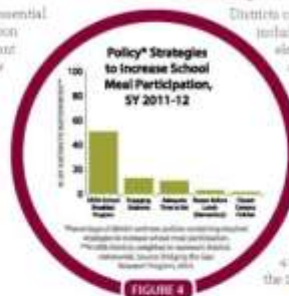


FIGURE 4

### Supporting the School Nutrition Environment

#### What Can You Do?

The following evidence-based strategies and expert recommendations provide a sample of policies and practices that could be implemented locally.<sup>12,13</sup> See the Resources section at the end for links to documents and Web sites that provide additional information.

#### STATES

- Provide training and technical assistance to districts on revising district wellness policies to align with national recommendations.
- Assist districts with monitoring and reporting on the implementation of district wellness policies.
- Educate districts and relevant state groups on elements of a healthy school nutrition environment including nutrition standards that meet or exceed the United States Department

- of Health's (HHS) *Let's Move!* guidelines for healthy meals (e.g., slices, sections, and wash-to-cook) to prepare and store fruits and vegetables.
- Provide nutrition training and professional development opportunities for district and food service staff.
- Support standards-based nutrition education for districts and schools.

#### SCHOOL DISTRICTS AND SCHOOLS

- Create a school health council that includes district and community stakeholders to assess, implement, monitor, and evaluate the district wellness policy.
- Review and revise the district wellness policy to align with national recommendations, and assist schools with implementing the policy.
- Implement strong nutrition standards that meet or exceed the USDA "Smart Snacks in School" written standards for all foods sold in school.

- Make the district wellness policy and nutrition standards publicly available to parents and other stakeholders (e.g., district Web site), and involve them in reviewing and revising these policies.
- Prohibit marketing of unhealthful items, and promote more healthful items.
- Encourage school staff to model healthy eating behaviors.
- Link nutrition education activities with State Health Education Frameworks or Standards.
- Provide nutrition training and professional development opportunities for all school staff.
- Provide parents with nutrition education materials.
- Adopt strategies to improve school meal participation rates, including ensuring adequate time for students to eat meals, incorporating alternative breakfast options, and conducting taste tests.
- Ensure that all students have access to free drinking water during the school day.

# Resources & References

## Resources from

- CDC
- USDA
- AFHK
- And others

## References to literature

RESOURCES

- Centers for Disease Control and Prevention. Healthy Youth! Nutrition, Physical Activity and Obesity. <http://www.cdc.gov/healthyouth/hsa/>.
- USDA Healthy Meals Resource System. School Nutrition Environment and Wellness Resources. <http://healthymeads.nal.usda.gov/school-wellness-resources>.
- USDA Food and Nutrition Service. Local School Wellness Policies. <http://www.fns.usda.gov/local-school-wellness-policy>.
- USDA Food and Nutrition Service. Smart Snacks in School. <http://www.fns.usda.gov/school-meals/smart-snacks-schools>.
- USDA Team Nutrition. <http://www.teamnutrition.usda.gov/>.

- USDA Farm to School. <http://www.fns.usda.gov/farmtoschool>.
- National Food Service Management Institute. <http://www.nfsmi.org/>.
- Let's Move. Schools Take Action: 5 Simple Steps to Success. [http://www.letsmove.gov/sites/default/files/pdfs/TAA\\_ACTION\\_SCHOOL5.pdf](http://www.letsmove.gov/sites/default/files/pdfs/TAA_ACTION_SCHOOL5.pdf).
- Bridging the Gap Research. School district wellness policy-related reports and materials. [http://www.bridgingthegapresearch.org/research/district\\_wellness\\_policies](http://www.bridgingthegapresearch.org/research/district_wellness_policies).



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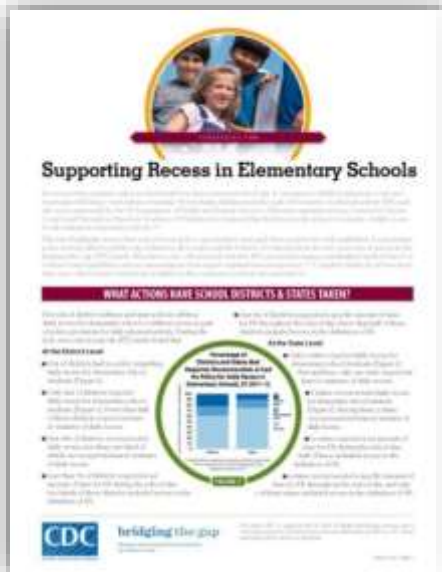
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Reprinted content: Centers for Disease Control and Prevention and Bridging the Gap Research Program. Public Strategies for Creating Supportive School Nutrition Environments. Atlanta, GA, U.S. Department of Health and Human Services, 2014.

Public Strategies for Creating Supportive School Nutrition Environments January 2014 | Page 4

# A Closer Look: Navigating the Local School Wellness Policy Fact Sheets



**Supporting Recess in Elementary Schools**

**WHAT ACTIONS HAVE SCHOOL DISTRICTS & STATES TAKEN?**

**Percentage of Elementary Schools Reporting Implementation of at Least One Action to Support Recess (2011-12)**

State	Percentage
Alabama	~10%
Arkansas	~10%
California	~10%
Colorado	~10%
Connecticut	~10%
Delaware	~10%
District of Columbia	~10%
Florida	~10%
Georgia	~10%
Idaho	~10%
Illinois	~10%
Indiana	~10%
Iowa	~10%
Kansas	~10%
Kentucky	~10%
Louisiana	~10%
Maine	~10%
Maryland	~10%
Massachusetts	~10%
Michigan	~10%
Minnesota	~10%
Mississippi	~10%
Missouri	~10%
Montana	~10%
Nebraska	~10%
Nevada	~10%
New Hampshire	~10%
New Jersey	~10%
New Mexico	~10%
New York	~10%
North Carolina	~10%
North Dakota	~10%
Ohio	~10%
Oklahoma	~10%
Oregon	~10%
Pennsylvania	~10%
Rhode Island	~10%
South Carolina	~10%
South Dakota	~10%
Tennessee	~10%
Texas	~10%
Utah	~10%
Vermont	~10%
Virginia	~10%
Washington	~10%
West Virginia	~10%
Wisconsin	~10%
Wyoming	~10%

**CDC bridging the gap**



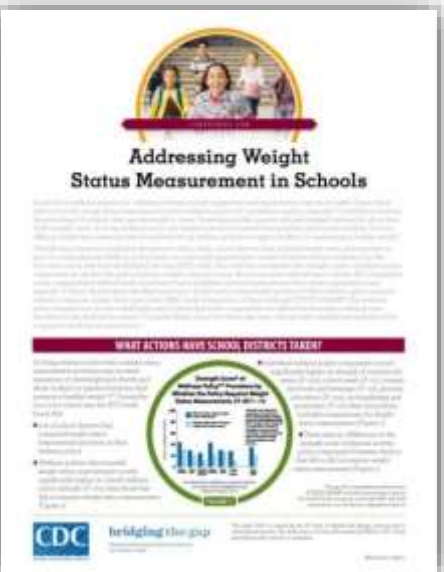
**Marketing and Promotion of Foods and Beverages at School**

**WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?**

**Number of Schools Reporting Implementation of at Least One Action to Reduce Marketing and Promotion of Foods and Beverages at School (2011-12)**

State	Number of Schools
Alabama	~10
Arkansas	~10
California	~10
Colorado	~10
Connecticut	~10
Delaware	~10
District of Columbia	~10
Florida	~10
Georgia	~10
Idaho	~10
Illinois	~10
Indiana	~10
Iowa	~10
Kansas	~10
Kentucky	~10
Louisiana	~10
Maine	~10
Maryland	~10
Massachusetts	~10
Michigan	~10
Minnesota	~10
Mississippi	~10
Missouri	~10
Montana	~10
Nebraska	~10
Nevada	~10
New Hampshire	~10
New Jersey	~10
New Mexico	~10
New York	~10
North Carolina	~10
North Dakota	~10
Ohio	~10
Oklahoma	~10
Oregon	~10
Pennsylvania	~10
Rhode Island	~10
South Carolina	~10
South Dakota	~10
Tennessee	~10
Texas	~10
Utah	~10
Vermont	~10
Virginia	~10
Washington	~10
West Virginia	~10
Wisconsin	~10
Wyoming	~10

**CDC bridging the gap**



**Addressing Weight Status Measurement in Schools**

**WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?**

**Percentage of Schools Reporting Implementation of at Least One Action to Address Weight Status Measurement (2011-12)**

State	Percentage
Alabama	~10%
Arkansas	~10%
California	~10%
Colorado	~10%
Connecticut	~10%
Delaware	~10%
District of Columbia	~10%
Florida	~10%
Georgia	~10%
Idaho	~10%
Illinois	~10%
Indiana	~10%
Iowa	~10%
Kansas	~10%
Kentucky	~10%
Louisiana	~10%
Maine	~10%
Maryland	~10%
Massachusetts	~10%
Michigan	~10%
Minnesota	~10%
Mississippi	~10%
Missouri	~10%
Montana	~10%
Nebraska	~10%
Nevada	~10%
New Hampshire	~10%
New Jersey	~10%
New Mexico	~10%
New York	~10%
North Carolina	~10%
North Dakota	~10%
Ohio	~10%
Oklahoma	~10%
Oregon	~10%
Pennsylvania	~10%
Rhode Island	~10%
South Carolina	~10%
South Dakota	~10%
Tennessee	~10%
Texas	~10%
Utah	~10%
Vermont	~10%
Virginia	~10%
Washington	~10%
West Virginia	~10%
Wisconsin	~10%
Wyoming	~10%

**CDC bridging the gap**



**Improving Access to Drinking Water in Schools**

**WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?**

**Percentage of Schools Reporting Implementation of at Least One Action to Improve Access to Drinking Water (2011-12)**

State	Percentage
Alabama	~10%
Arkansas	~10%
California	~10%
Colorado	~10%
Connecticut	~10%
Delaware	~10%
District of Columbia	~10%
Florida	~10%
Georgia	~10%
Idaho	~10%
Illinois	~10%
Indiana	~10%
Iowa	~10%
Kansas	~10%
Kentucky	~10%
Louisiana	~10%
Maine	~10%
Maryland	~10%
Massachusetts	~10%
Michigan	~10%
Minnesota	~10%
Mississippi	~10%
Missouri	~10%
Montana	~10%
Nebraska	~10%
Nevada	~10%
New Hampshire	~10%
New Jersey	~10%
New Mexico	~10%
New York	~10%
North Carolina	~10%
North Dakota	~10%
Ohio	~10%
Oklahoma	~10%
Oregon	~10%
Pennsylvania	~10%
Rhode Island	~10%
South Carolina	~10%
South Dakota	~10%
Tennessee	~10%
Texas	~10%
Utah	~10%
Vermont	~10%
Virginia	~10%
Washington	~10%
West Virginia	~10%
Wisconsin	~10%
Wyoming	~10%

**CDC bridging the gap**



**bridging the gap**

Research Informing Policies & Practices for Healthy Youth



## Background and Data

### Background

- Impact on health
- Expert recommendations
- Fact sheet overview

### Data

- Data we DO have
- Data presented as
  - Statistical facts
  - Figures



## Supporting Recess in Elementary Schools

Recess provides students with a needed break from their structured school day. It can improve children's physical, social, and emotional well-being,<sup>1,2</sup> and enhance learning.<sup>3</sup> Recess helps children meet the goal of 60 minutes of physical activity (PA) each day, as recommended by the US Department of Health and Human Services.<sup>4</sup> National organizations (eg, Centers for Disease Control and Prevention, American Academy of Pediatrics)<sup>5</sup> recommend that districts provide at least 20 minutes of daily recess for all students in elementary schools.<sup>6,7</sup>

This brief highlights areas where school recess policy opportunities exist, and where policies are well established. It summarizes policy actions taken by public school districts, all 50 states and the District of Columbia from the 2011-2012 school year, from the Bridging the Gap (BTG) study. All policies were collected and coded by BTG researchers using a standardized method based on evidence-based guidelines and recommendations from expert organizations and agencies.<sup>8,9</sup> Complete details about how these data were collected and compiled are available in the companion methods documentation.<sup>10</sup>

### WHAT ACTIONS HAVE SCHOOL DISTRICTS & STATES TAKEN?

The school district wellness and state policies address daily recess for elementary school or address recess as part of policy provisions for daily physical activity. During the 2011-2012 school year, the BTG study found that:

#### At the District Level:

- 65% of districts had no policy regarding daily recess for elementary school students (Figure 1).
- Only 32% of districts required daily recess for elementary school students (Figure 1). Fewer than half of these districts required at least 20 minutes of daily recess.
- Just 39% of districts recommended daily recess, less than one-third of which structured at least 20 minutes of daily recess.
- Less than 7% of districts required a set amount of time for PA during the school day; two-thirds of these districts included recess in the definition of PA.

- Just 3% of districts suggested a specific amount of time for PA throughout the school day, fewer than half of these districts included recess in the definition of PA.

#### At the State Level:

- Only 5 states required daily recess for elementary school students (Figure 1). Among these, only one state required at least 20 minutes of daily recess.
- 0 states recommended daily recess for elementary school students (Figure 1). Among these, 2 states recommended at least 20 minutes of daily recess.
- 20 states required a set amount of time for PA during the school day, half of these included recess in the definition of PA.
- 4 states recommended a specific amount of time for PA throughout the school day, and only 1 of these states included recess in the definition of PA.

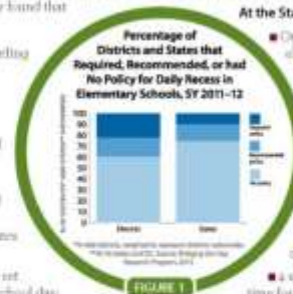


FIGURE 1



bridging the gap  
Research Advancing Science & Practice  
for Healthy Equity

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Recess in Schools | Page 1

• Expert recommendations

• For states - e.g.,

■ Develop and adopt daily recess policies, and monitor district and school implementation.

• For school districts and schools – e.g.,

■ Offer daily recess for elementary school students in addition to PE.

• Resources for stakeholders

• References

**ENCOURAGING DAILY RECESS**

**What Can You Do?**

- align with national recess recommendations and assist schools with implementing the policy.
- Make the district wellness policy available to parents and other stakeholders (e.g., district website).
- Involve parents and other stakeholders in reviewing and revising district wellness and recess policies.
- Offer daily recess for elementary school students in addition to PE.
- Maintain safe and age-appropriate equipment for students to use during recess.
- Ensure that well-trained supervision are present during recess.

**STATES**

- Develop and adopt daily recess policies and monitor district and school implementation.
- Provide districts with training and technical assistance for revising district wellness and recess policies that align with national recommendations.

**SCHOOL DISTRICTS AND SCHOOLS**

- Work with districts to upgrade and maintain PA equipment, sports fields, courts, and playgrounds that are used for recess.
- Assist districts with monitoring and reporting on the implementation of district wellness policies.
- Create a school health council that includes district and community stakeholders to implement, monitor, and evaluate activities that align with wellness policy goals.
- Review and revise the district wellness policy to

**RESOURCES**

- U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans. Midcourse Report: Strategies to Increase Physical Activity among Youth. <http://www.health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf>
- USDA Food and Nutrition Service. Local School Wellness Policy. <http://www.fns.usda.gov/tr/local-school-wellness-policy>
- USDA Healthy Meals Resource System: School Nutrition Environment and Wellness Resources. <http://healthymeals.maf.usda.gov/school-wellness-resources>
- National Association for Sport and Physical Education. Position Statement: Recess for Elementary School Students. [http://www.naspe.org/assets/statement/updates/Recess\\_for\\_Elementary\\_School\\_Students\\_2006.pdf](http://www.naspe.org/assets/statement/updates/Recess_for_Elementary_School_Students_2006.pdf)
- International Play Association. Promotion Recess. <http://www.iaaonline.org/promotingrecess.html>
- Let's Move! Schools Take Action: 5 Simple Steps to Success. [http://www.letsmove.gov/sites/default/files/pdfs/TAKE\\_ACTION\\_SCHOOLS.pdf](http://www.letsmove.gov/sites/default/files/pdfs/TAKE_ACTION_SCHOOLS.pdf)
- American Academy of Pediatrics. Policy Statement: The Crucial Role of Recess in School. <http://pediatrics.aappublications.org/content/124/3/e11.full.pdf>
- Bridging the Gap Research. School district wellness policy-related reports and materials. [http://www.bridgingthegapresearch.org/research/school\\_wellness\\_policies](http://www.bridgingthegapresearch.org/research/school_wellness_policies)

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- Institute of Medicine. Nutrition: Standards for Foods in Schools: Leading the Way toward Healthier Youth. Washington, DC: The National Academies Press; 2010.
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## Next Steps

- Briefs and fact sheets forthcoming on the CDC and BTG websites:

([http://www.bridgingthegapresearch.org/research/district\\_wellness\\_policies/](http://www.bridgingthegapresearch.org/research/district_wellness_policies/))

(<http://www.cdc.gov/healthyouth/npao/wellness.htm>)

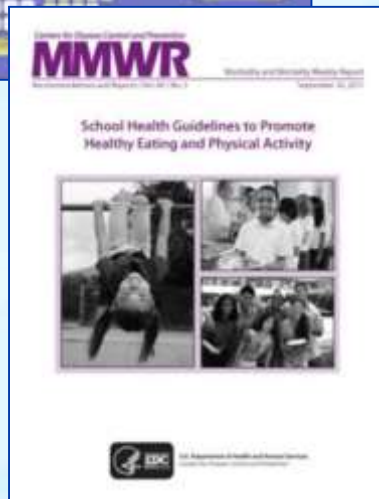
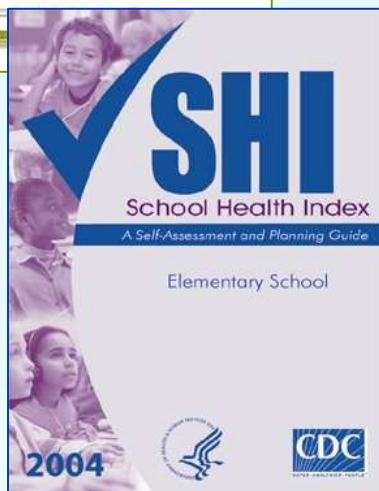
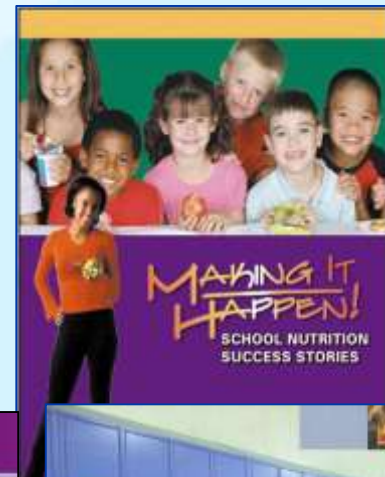
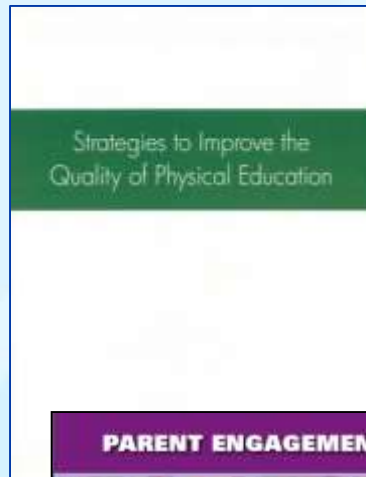
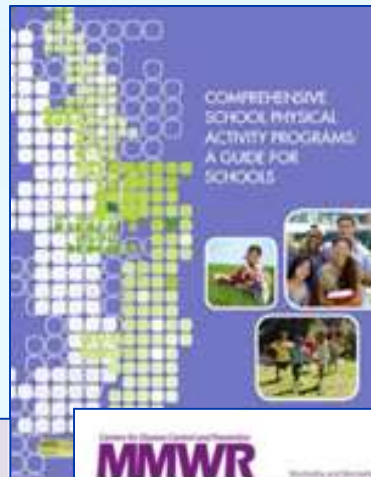
- PowerPoint presentation
- Updates with 2012-2013 SY data



# Using the Briefs to Support Implementation of Local School Wellness Policies (LWP)

- ❑ **Learn** where LWPs are well established and where opportunities exist
- ❑ **Review** national recommendations related to LWP components
- ❑ **Inform** training and technical assistance
- ❑ **Identify** action steps at the state and local levels
- ❑ **Find** additional tools and resources

# CDC Resources to Support Implementation of Local School Wellness Policies



[www.cdc.gov/healthyyouth/npao/publications.htm](http://www.cdc.gov/healthyyouth/npao/publications.htm)



# Other LWP Resources

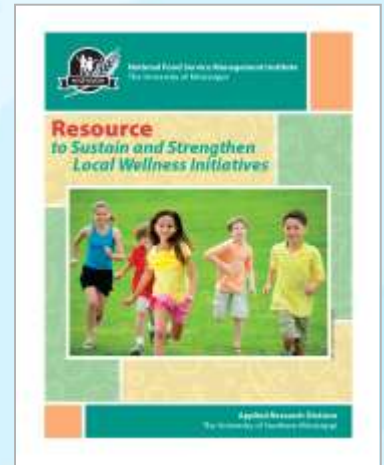


**Action for Healthy Kids  
Wellness Policy Tool**

# WellSAT:

Wellness School Assessment Tool.

[wellsat.org](http://wellsat.org)



**National Food Service  
Management Institute**



[www.letsmove.gov](http://www.letsmove.gov)



[www.health.gov/paguidelines](http://www.health.gov/paguidelines)

**bridging the gap**

Research Informing Policies & Practices  
for Healthy Youth

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



<http://changelabsolutions.org>



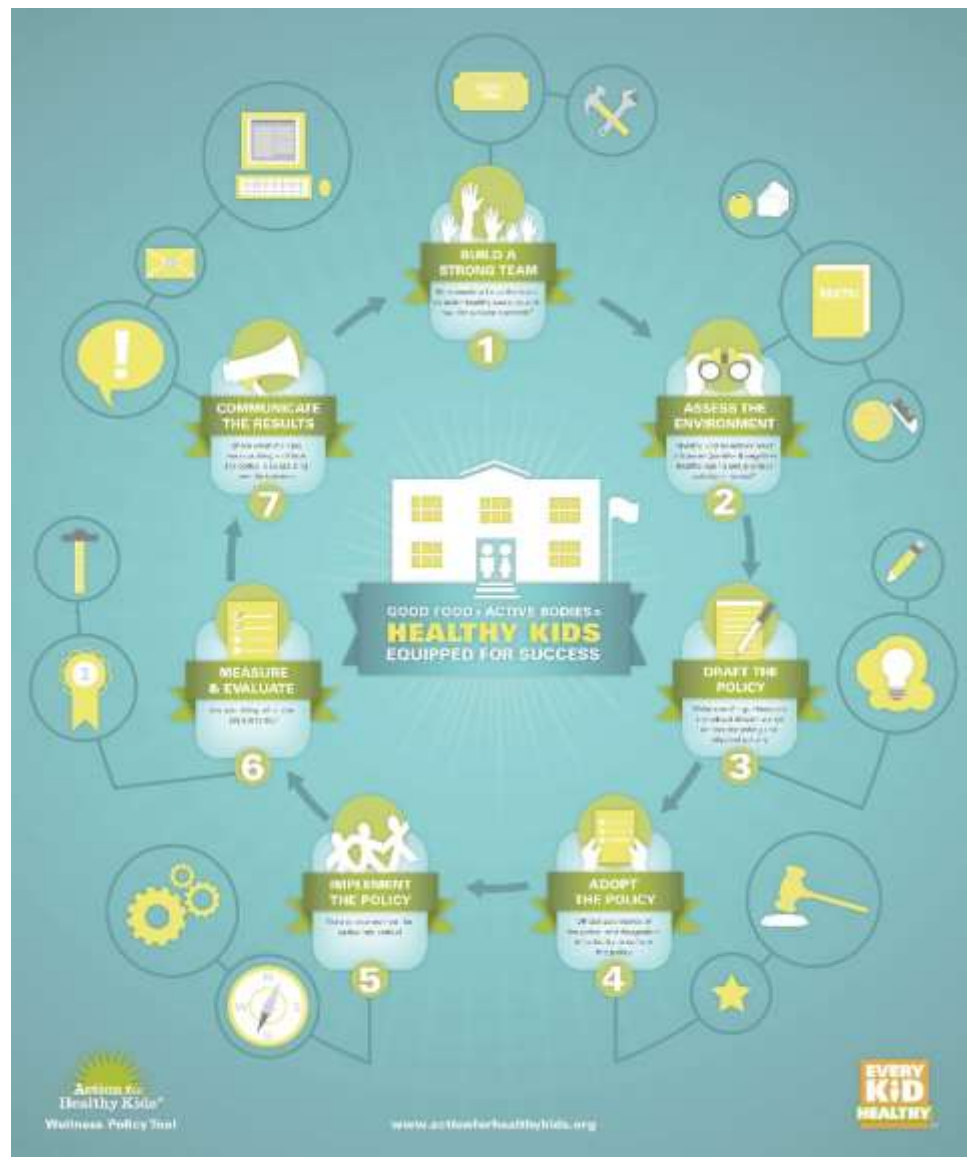
[www.fns.usda.gov/tn/team-nutrition](http://www.fns.usda.gov/tn/team-nutrition)



health. moves. minds.

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

# AFHK Wellness Policy Tool



# RESOURCES

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- [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- [www.cdc.gov/healthyouth/npao/index.htm](http://www.cdc.gov/healthyouth/npao/index.htm)
- [www.fns.usda.gov/tn/Healthy/wellnesspolicy.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html)
- [www.fns.usda.gov/sites/default/files/LWPproprulesummary.pdf](http://www.fns.usda.gov/sites/default/files/LWPproprulesummary.pdf)
- <http://healthymeals.nal.usda.gov/school-wellness-resources>
- [www.bridgingthegapresearch.org/research/district\\_wellness\\_policies](http://www.bridgingthegapresearch.org/research/district_wellness_policies)



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**THANK YOU**  
**for attending**

Additional information will be  
available at

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