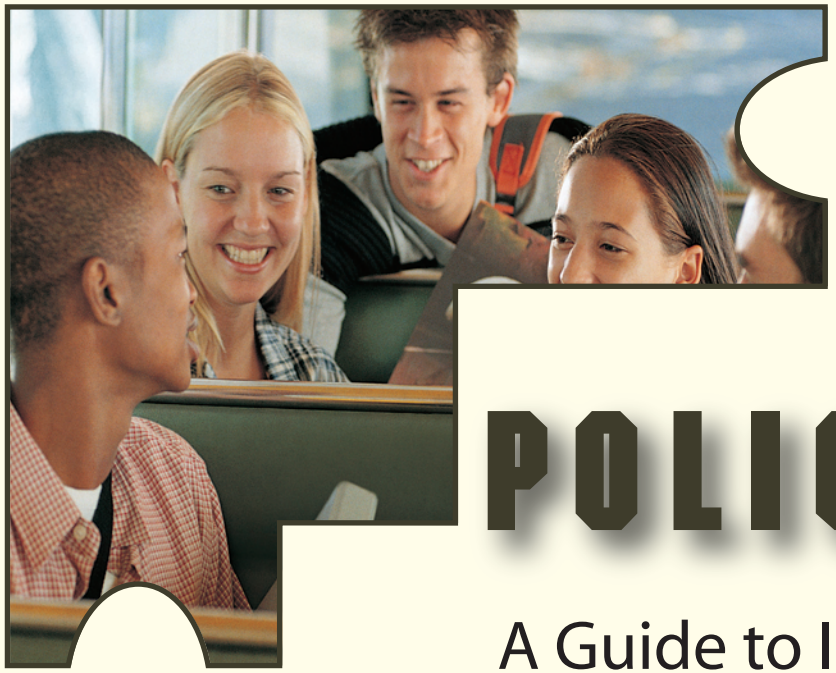


POLICY IN ACTION

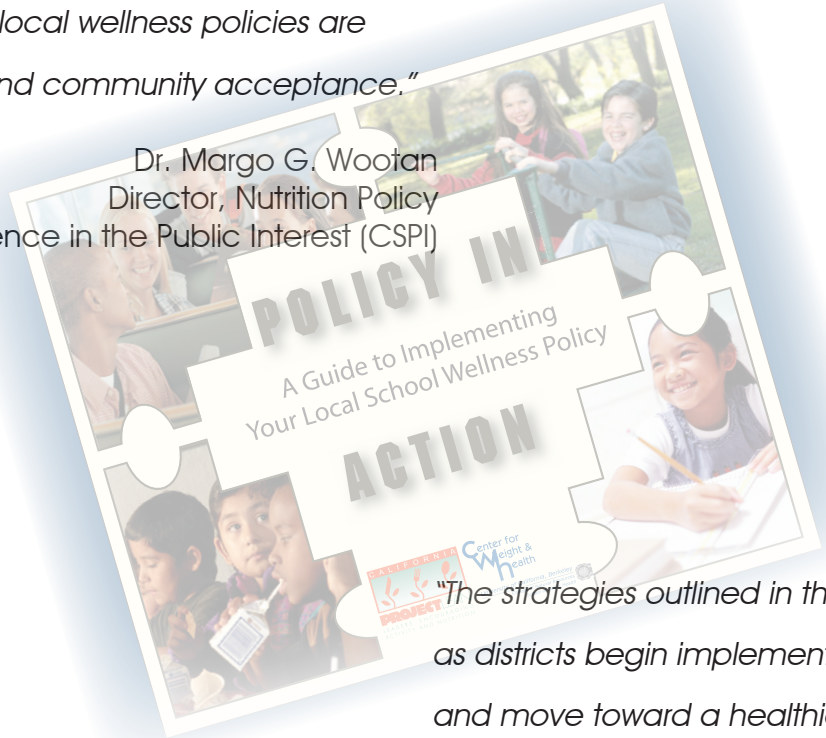
A Guide to Implementing Your Local School Wellness Policy

CALIFORNIA PROJECT LEAN
LEADERS ENCOURAGING ACTIVITY AND NUTRITION

Center for Weight & Health
University of California, Berkeley
College of Natural Resources
School of Public Health

"Terrific! I strongly recommend this step-by-step guide to help improve nutrition and physical activity in schools in a way that is financially viable and accepted by students and parents. Even with strong national or state standards, local wellness policies are essential to ensuring implementation and community acceptance."

Dr. Margo G. Wootan
Director, Nutrition Policy
Center for Science in the Public Interest (CSPI)



"The strategies outlined in this resource will prove to be invaluable as districts begin implementing their student wellness policies and move toward a healthier school environment."

Martin Gonzalez
Assistant Executive Director, Governance and Policy Services
California School Boards Association

California Project LEAN

California Project LEAN (Leaders Encouraging Activity and Nutrition), a joint program of the California Department of Health Services and the Public Health Institute, focuses on youth empowerment, policy and environmental change strategies, and community-based solutions. Project LEAN's mission is to increase healthy eating and physical activity to reduce the prevalence of obesity and chronic diseases such as heart disease, cancer, stroke, osteoporosis, and diabetes.

Since 1994, Project LEAN has worked to improve the nutrition and physical activity environment in California high schools. Project LEAN's original work focused on empowering high school students to identify and ask for changes in their school environment, including the types of foods and physical activities offered on their campuses. More recently, Project LEAN has worked with school districts and key stakeholders to develop and implement policies that support healthy eating and physical activity.*

The Center for Weight and Health
University of California, Berkeley

Linking researchers and the community to solve weight-related problems

The Center for Weight and Health is a leader in encouraging innovative, multidisciplinary, and scientifically sound responses to the obesity epidemic, with a focus on children and families. The Center's approach is to link researchers with the community so that community needs and priorities help drive the research agenda, and research results more effectively inform community action. In addition to conducting collaborative research and outreach projects, the Center produces practical tools and resources for researchers and the community; develops research, policy and action priorities; provides forums for dialogue and information dissemination, and hosts one of the most extensive websites on the topic of child overweight which includes extensive resource lists and links of interest to those working to prevent child overweight.

California Project LEAN
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*See *Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide*, a publication of the California School Boards Association and California Project LEAN, for detailed information on school policy development. Visit www.csba.org or www.CaliforniaProjectLEAN.org to download the publication.

Policy in Action:
A Guide to Implementing Your Local School Wellness Policy

Developed by

California Project LEAN
in collaboration with
The Center for Weight and Health, University of California, Berkeley

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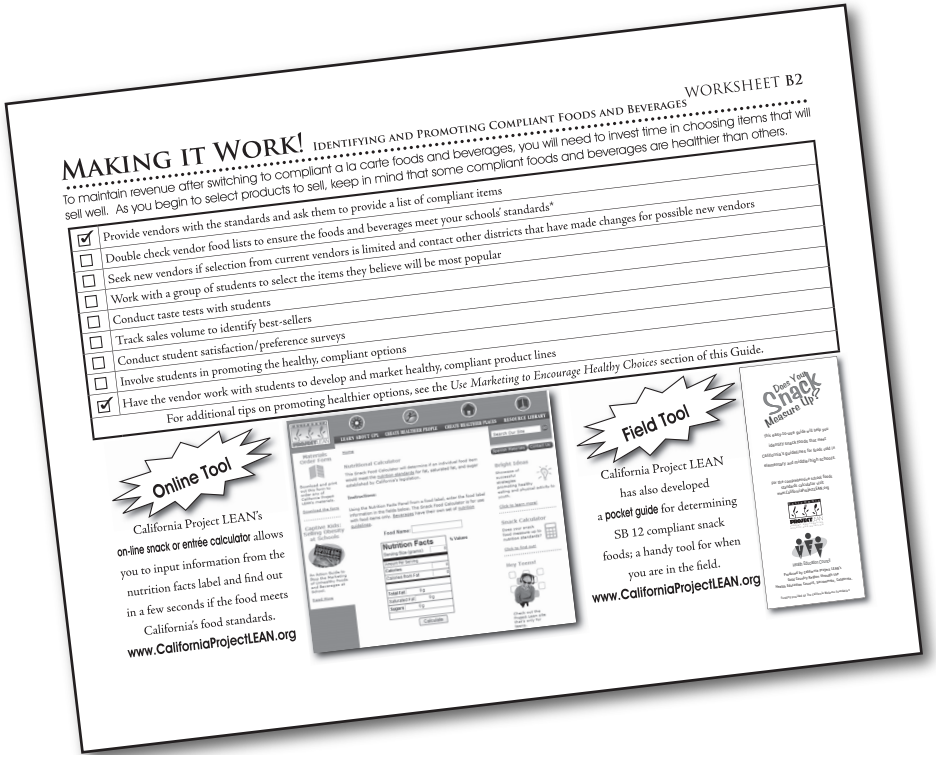
- PowerPoint presentation with speaking points in the notes section
- All of the Implementation Worksheets in Microsoft Word
- Workshop tools needed to facilitate a local school wellness policy training: agenda, outline, breakout exercises, sample icebreakers, and an evaluation form.

"We know our children are not as healthy as they have been in the past. We need to reverse that trend and organizations like California Project LEAN and the Department of Health Services are helping schools accomplish this with the development of this useful and easy-to-use Guide."

Tom Torlakson
California Senator
(D-Antioch)



WORKSHEET B2

MAKING IT WORK! IDENTIFYING AND PROMOTING COMPLIANT FOODS AND BEVERAGES

To maintain revenue after switching to compliant a la carte foods and beverages, you will need to invest time in choosing items that will sell well. As you begin to select products to sell, keep in mind that some compliant foods and beverages are healthier than others.

- [x] Provide vendors with the standards and ask them to provide a list of compliant items
- [ ] Double check vendor food lists to ensure the foods and beverages meet your schools' standards*
- [ ] Seek new vendors if selection from current vendors is limited and contact other districts that have made changes for possible new vendors
- [ ] Work with a group of students to select the items they believe will be most popular
- [ ] Conduct taste tests with students
- [ ] Track sales volume to identify best-sellers
- [ ] Conduct student satisfaction/preference surveys
- [ ] Involve students in promoting the healthy, compliant options
- [x] Have the vendor work with students to develop and market healthy, compliant product lines

For additional tips on promoting healthier options, see the *Use Marketing to Encourage Healthy Choices* section of this Guide.

Online Tool

California Project LEAN's on-line snack or entrée calculator allows you to input information from the nutrition facts label and find our in a few seconds if the food meets California's food standards.

www.CaliforniaProjectLEAN.org

Field Tool

California Project LEAN has also developed a pocket guide for determining SB 12 compliant snack foods; a handy tool for when you are in the field.

www.CaliforniaProjectLEAN.org

"School wellness policies are an important opportunity to shape environments that support children's learning and healthy development. With its easy to use checklists and tips for ensuring strategy success, the Policy In Action guide provides schools with a streamlined approach to developing and implementing school wellness policies customized to their needs."

Leslie Mikkelsen, M.P.H., R.D
Strategic Alliance for Healthy Food and Activity Environments

I. Introduction

Throughout the country, efforts are underway to make schools healthier places to learn. In response to poor nutrition in schools, sedentary behavior, a lack of physical activity and rising youth obesity rates, federal, state and local agencies are requiring health-oriented school policies that aim to impact students' eating and physical activity behaviors.

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

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

Policy in Action focuses on implementing the *physical activity* and *food and beverage guideline components* of your local wellness policy.

This Guide is intended for individuals at the ground level who are responsible for or involved with implementing local school wellness policies. This may include food service directors, principals, athletic directors, teachers, nurses, school health or wellness council members, parents, students and community members. Included in this Guide are sample completed implementation worksheets, easy-to-use, copy-ready blank worksheets (See Appendix D), and a CD that contains these in addition to the training package resources listed below.

This Guide also has a "*Policy in Action* Training Package" on CD containing:

- PowerPoint presentation with speaking points in the notes section
- All of the implementation worksheets in Microsoft Word
- Workshop tools needed to facilitate a local school wellness policy training: agenda, outline, breakout exercises, sample icebreakers, and an evaluation form.

These resources are also available on the California Project LEAN website at www.CaliforniaProjectLEAN.org

Please note that additional resources may be needed to address the technical aspects of improving a school's nutrition and physical activity environment. *Policy in Action's* 7-step implementation process may serve as a template that you can apply to the nutrition education and other school-based activities components of your local school wellness policy.

II. The Policy Implementation Plan

This Guide outlines seven steps to successfully implement your local school wellness policy:

STEP 1 Identify and Prioritize the Key Elements of Your Wellness Policy

STEP 2 Develop an Implementation Strategy

STEP 3 Develop a Policy Implementation Plan

STEP 4 Engage Students in Policy Implementation

STEP 5 Communicate the Policy: Building Awareness and Maintaining Support

STEP 6 Use Marketing to Encourage Healthy Choices

STEP 7 Monitor and Evaluate the Policy

STEP 1

Identify and Prioritize the Key Elements of Your Wellness Policy

The first step to developing your implementation plan is identifying and prioritizing the key elements of your wellness policy. This requires that you review the policy and summarize its key elements.

When deciding how to prioritize policy implementation, you may need to consider the following:

- Is there anything that is required by law?
- What elements of the policy will be quick to implement?
- Are there policy elements that will require more planning and collaboration than others?
- Are there elements of the policy that are "required" versus "recommended?"
- What are the proposed deadlines for implementing various elements of the policy?
- Will some elements of the policy be phased in?

See *Worksheet A: Key Elements of Your Policy*

"The adoption of a strong wellness policy is a key step for schools to take to empower our young people with the knowledge, attitudes, skills, and experiences they need to make healthy choices. However, the most critical step is implementation of the wellness policy; this is where schools most urgently need guidance and support."

Howell Wechsler, Ed.D., MPH
Director, Division of Adolescent and School Health
U.S. Centers for Disease Control and Prevention

Key Elements of your Policy

WORKSHEET A

What are the key elements of your Local School Wellness Policy? Select which elements apply to your policy, briefly describe and estimate priority. Each element may need its own task list to ensure implementation. You may also want to include in this worksheet any pre-exisiting nutrition and physical activity policies your district has adopted.

Policy Component				Priority (High/Medium/Low)			Date Due
				H	M	L	
1. Physical Activity Policy Elements							
☑	PE						
	☑	Minutes	*All schools will meet the State mandated minutes for PE*	☑	☐	☐	*07/01/07*
	☑	Staff training	*Elementary teachers will receive annual PE training*	☑	☐	☐	*07/01/07*
	☐	Curriculum		☐	☐	☐	
	☐	Fitness testing		☐	☐	☐	
	☐	Other (fill in your idea)		☐	☐	☐	
☑	**Recess**		*Recess will not be withheld as punishment*	☐	☑	☐	*08/01/07*
☐	**During school** (classroom activity)			☐	☐	☐	
☐	**Before or after school**			☐	☐	☐	
☑	**Other**		*Elementary schools will participate in and promote annual Walk To School events.*	☐	☑	☐	*TBD*
☐	Other (fill in your idea)			☐	☐	☐	
2. Nutrition Education Policy Elements							
☐	**Curriculum**			☐	☐	☐	
☐	**Staff training**			☐	☐	☐	
☐	Other (fill in your idea)			☐	☐	☐	

Key Elements of your Policy

WORKSHEET A
continued

Policy Component			Priority (High/Medium/Low) H	M	L	Date Due
3. Nutrition Guidelines for Foods Served and Sold on Campus Policy Elements						
☐	School Meal Programs		☑	☐	☐	*09/01/07*
☑	A la Carte Foods	*Will adhere to SB 12*	☑	☐	☐	*07/01/07*
☑	A la Carte Beverages	*Will adhere to SB 965*	☑	☐	☐	*07/01/07*
☑	Fundraising	*School organizations may only sell SB 12/965 compliant foods/beverages*	☑	☐	☐	*07/01/07*
☑	Rewards	*Non-nutritious foods will not be used as a reward for student accomplishments*	☑	☐	☐	*08/12/07*
☑	Classroom Celebrations	*Only one non-SB 12/965 compliant food/beverage allowed*	☑	☐	☐	*07/01/07*
☑	Vending	*Food service will take over **ALL** vending and profit-share with impacted school-based groups*	☑	☐	☐	*07/01/07*
☐	School Gardens		☐	☐	☐	
☐	Meal Service and Time		☐	☐	☐	
☐	Environmental Impact		☐	☐	☐	
☑	Food distribution	*Food service will be the sole provider of snacks for **ALL** district sponsored before and after school programs*	☐	☑	☐	*TBD*
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	

Notes:

Key Elements of your Policy

WORKSHEET A
continued

	Policy Component		Priority (High/Medium/Low) H	M	L	Date Due
4. Other School-Based Activities Policy Elements						
☑	Staff wellness	*Staff will be encouraged to serve as role models*	☑	☐	☐	*TBD*
☐	Oral health		☐	☐	☐	
☐	Health education		☐	☐	☐	
☐	Mental health services		☐	☐	☐	
☑	Parent and/or community involvement	*Ensure parents and community members sit on the school health council*	☐	☑	☐	*TBD*
☐	Health services		☐	☐	☐	
☐	Physical environment		☐	☐	☐	
☐	Coordinated School Health		☐	☐	☐	
☑	Marketing	*Marketing SB 12/965 non-compliant foods/beverages is prohibited*	☐	☑	☐	*TBD*
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	
☐	Other (fill in your idea)		☐	☐	☐	

Notes:

STEP 2

Develop an Implementation Strategy

Implementing your local school wellness policy requires reviewing current business and organizational practices, prioritizing policy implementation goals and identifying the potential financial impact of your policy. The first step to developing a strategy is to break down your policy into key elements and prioritize them. The second step is to develop strategies for implementing these key policy elements.

Changing Food and Beverage Offerings

The local school wellness policy requires that schools set nutrition standards for foods available on campus. Many states have gone beyond the federal requirement and have legislated nutrition standards for foods and beverages sold in schools. For example, California passed Senate Bills 12 and 965 in 2005. These bills set specific nutrition standards for foods and beverages sold in California public schools that exceed federal mandates. Some school districts may choose to go even beyond state and federal requirements.

Changing Physical Activity Practices

Local school wellness policies require schools to set standards for physical activity. Schools may choose to address physical activity opportunities before, during, and/or after school. They may choose to improve students' physical activity by making improvements to the amount of time dedicated to physical education (quantity) or to the quality of their physical education programs. In order to implement physical education policies successfully, it is important to consider current practices, along with the practical, logistical, and both short- and long-term costs of the policy.

Strategies for Success

Outlined in this section are common strategies schools may take when implementing nutrition and physical activity policies. You may want to choose a combination of these options or develop your own approach.

Changing Food and Beverage Offerings

Strategy #1

Eliminate or offer a greatly reduced variety of a la carte* foods/beverages while encouraging increased meal program participation

Goals

- To offer students appealing, healthy meals.
- To encourage students to choose balanced meals rather than snack foods/beverages.

Food service revenues can be maintained or even increased if increases in meal revenues are sufficient to offset a la carte food and beverage revenue losses. However, venues operated by other school-based groups (e.g., the student store) would experience a decrease in revenues unless they opted for non-food/beverage fundraising alternatives.

Advantages of this Strategy

- Students reduce snacking and increase meal purchases, thereby improving their overall nutritional intake.
- School food service is likely to benefit financially from the increased meal sales that offset and even surpass a la carte food/ beverage losses.
- Minimal monitoring of compliance with nutrition standards is required if the amount and variety of a la carte foods/beverages are eliminated or greatly reduced.

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

Disadvantages of this Strategy

- Revenues from food and beverage sales by school-based groups other than the food service department will decrease.
- One-time investment may be needed to improve the meal program and the cafeteria facilities.
- There may be initial funding losses during the transition phase that schools may have to absorb or seek funding to cover.

Making it work!

Ensuring success with this strategy will require:

1) Quality, accessible, appealing school meals. (See *Worksheet B1: Making it Work! Quality, Accessible, Appealing Meals*)

2) Acceptance by operators of the other food and beverage sales venues (e.g., from vending machines) of either a reduction in revenues (See *Worksheet B3: Making it Work! Getting Non Food Service School-Based Groups on Board* and *Worksheet B4: Making it Work! Tracking School Group Food and Beverage Sales*) or a switch to non-food/beverage fundraising (See Appendix A).

Changing Food and Beverage Offerings

Strategy #2

Switch to all compliant a la carte foods and beverages, ensuring they are not only compliant but otherwise support healthy eating, and aggressively promote them in order to ensure sustained sales volume.

Goals

To allow all campus groups to continue to sell foods and beverages and to maintain current revenue streams after switching to compliant and healthy options.

Advantages of this Strategy

- School-based groups may not experience revenue losses.
- A greater variety of healthy options may be available to students.
- No additional investment needs to be made in the meal program.

Disadvantages of this Strategy

- A la carte foods will probably compete with the school meal program, resulting in reduced meal participation.
- Requires staff-intensive system for monitoring compliance.
- May require considerable investment of resources for promotion efforts.
- Students may continue, or increase, snack food and caloric beverage consumption, thereby contributing to excess calorie consumption and a less balanced diet.

Making it work!

Ensuring success with this strategy will require:

1) Identification and substitution of compliant a la carte foods and beverages that will sell as well as the non-compliant ones did. (See *Worksheet B2: Making it Work! Identifying and Promoting Compliant Foods and Beverages*). Make sure to involve youth (e.g., through taste tests) in the process of selecting which compliant foods and beverages to offer.

2) The promotion of compliant a la carte foods and beverages to ensure adequate sales volume (See *Worksheet B2: Making it Work! Identifying and Promoting Compliant Foods and Beverages* and the *"Use Marketing to Encourage Healthy Choices"* section of this Guide).

3) Effective communication regarding the food and beverage standards to all the groups that sell foods and beverages on campus plus garnering their support for complying with the standards (See *Worksheet D: Communicating the Policy*).

4) Establishment of a system for, and identification of staff who will be effective at, determining and monitoring the compliance of all food and beverage items sold by all groups on campus (See *Monitoring Food and Beverage Revenues and Expenses: Other School-Based Groups* section of this Guide on page 15).

Changing Food and Beverage Offerings

Strategy #3

Place all food and beverage sales under the control of school food service, continue to sell compliant a la carte foods/beverages and profit share with school-based groups that previously sold a la carte foods/beverages.

Goals

To maintain the current revenue streams to all campus groups involved in the sale of foods and beverages while ensuring that all foods and beverages offered are compliant with the nutrition policy/state/federal standards.

Advantages of this Strategy

- Monitoring of compliance with nutrition standards is made easier because it is centralized under the control of one person who handles all food and beverage purchases for the district. Therefore, fewer individuals need to be involved in monitoring compliance and keeping updated on the specifics of the requirements.
- Profit sharing can help ensure that all groups currently involved in food and beverage sales continue to receive revenues from these sales.
- Quality of foods and beverages offered is more consistent.
- Food service can benefit financially from an overall increase in revenues.
- School-based groups spend less time involved in food and beverage sales and therefore can spend more time on other activities.

Disadvantages of this Strategy

- More work and responsibility for school food service staff.
- Revenues shared with school-based groups will vary depending on the success of the food service department's approach.
- Students may continue to consume lots of a la carte foods and beverages if the school food service continues to provide ample appealing and affordable options.

Making it work!

Ensuring success with this strategy will require:

1) Food service department interest and ability to assume this role and implement it effectively.

2) Other school-based groups' willingness to give up control over a la carte food and beverages sales (See *Worksheet B3: Making it Work! Getting Non Food Service School-Based Groups on Board* and *Worksheet B4: Making it Work! Tracking School Group Food and Beverage Sales*).

3) Identification and substitution of compliant a la carte foods and beverages that will sell as well as the non-compliant ones did (See *Worksheet B2: Making it Work! Identifying and Promoting Compliant Foods and Beverages*).

4) The promotion of compliant a la carte foods and beverages to ensure adequate sales volume (See *Worksheet B2: Making it Work! Identifying and Promoting Compliant Foods and Beverages)*.

Changing Food and Beverage Offerings

Monitoring Food and Beverage Revenues and Expenses

One of the primary concerns schools have when implementing nutrition standards is the impact the changes will have on food and beverage sales. It is important to identify your school district's expectations regarding food and beverage sales and develop a strategy that is most likely to produce the desired outcomes.

Some things to consider as you track your financial progress:

- Consider net income (i.e., profits) not just gross revenues. Once you account for expenditures, your enterprise may be more or less profitable than you thought.

- Consider "in-kind" contributions of labor. Are students and staff devoting a lot of time to food- and beverage-based fundraising? Once you consider the dollar value of staff and student time, are you still making a profit?

- There may be an adjustment period (sales may temporarily rise or fall immediately after a change), so assess the impact for at least several months, and preferably a year, after a change is completed.

- Remember to include revenues from federal and state meal reimbursements in your calculations for a given time period, even if the monies have not arrived yet. A switch from fewer a la carte food sales to higher meal sales will temporarily affect cash flow and therefore may erroneously give the impression you are losing money.

- Adjust your revenue and expenditure figures for average daily attendance and number of operating days for the given time period (i.e., month, year, quarter). You naturally will have higher revenues the more days you are in operation and the more students that are attending. Therefore, "per student" and "per day" figures provide a more accurate basis for comparison.

The UC Berkeley Center for Weight and Health has developed various forms for use when monitoring food and beverage revenues both within and outside of food services. To download these forms, please go to http://nature.berkeley.edu.cwh

Changing Food and Beverage Offerings

Monitoring Food and Beverage Revenues and Expenses: Other School-Based Groups

Groups involved in selling foods and beverages on school campuses may not have the information, skills or interest in determining if the products they sell are compliant.

Below are recommendations for monitoring compliance.

- Generate a list of compliant items. Provide the list to each group that sells foods and beverages on campus and require that they sell only items from the approved list. The list will need to be updated and redistributed periodically.
- Ensure that items are added to the list only after a designated and qualified authority has determined the item is compliant.
- Periodically designated someone to review all sales venues (or randomly selected venues) to determine whether items for sale are from the approved list.
- Ensure action is taken to remedy instances of non-compliance. For example, removal of non-compliant items, clarifying the policy with person in charge of the sales venue or shutting down the venue if non-compliance persists.

Making it Work! Quality, Accessible, Appealing Meals

WORKSHEET **B1**

The following are actions that can be taken to increase meal participation rates. Use this list to determine where your meal program could use improvement. You may not be able to, or need to, make improvements in all of these areas. Choose the strategies you think will have the greatest impact on attracting students to the meal program at your school/district.

A	**Revise menu to provide healthy alternatives that are appealing to students**	
	☑	Involve students in menu planning and taste testing
	☐	Provide freshly prepared food as available
	☐	Provide appropriate variety—consider international themes
	☐	Make meal presentation and meal items attractive
	☐	Provide staff training and support for the preparation of freshly prepared foods
	☐	
B	**Upgrade kitchen facilities as needed to support the preparation and storage of freshly prepared foods**	
	☑	*Purchase larger refrigerator*
	☐	
C	**Upgrade the eating and serving areas as needed to provide adequate space and improve the "image" of the cafeteria**	
	☐	Consider international food court arrangements
	☐	Include salad or fruit bars
	☑	Add themed decor, fresh paint, murals
	☐	Replace long institutional style tables and benches with smaller tables and chairs
	☐	Ensure that cafeteria staff is customer-oriented, congenial and respectful of students
	☐	Consider themed or other attractive attire for cafeteria staff
	☐	

Notes: *Work with art teacher and art students to develop two-or-three mural sketches for the cafeteria--pitch to administration; ask local hardware store to donate paint, etc.*

Making it Work! Quality, Accessible, Appealing Meals

WORKSHEET B1 continued

D	Reduce the stigma associated with the free and reduced price meal program to ensure that all students, regardless of payment status, have the same point-of-service transaction
☐	Do not allow cash payment at point of service. Instead, ensure that payment occurs in the school office or other site so that all students, regardless of payment status, use the same type of card, number or ticket.
☐	Invest in computerized points of service
☐	
E	**Reduce waiting time and meal lines**
☐	Invest in an adequate number of points of service
☐	Use snack carts for serving reimbursable* grab and go meals
☑	Use any defunct a la carte food/beverage points of service for meal service
☐	Work with school administration to arrange meal times to reduce the number of students being served at one time
☐	
F	**Provide meal schedules that support healthy meal patterns**
☐	Don't schedule meals either too early or too late in the day (so that students don't require additional snacks or are hungry for part of the day)
☐	Allow adequate time for serving and eating meals
☐	Consider having recess prior to serving lunch so students can eat in a more relaxed fashion
☐	Offer last chance breakfast or breakfast in the classroom
☐	Close the campus at least during meal times to reduce competition from external vendors of less healthy options
☐	

Notes: *Repurpose the chip cart to be a mobile fruit and yogurt stand.*

**Reimbursable meal refers to a complete meal that qualifies for federal reimbursement regardless of whether it is purchased at full price, reduced price, or provided free. Individual items that are also part of the school meal are considered competitive foods when sold separately or "a la carte."*

Making it Work! Quality, Accessible, Appealing Meals

WORKSHEET B1 continued

G	Provide facilities that are easy to access and adequate to meet demand
☐	Provide both indoor and outdoor eating areas
☐	Provide protection from the sun and rain in outdoor eating areas; adequate ventilation in indoor areas
☐	Ensure facilities are adequate for all students to sit and eat comfortably
☐	Ensure eating and serving areas are conveniently located and can be easily accessed by students within the meal time frame
☐	
☐	

H	Promote the meal program
☑	Mail out applications for the free and reduced price meal program
☐	Offer universal* meals if you have a high percentage of free/reduced price eligible students
☑	Develop attractive menus to send home to parents and pass out to students; include pictures of meal options; provide nutrition information
☑	Develop promotional materials with student input (signs, posters, in-class promotions, public address system, bulletins, school cable TV ads
☐	Contact reporters about improvements in the meal program
☐	Speak at meetings of the various stakeholders: parents (e.g., PTA), teachers, school administrators, students, and garner their support with your enthusiasm and commitment
☐	
☐	

Notes: *Work with art teacher on creative projects; offer art students extra credit for developing promotional pieces.*

**A program that provides free school breakfasts and/or lunches to all students within a school.*

Making it Work! Identifying and Promoting Compliant Foods and Beverages

WORKSHEET B2

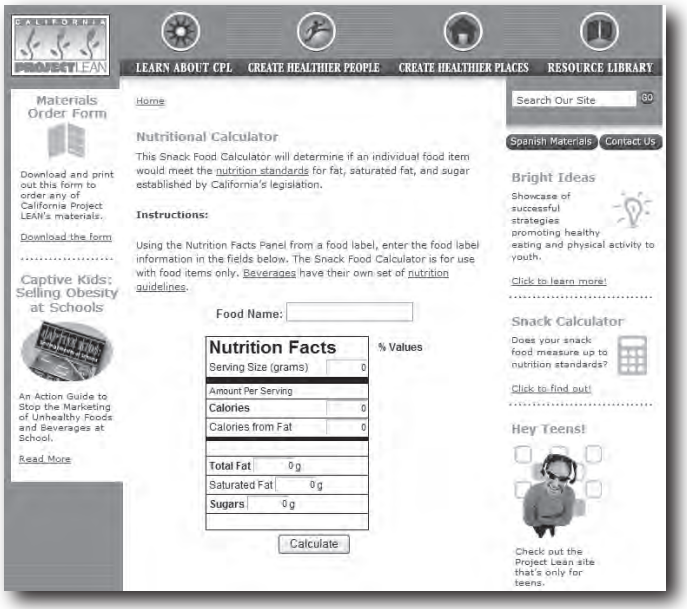
To maintain revenue after switching to compliant a la carte foods and beverages, you will need to invest time in choosing items that will sell well. As you begin to select products to sell, keep in mind that some compliant foods and beverages are healthier than others.

☑	Provide vendors with the standards and ask them to provide a list of compliant items
☐	Double check vendor food lists to ensure the foods and beverages meet your school's standards*
☐	Seek new vendors if selection from current vendors is limited and contact other districts that have made changes for possible new vendors
☐	Work with a group of students to select the items they believe will be most popular
☐	Conduct taste tests with students
☐	Track sales volume to identify best-sellers
☐	Conduct student satisfaction/preference surveys
☐	Involve students in promoting the healthy, compliant options
☑	Have the vendor work with students to develop and market healthy, compliant product lines
For additional tips on promoting healthier options, see the *Use Marketing to Encourage Healthy Choices* section of this Guide.	

***Online Tool**

California Project LEAN's **on-line snack or entrée calculator** allows you to input information from the nutrition facts label and find out in a few seconds if the food meets California's food standards.

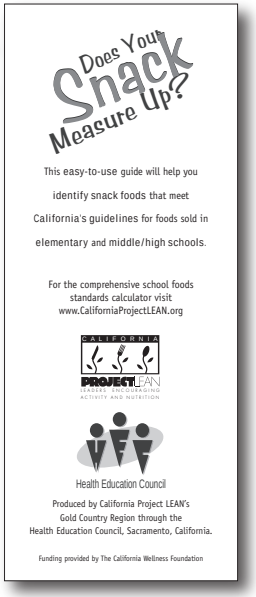
www.CaliforniaProjectLEAN.org



***Field Tool**

California Project LEAN has also developed a **pocket guide** for determining SB 12 compliant snack foods; a handy tool for when you are in the field.

www.CaliforniaProjectLEAN.org



WORKSHEET B3

Making it Work! Getting non Food Service School-Based Groups on Board

Schools may change or reduce the types of foods and beverages that can be sold on campus and the number of venues in which they can be sold. In either case, a number of programs are likely to be affected. The operators of these programs will need to be involved or informed at some point. Below are the basic steps in this process:

1. Determine what school-based groups will be affected and who is in charge of fundraising for each of the groups.
2. Be prepared to identify why the changes are happening (e.g., legislation, wellness policy), what is changing, and when the change will occur. Discuss how the school and students will benefit.
3. Be ready to respond to any concerns and to offer support if needed (e.g., lists of compliant products, vendor contact information, lists of alternative fundraising strategies).

School-Based Group (e.g., athletic group, band, associated study body, PTA, etc.)	**Contact Person for Fundraising**	**What is Changing?** (e.g., fewer vending machines, centralized management, different foods/beverages allowed)	**Date of Change**	**Who is Responsible for Making the Change?**
Football and Soccer teams	Name: *Ed Daniels (principal)* Phone: *555.5555* E-Mail: *edd@.....*	*Only sell compliant foods and beverages during games*	*08/02/07*	*Principal*
	Name:_____ Phone:_____ E-Mail:_____			
	Name:_____ Phone:_____ E-Mail:_____			
	Name:_____ Phone:_____ E-Mail:_____			

WORKSHEET B4

Making it Work! Tracking School Group Food and Beverage Sales

Complete one form for each non food service venue or group that collects revenues from food/beverage sales.

Department/Organization/Program (e.g., PTA, band, etc.)	Venue (e.g., vending)	Quantity (e.g., 2 machines)	Location (e.g., quad)	Beverage only	Food only	Beverage and food	Days and hours of operation
Band	*vending*	*1 machine*	*D Hall*			✓	*M-F, School Hours*

Month	If no monthly figures, indicate time frame or semester by checking off or drawing a line to connect the months	Gross Income	Net Income (profits)	Comments
August	✓	$ *675.00*	$ *425.00*	
September		$	$	
October		$	$	
November		$	$	
December		$	$	
January		$	$	
February		$	$	
March		$	$	
April		$	$	
May		$	$	
June		$	$	
July		$	$	

Changing Physical Activity Practices

Improving Physical Activity Opportunities in Schools

Potential ways to promote increased physical activity for students include:

- Programs and policies to support walking or biking to school.
  - Conduct year-round programs that promote safe walking and biking to school.
  - Visit the California Center for Physical Activity's website at www.cawalktoschool.com for resources on walking/biking to school.
  - Sponsor walk audits to address the safety issues surrounding your school.
  - Team-up with your city and community partners to apply for a Safe Routes to School grant.

- Physical activity as part of after school programs.
  - Offer hourly physical activity breaks (e.g., 10-minute breaks or more).
  - Review physical activity resources for after school programs at the California Department of Education's (CDE) website: www.afterschoolpa.com.

- Intramural athletics or after school physical activity programs.
  - Include non-competitive, non-traditional (e.g., dance, martial arts, yoga) options that encourage participation by all students.
  - Consider partnering with community members (e.g., YMCA, city parks and recreation departments) to increase physical activity options.
  - Provide lunch tournaments (e.g., jump rope, dance, table tennis and some traditional sports activities).

- Daily recess.
  - Ensure elementary school children have at least one daily recess, ideally before lunch.

- Longer lunch periods.
  - Provide adequate lunch periods to include time to eat and time for activity.

Changing Physical Activity Practices
Improving Physical Activity Opportunities in Schools, continued

Potential ways to promote increased physical activity for students include:

- Pedometer/walking programs.
  - Team-up with a local organization or public health department to assist with the purchase of pedometers and incorporate a pedometer walking program into classroom education (e.g., geography or math).
- Playground facilities and layout that support physical activity.
  - Ensure appropriate layout, spacing and game placement to encourage physical activity and decrease conflict in play spaces. Visit www.peacefulplaygrounds.com for additional information.
  - Ensure adequate equipment is available.
- Physical activity breaks during the school day.
  - Incorporate physical activity into the school day through lesson plans. Make sure the physical activity is at least ten minutes or more.
- Joint use of physical education facilities.
  - Utilize school facilities for joint school and community recreation activities (e.g., pools, playgrounds and fields).

Changing Physical Activity Practices

Improving Physical Education

Strategy #1
Increase the amount of physical education.

Goals
To increase the frequency of physical education or number of minutes of physical education and increase student physical activity levels.

The following are things to consider when trying to increase the minutes or frequency of physical education:

- Buy-in from school administration
  - Provide obesity/overweight statistics for your school or district.
  - Make sure the administration is aware of the link between fitness, health and academics/test scores (See CDE website www.cde.ca.gov).
  - Be aware of and ready to share current physical education legislation regarding required physical education minutes.

- Teacher resistance
  - Understand what is behind teacher resistance (e.g., Do they have administrative support to provide physical education? Do they have a physical education curriculum? Do they have adequate facilities and equipment? Are they adequately trained to provide physical education?).

- Adequate facilities
  - Are the facilities adequate to support more students taking physical education more often? Can facilities be updated or utilized more efficiently to allow for more physical education?

The following are things to consider when trying to increase the minutes or frequency of physical education:

- Scheduling challenges
  - Determine whether increasing the number of minutes or frequency of physical education will impact teacher/school schedules. If so, how?
  - Ensure there is a schedule to meet the mandated minutes for elementary and secondary students.
  - Examine class size and ensure they are not too large as that may restrict physical activity if students must wait in line for a turn or wait to share limited equipment.

- Costs
  - Determine the costs associated with increasing the amount of physical education (e.g., would it require additional teachers or changes to facilities? What are the costs for curriculum or supplies?).

Changing Physical Activity Practices

Improving Physical Education

Strategy #2
Improve the quality of physical education.

Goals
To provide students with physical education instruction that will increase physical activity and physical fitness.

There are many ways to improve the quality of physical education and different strategies may be required for different grade levels. Below are strategies that can improve the quality of physical education. Choose the strategies you determine will have the greatest impact and/or those that you can fund.

- Purchase a physical education curriculum*
  - Ensure the curriculum meets physical education content standards.
  - Evaluate the core curriculum cost (per unit and units needed).
  - Determine the additional costs not included in core cost (e.g., equipment, videos, CDs, student materials).
  - Assess the cost of sustaining the curriculum materials annually.
  - Project the costs related to implementation (e.g., additional staff, professional development, paying substitutes to cover classes).

*Adapted from *Affordability Analysis, Physical Education Curriculum Analysis Tool* (PECAT), Centers for Disease Control and Prevention (CDC), 2006.

Changing Physical Activity Practices
Improving Physical Education, Strategy #2, continued

- Develop a physical education curriculum
  - Determine who will develop curriculum (individual or team).
  - Ensure the curriculum meets physical education content standards.
  - Pilot test and evaluate the curriculum before it is fully disseminated to all schools.
  - Consider printing costs and distribution plans.
  - Determine costs for professional development if needed.

- Provide professional development for all secondary specialists and elementary teachers
  - Address physical education content standards.
  - Identify who will decide what professional development teachers receive, who will deliver training and when it will be delivered.
  - Determine the costs associated with professional development.

- Hire physical education teachers
  - Identify how many teachers are needed.
  - Determine the cost of hiring additional physical education teachers.

STEP 3

Develop a Policy Implementation Plan

Making a policy implementation plan requires thinking about the nuts and bolts of getting the policy into place and breaking the policy into separate elements (See Worksheet A). For example, your policy may address a la carte foods and beverages, foods offered in classroom celebrations, fitness testing, physical education minutes and intramural sports. You will need to develop separate implementation plans for each element of your policy as the set of tasks will be very different for each element and the people that need to be involved may also be different.

This plan should outline:

- Where the policy applies.
- What changes need to be made.
- Dates and deadlines for when changes will take place.
- Potential barriers to implementation.
- Who is responsible for completing the tasks.
- How changes will be communicated and evaluated.

Many school districts have Administrative Regulations (ARs) that provide additional details on a policy. With or without ARs, developing an implementation plan for your school will support the successful implementation of your school district's policy.

For example, a policy may state "All foods and beverages sold, served, or otherwise made available on campus, including those provided by district meal programs, sold outside the meal programs and those through fundraising and in vending machines shall comply with all State and Federal requirements." Implementing this broad nutrition policy requires determining the key elements of the policy and developing a list of tasks to complete it.

A key element of a nutrition policy may be ensuring foods sold in vending machines are healthy. Successfully implementing this will require various tasks, such as assessing current foods for sale, communicating with organizations that sell foods in vending machines, developing lists of approved foods, taste-testing with students to determine healthy alternatives, marketing new foods and evaluating revenues.

See *Worksheets C: Developing Your Implementation Plan.*

Developing Your Implementation Plan

WORKSHEET C

Key Element of Policy: *Beverages sold on campus will meet California beverage legislation (SB 965)*

1 Explain what this policy element will look like in your school.

Beverages sold on campus can be water (with no added sweetener), 2%, 1% or non-fat milk, soy milk, rice milk, and other similar nondairy milk; fruit and vegetable juices that are at least 50% fruit juice and have no added sweeteners, and; electrolyte replacement beverages (with no more than 42 grams of sweetener per 20 ounces).

2 Explain the Where, When and to Whom this element of the policy applies

☑	Cafeteria	☐	Athletic Events	☑	Canteen	☐	Social Events
☑	Vending Machines	☐	Entire Campus (includes student and staff areas)	☑	Classroom Celebrations	☑	Classroom Only
☑	School Store	☑	Fundraising	☑	After School Programs	☐	Students in all grades
☐		☐		☐		☑	*Student in 7-12 grades*
☐		☐		☐		☑	*1/2 hour before and after school day begins and ends*
☐		☐		☐		☐	

Exceptions: *Does not apply to classroom celebrations, athletic/social events during/after school, or to school staff areas.*

3 Who needs to know about the changes?

☐	School board members	☑	Athletic directors	☐	Parents	☐	
☐	Superintendents	☑	Food service staff	☐	PTO/PTA	☐	
☑	Principals	☑	Students	☑	Vendors	☐	
☑	School health/wellness councils	☑	Teachers	☐	Community members	☐	

Notes:

Developing Your Implementation Plan

WORKSHEET C
continued

Key Policy Element Being Implemented:

Beverages sold on campus will meet California law (SB 965) at Liberty High School

4 Identify tasks required, timeline and person responsible for completing tasks.

What needs to be done?	Responsible party	Timeline
Review existing beverage policy/practices and bids/contracts to identify school practices and commitments	*James (health education lead teacher), Sally (food service director) and David (principal)*	*January 15-30*
Assess and document where current sales are occurring and where revenues for these sales are going.	*James and Sally*	*February 1-15*
Determine if changes will be phased in or done all at once	*David*	*April 1 (all locations on that day)*
Decide what compliant products will be served/sold. *• Conduct student taste-testing for new products* *• Assess student feedback on new products*	*Sally*	*March 1-31 (4 taste-testing events)*
Communicate deadlines with impacted parties and ensure they are aware of possible impact to revenues. Identify to key stakeholders what products CAN be sold.	*David*	*February-June (deadline for new products to be in place is April 15)*
Assess vending machine advertisements and other advertisements on campus to ensure only allowable foods and beverages are being advertised—follow up with vendor if not.	*David*	*March 31*
Conduct kick-off event and promotion of new beverages, communicate with stakeholders.	*Sally*	*March 15-31*

STEP 4

Engage Students in Policy Implementation

Student support of your policy is essential for its successful implementation. Engaging students in decisions that affect their school environment can decrease resistance and facilitate acceptance of changes, as well as ensure that the new foods and beverages and physical activities offered meet student preferences and interests. Students who support the policy can play an important role in encouraging other students and stakeholders to support the policy. For additional information on engaging students, see Project LEAN's *Food on the Run: Lessons from a Youth Nutrition and Physical Activity Campaign,* downloadable from www.CaliforniaProjectLEAN.org.

Some examples of ways students can be involved in policy implementation include:

- Communicating the policy.
  - Advocate for policies by speaking to other students, school board members, parents and the media.
  - Develop fliers that communicate changes to students, parents and teachers.

- Determining the key tasks required to implement the policy.
  - Seek the input of other students on new food and physical activity options (e.g., conduct taste-tests of new products, survey other students about their interest in physical activity options that are under consideration).
  - Market new programs and products.

- Assessing the financial implications of the policy.
  - Track vending machine profits for particular school groups.
  - Identify and organize alternative fund-raisers.

- Monitoring and evaluating policy implementation.
  - Identify what the district/school will monitor and track.
  - Assess the physical environment of the school.
  - Communicate policy effectiveness to stakeholders.

STEP 5

Communicate the Policy: Building Awareness and Maintaining Support

Communication about the policy shapes the way it is viewed and accepted. It is important to communicate with the key people (stakeholders) who have an interest in the outcome of the policy, may be impacted by the policy, and/or may stand to benefit or lose something as a result of the policy. Common stakeholders include: superintendents, principals, school board members, teachers, food service staff, parents and/or PTO/PTA groups, athletic directors, students and community members. Identify stakeholders who support the policy as they can help create widespread acceptance.

Communication Considerations

Communication should be repetitive (people need to hear the same message many times); through varied channels (e.g., verbal, via e-mail, in print); and ongoing (before, during and after the policy takes effect). Communication should also be two-way. Ensure that you have mechanisms in place for feedback. When communicating your message, consider the following:

- Determine what the stakeholder might have to "lose" (e.g., money, choice, traditions) so their concerns may be addressed.
- Decide what needs to be communicated. What is changing? When? Why? How will they be impacted?
- Utilize different messengers that the intended audiences respect.
- Ensure a variety of communication methods, such as through:
  - Media (newspapers, including student newspapers, radio, school public address system, and television).
  - Print (fliers, posters).
  - In person (conversations with individuals and in groups).
  - Electronic (e.g., E-Mail, web sites, etc.).

See *Worksheet D: Communicating the Policy*

Communicating the Policy

WORKSHEET D

Possible stakeholders to communicate policy implementation to are:

- Athletic directors
- Community members
- Food Service Staff
- Parents
- Principals
- PTO/PTA
- School board members
- School health/wellness councils
- Students
- Superintendents
- Teachers
- _____

Stakeholders to communicate with	Stakeholder's interests/concerns: What do they need/want to know?	Who will contact stakeholder(s)?	How best to communicate the message?
Athletic directors	*How can money be raised without selling unhealthy foods and beverages? Which foods and beverages are allowable for sale?*	*A school official that has successfully conducted non-food and beverage fundraisers and/or a community health advocate who can summarize the experience of other schools/districts that have made money off of alternative fundraisers.*	*In person with a follow-up handout summarizing alternative fundraisers that can be utilized. (See Appendix A for a handout on alternative fundraisers)*
Parents PTO/PTA	*State law and local policy; youth health statistics, the link between academic achievement and healthy eating/physical activity; a list of foods and beverages allowable for fundraising and class celebrations, (e.g., birthdays) based on the requirements of the district policy; non-food and beverage fundraising ideas; examples of how other school districts have made money with non-food/beverage fundraisers.*	*Parents who support the policy, the principal, Superintendent, and/or health advocates.*	*In person (e.g., Back to School meetings, PTO/PTA meeting) and follow up communication through school/district newsletter, website, flier.* *A flier of allowable foods and beverages and a summary of other schools that have successfully made money selling non-food and beverage products. (See Appendix A for a handout on alternative fundraisers)*
Principals	*The community's interest in ensuring that the policy is implemented at the school. The connection between health and academic success. Foods and beverages allowed for sale.*	*Parents whose children attend the school can express their support for the policy implementation.* *School food service director can address which foods and beverages are allowed under the nutrition standards.*	*In person and/or through e-mail with an attached letter of parents who support the policy implementation.* *A list of allowable foods and beverages that is disseminated at school and posted on the school/ district website.*
Students	*Which products were approved and taste-tested with students? Which foods and beverages are allowable for sale?*	*Students can promote the new food/beverage products and physical activity options to their peers.* *School food service director can outline foods and beverages that are allowed under the nutrition standards.*	*In person communication through clubs and other student groups; marketing materials (e.g., posters) that promote new products* *A sample of the allowable foods and beverages can be highlighted on a flier and posted on the school/district website.*
Teachers	*State law and local policy; youth health statistics, the link between academic achievement and healthy eating/physical activity. Changes to foods and beverages that can be offered as rewards during classroom celebrations.*	*Parents, students and administrators who support the policy.*	*In person (e.g., staff meetings), e-mails or fliers to communicate alternatives to food as a reward in the classroom and healthy options for classroom celebrations (See Appendix B and C).*

STEP 6

Use Marketing to Encourage Healthy Choices

Utilizing marketing strategies is essential to help ensure the successful implementation of a wellness policy. Marketing can help support the sale of healthy foods and beverages and physical activity changes that a school district adopts. It's important to realize that marketing is much more than just promotions. Below are some examples of marketing strategies that can support policy implementation. Incorporate marketing strategies into *Worksheet C: Developing Your Implementation Plan.*

- Understand what students want
  - Never assume that you know what students, or any other group of people you are trying to impact, want or need.
  - Before promoting new healthy foods or physical activity options to students, get to know what they value about these options by surveying them or sitting down and talking to them.
  - Once it is clear what students value about the new healthy foods or physical activity options your school/district has adopted, then highlight those characteristics in all communications with students.

Take the Lead from Students: Use Marketing Messages that Resonate with Students.

For example, if you offer a new after-school salsa dance class for students, don't assume that you should market the class as "healthy" unless students tell you that is a key benefit they believe they will get from such a class. You may find through surveying students that they see the key benefit of the class as giving them "energy." If so, then that aspect of the class can be highlighted (e.g., "Get energized! Try the new salsa dance class on Mondays in the gym).

Step 6
Use Marketing to Encourage Healthy Choices, continued

- Understand the barriers students will face
  - Address the "price" that students will "pay" (not always monetary) for adopting a healthier behavior. Eating healthier or engaging in more physical activity costs students something so it is important to address these costs when developing a new physical activity program or offering a healthier food choice. Such costs can represent monetary, psychological, social, and time costs

Breaking Down the Barriers

If students tell you that the major barrier for students participating in a new after-school salsa dance class is not being able to socialize and leave campus with their friends, then this barrier must be addressed. If the quad is a popular area for students to meet after school, having salsa music playing in the quad with the salsa dance class nearby may be a draw for some students to join the class. You may also want to include socializing time into this class as another way to address the barrier. Again, talking with students will help you determine how best to address this barrier

Step 6
Use Marketing to Encourage Healthy Choices, continued

- Understand how "place" or "placement" affects students' decisions
  - Consider the "places" where students engage in behaviors you are trying to influence. For example, a student may have made the decision to be more active by joining the after-school salsa dance class, but when she walks into the quad and sees her friends, she decides to go to an off-campus fast food restaurant with them.
  - Ask students what you can do to make the "place" where they or their peers act on their decisions more likely to promote the desired behavior.

A Dual Strategy: Addressing Pricing and Placement

If your school wants to promote water and milk in vending machines but electrolyte replacement beverages are the most popular beverages sold through the machines, then one way to address this is to price water and milk more competitively than the other beverages (e.g., milk costs $1 while sports drinks cost $1.75). You could also place the water and milk products at eye-level in the vending machine while placing the other products on the bottom shelf. If you want to further support your efforts, decrease the size of the other beverages to further entice students to purchase the water and milk products.

Additionally, if your school district's local school wellness policy addresses the marketing of unhealthy foods and beverages, download *Captive Kids: $elling Obesity at Schools, An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in School* from www.CaliforniaProjectLEAN.org

STEP 7

Monitor and Evaluate the Policy

In order to ensure success, districts and schools must monitor the implementation of the policy. Monitoring policy implementation allows districts/schools to determine what is working and what isn't so the policy can be revised and improved as needed. Monitoring and evaluating policy implementation also allows schools to recognize their successes.

Monitoring

Before implementing policy changes, it is recommended that schools assess current nutrition and physical activity practices in order to have a baseline for comparing where they were before they started and where they are now that the policy has been implemented. This may require assessing the quality or quantity of physical education, calculating revenues from vending and a la carte food and beverage sales, evaluating current marketing on campus, determining meal participation rates, assessing the availability of physical activity opportunities before and after school, or assessing school facilities and equipment. There should also be a set schedule for how frequently monitoring will take place (e.g., quarterly, twice a year, annually). It is also important to decide who will monitor policy implementation and who needs to hear about the progress and outcomes. See next page for specific monitoring suggestions.

Evaluating

Evaluation is what you do with the information you have gathered. Evaluation helps determine the effectiveness of your strategies and strength of the policy. It also helps determine if your strategies need to be modified in order to meet or maintain goals. Monitoring and evaluation information should be shared with your key stakeholders.

See *Worksheet E1: Monitoring and Evaluating the Policy* and *Worksheet E2: Food and Beverage Standards Monitoring Report.*

Step 7
Monitor and Evaluate the Policy, continued

Possible Items to Monitor

- The number of physical education minutes provided.
- The amount of moderate to vigorous physical activity in physical education.
- The daily opportunities for physical activity or promotion of regular events that support increased physical activity (e.g., Walk to School programs, after school physical activity programs, daily recess for students).
- Whether foods and beverages sold/served are compliant with the policy.
- Student involvement in planning menus or selecting foods/beverages for sale on campus.
- Participation rates in the National School Lunch or Breakfast programs.
- School meal promotions: Are school meals promoted as the meal of choice to all students?
- The quality of foods offered at school meals (e.g., Are there more fruits and vegetables served and sold in school meals? Are there more whole grain food options?).
- Agendas or meeting minutes at school health councils and school board meetings (to ensure wellness policy is discussed).
- Nutrition and physical activity promotional efforts in school newsletters, the cafeteria, and throughout the school.
- Staff professional development or training in nutrition education curricula or physical education/physical activity.
- Marketing on campus to ensure that the marketing of unhealthy foods and beverages has been eliminated or greatly reduced.
- Equipment purchased/secured that supports policies (e.g., advertisement-free vending machines, salad bars, physical education/physical activity equipment).
- Classroom reward and celebration practices (e.g., Has the practice of food as a reward been discontinued and are foods offered during celebrations healthier?).
- Fundraising sales (e.g., What is being sold? Are non-compliant foods still sold? Have school groups maintained profits?).
- How frequently is policy implementation or progress communicated to stakeholders?

For additional ideas on what to monitor and evaluate, see California Project LEAN's *School Food and Beverage Marketing Assessment Tool*, available at www.CaliforniaProjecLEAN.org. Project LEAN has also revised CDC's *School Health Index* to address just nutrition and physical activity. For a downloadable copy, visit www.CaliforniaProjectLEAN.org or call (916) 552-9907.

Monitoring and Evaluating the Policy

WORKSHEET E1

How will you know that what you set out to do is happening?
Refer back to *Worksheet A: Key Elements of Your Policy.* For each of these elements, identify something to measure or observe that will help you determine if your policy has been successfully implemented. Please review monitoring suggestions in Step 7 of this Guide.

Key element of policy to monitor and evaluate	How will this be monitored?	Who is responsible?	How often will monitoring take place? (e.g., monthly, quarterly, annually)	Who will you report results to?*
PE Minutes	*Check class schedule*	*Jack*	*Monthly*	*Principal*
PE Staff Training	*• Training curriculum will be obtained and reviewed • Attendance rosters for training(s) • Training evaluation forms*	*Sally*	*Annually*	*Principal*

***Reporting: Who will you share monitoring and evaluation with?**
Reporting policy compliance is important for maintaining support for policies and gathering support for new strategies as needed. Reports may be monthly, quarterly, annually, etc., and should be shared with the school administration, school board, community and key stakeholders.

Food and Beverage Standards Monitoring Report

WORKSHEET E2

Use this form to monitor school group food and beverage venues.

☐ The foods/beverages at this venue meet the standards in our policy.

☑ Some foods/beverages do not meet the standards required by our policy.

Date:	12/05/07
Who is Monitoring?	Jessie James
Venue:	Snack Cart
Venue Location:	Senior Quad

The following foods/beverages do not meet the standards:

FOOD	
Brand of food and size	Why it doesn't meet standards
Mrs. Crumble peanut butter cookies, 6oz.	*Total fat is too high per serving size*

BEVERAGE	
Brand of beverage and size	Why it doesn't meet standards
Mr. Fizzers grape soda, 12 oz.	*Soda not allowed*

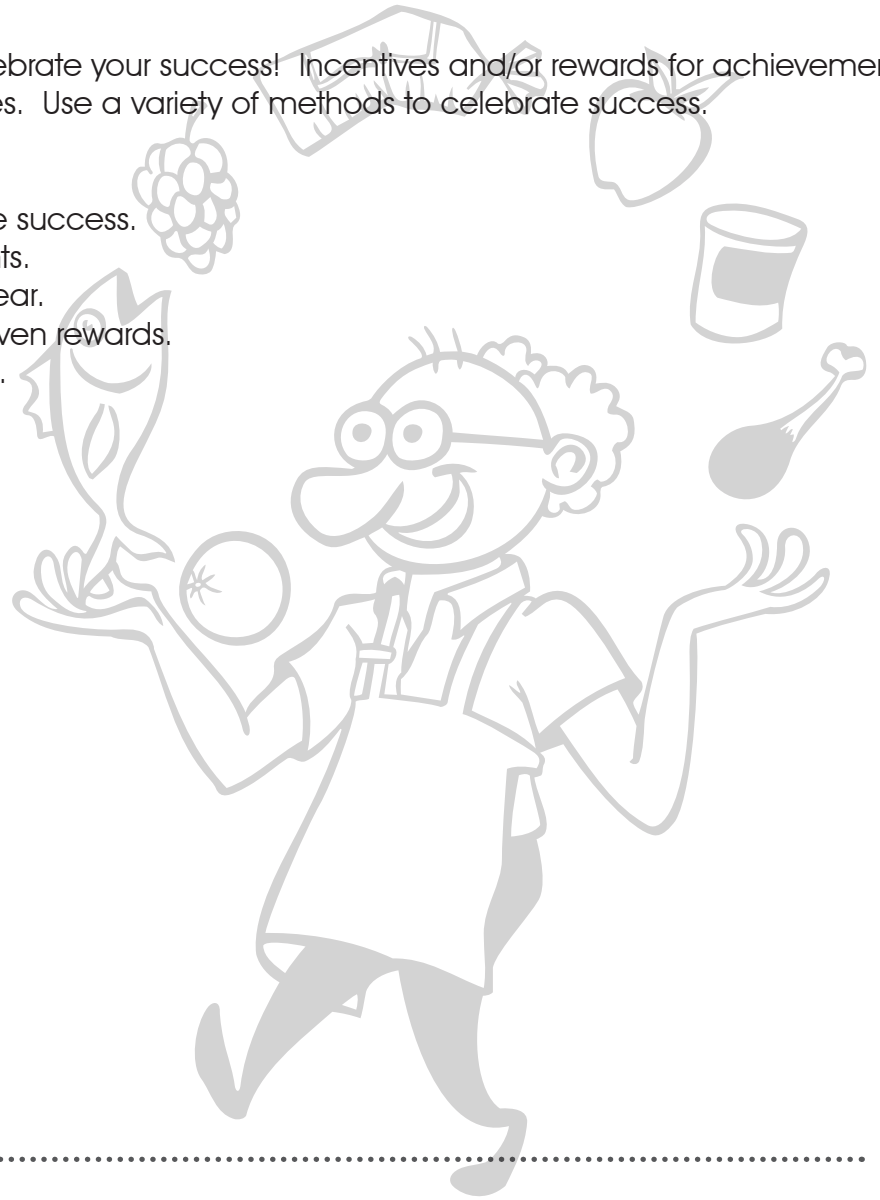
Notes:

III. Celebrate Accomplishments

When you accomplish one of your short- or long-term goals, celebrate your success! Incentives and/or rewards for achievements can help keep staff and students motivated about the changes. Use a variety of methods to celebrate success.

For example:

- Principals can send out congratulations and notes that celebrate success.
- Schools can hold assemblies to recognize the success of students.
- Planning teams can hold a healthy banquet at the end of the year.
- Leaders (students/staff) in the implementation process can be given rewards.
- The local media can publicize policy implementation successes.



IV. Glossary

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

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

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

Free and reduced priced meals (FRP)
A school meal entitlement program designed to provide free- and reduced-priced meals to all eligible low-income families. Schools receive federal reimbursement for these meals.

Gross revenues
Income (at invoice values) received for goods and services over some given period of time.

National School Lunch/Breakfast Programs
Administered by the U.S. Department of Agriculture and designed to help safeguard the health and well-being of the nation's children by providing an adequate supply of foods for all children at moderate cost. The program is designed to subsidize funding for schools to provide students with lunches and breakfasts that meet specific nutrition standards.

IV. Glossary
continued

Net income
What remains after subtracting all the costs (e.g., business, depreciation, interest, and taxes) from revenues. Net income is also called earnings or net profit.

SB 12 (Senate Bill 12)
A senate bill that legislated standards for a la carte foods available in California's public schools. These food standard laws can be found in California Education Code (EC) Sections 49430, 49431 and 49431.2. For specifics about allowable foods, please see www.CaliforniaProjectLEAN.org.

SB 965 (Senate Bill 965)
A senate bill that legislated beverage standards for California's public schools. This beverage standard law can be found in California EC section 49431.5.

Stakeholder
Someone who has a stake in the policy; someone who has an interest in the outcome of the policy, may be impacted by the policy, and/or may stand to benefit or lose something as a result of the policy.

V. Resources

California Project LEAN
www.CaliforniaProjectLEAN.org

Captive Kids: $elling Obesity at Schools
An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in School

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide
A step-by-step guide for school governance leaders to develop effective local wellness policies.

Jump Start Teens
Curricular lesson plans for use with high school students aimed at encouraging students to eat healthy, keep moving and take action.

Playing the Policy Game: Preparing Teen Leaders to TAKE ACTION on Healthy Eating and Physical Activity

Food on the Run: Lessons from a Youth Nutrition and Physical Activity Campaign

Reaching School Board Members: A Guide for Creating a Clear, Concise, and Compelling Nutrition Policy Campaign

School Health Index (Short-form)
An adapted version of the Centers for Disease Control and Prevention's School Health Index that focuses only on nutrition, physical activity, and physical education and reflects California's new nutrition standards.

School Marketing Assessment Tool
This tool assesses food and beverage advertising in schools.

Bright Ideas
Case studies that highlight success stories that involve the promotion of healthy eating and physical activity with youth.

V. Resources continued

California Department of Education
www.cde.ca.gov

Taking Action for Healthy School Environments: Linking Education, Activity and Food in California Secondary Schools

School Nutrition…BY DESIGN!
Implementation Strategies for Improving the nutritional quality of food and beverages served or sold on school campuses.

California's Physical Education Model Content Standards for California Public Schools (2005)
A framework for programs that a school may offer in the instruction of physical education; sets forth key skills and knowledge at each grade level.

The Health Framework for California's Public Schools (2003)
A framework for health education curriculum development, health literacy, positive asset development among youths, research-based programs, school safety, and special student populations; sets forth specific topics to emphasize in each grade.

California School Boards Association (CSBA)
www.csba.org

Guidance for Student Wellness Policy Implementation and Monitoring Report
Provides guidance for completing each section of CSBA's Student Wellness Policy, Board Policy 5030.

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide
A step-by-step guide for school governance leaders to develop effective local wellness policies.

United Stated Department of Agriculture (USDA)
www.usda.gov

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action
An action kit to help parents, teachers, school administrators, school food service professionals and the community look at their school nutrition environment and identify areas needing improvement.

Making It Happen: School Nutrition Success Stories
This document tells the stories of 32 schools and school districts across the U.S that implemented innovative strategies to improve the nutritional quality of foods and beverages sold outside the federal meal programs.

Centers for Disease Control and Prevention (CDC)
http://apps.nccd.cdc.gov/SHI

School Health Index (SHI)
The SHI is a self-assessment and planning tool that schools can use to improve their health and safety policies and programs.

Websites

Action for Healthy Kids
www.actionforhealthykids.org

California Center for Physical Activity
www.CAphysicalactivity.org

California School Nutrition Association
http://www.calsna.org

National School Nutrition Association
http://www.schoolnutrition.org

VI. Appendix

APPENDIX A

Ideas for Healthy Fundraising Alternatives for Schools, Sports and Clubs

Items You Can Sell

- Activity theme bags
- Air fresheners
- Balloon bouquets
- Bath accessories
- Batteries, flashlights
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers and decals
- Buttons, pins
- Calendars
- Candles
- Cookbooks made by schools
- Christmas ornaments
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Coupon books
- Crafts
- Customized stickers
- Emergency kits for cars
- First aid kits
- Flowers, bulbs, plants
- Foot warmers
- Football seats
- Giant coloring books
- Gift baskets
- Gift certificates
- Gift items
- Gift wrap, boxes, and bags
- Greeting cards
- Hats and jewelry
- Holiday wreaths
- Key chains
- License plates or holders with school logo
- Magazine subscriptions
- Megaphones
- Mistletoe
- Monograms
- Pet treats/toys/accessories
- Plants
- Pocket calendars
- Prepaid phone cards
- Raffle donations
- Scarves
- School art drawings
- School Frisbees
- School spirit gear
- Scratch-off cards
- Sell/rent wishes
- Souvenir cups
- Spirit/seasonal flags
- Stadium pillows
- Stationery
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Valentine flowers
- Yearbook covers
- Yearbook graffiti

Healthy Foods

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

Things You Can Do

- Art show
- Auction
- Bike-a-thons
- Bowling night/bowl-a-thon
- Car wash (pre-sell tickets as gifts)
- Carnivals
- Craft sales
- Dances (kids, family, father/ daughter, Sadie Hawkins)
- Family/glamour portraits
- Festivals
- Fun runs
- Golf tournament
- Hoop- or Jump-rope-a-thon
- Magic show
- Raffle
- Recycling cans/bottles/ paper
- Singing telegrams
- Skate night/skate-a-thon
- Talent shows
- Tennis/horseshoe pitching competition

For additional information on fundraising, please see:

www.fundraisingdepot.com
www.stretchablebookcovers.com
www.common-threads.com
www.partnersforkids.com
www.brickstonegraphics.com
www.y-ties.com,www.fund-raising.com
www.ripplerileythomas.com
www.efundraising.com
www.fundraisingbeads.com
www.nudayfundraising.com
www.qsp.com
www.currentfun.com
www.dulcoprinting.com

Adapted from *Creative Financing and Fundraising*, Shasta County Public Health

APPENDIX B

Alternatives to Food as a Reward

Rewarding Good Behavior

Food, beverages and candy are commonly used in schools to reward good behavior and academic performance. Often these foods have little or no nutritional value and are inconsistent with nutrition policies for foods sold on campus. Rewarding students with candy and sweets contradicts the teaching and modeling of behaviors and skills that promote student health.

Disadvantages to using food as a reward include:

- It undermines nutrition education taught in the classroom.
- It encourages overconsumption of foods high in sugar and fat.
- It teaches students to eat when they are not hungry as a reward to themselves.

Examples of Non-Food Rewards

Elementary School Students

- Make deliveries to the office
- Teach class
- Sit by friends
- Eat lunch with teacher or principal
- Eat lunch outdoors with the class
- Have lunch or breakfast in the classroom
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, bookmarks
- Fun video
- Extra recess
- Walk with the principal or teacher
- Fun physical activity break (dance to music)
- School supplies
- Trip to treasure box filled with nonfood items (stickers, tattoos, pencils, erasers, bookmarks)
- Paperback book
- Show-and-tell
- Earn play money for privileges
- Teacher/volunteer read special book to class
- Teacher performs special skills (e.g., sing)
- Read outdoors or enjoy class outdoors
- Have extra art time
- Have "free choice" at end of the day or end of class period
- Listen with headset to an audio-book/music
- Items that can only be used on special occasions (special art supplies, toys)

Middle School Students

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

High School Students

- Extra credit
- Fun video
- Reduced homework
- Donated coupons to video stores, music stores or movies
- Drawings for donated prizes

Adapted from *Alternative to Food as Reward*, Connecticut Department of Education

APPENDIX C

Healthy Classroom Celebrations

Birthday parties and holiday celebrations provide a great opportunity for schools to make healthful eating fun and exciting for students. Schools can promote a positive learning environment by shifting the celebration from the food to the child. Celebrations can include a variety of activities, games and crafts and foods that taste good and are nutritious. An overall strategy to consider would be to have fewer parties and celebrate birthdays on a monthly basis

Healthy Food Ideas

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

There is nothing wrong with an occasional treat but unhealthy food and beverage choices have become the norm rather than the exception. Healthy foods chosen as part of the festivities can provide an opportunity to reinforce nutrition lessons.

Adapted from *Healthy Celebrations*, Connecticut State Department of Education

APPENDIX D

Implementation Worksheets

Use these blank worksheets as master copy pages for your field work. The training package CD in the back of this Guide contains each worksheet in an editable format.

Key Elements of your Policy

WORKSHEET A

What are the key elements of your Local School Wellness Policy? Select which elements apply to your policy, briefly describe and estimate priority. Each element may need its own task list to ensure implementation. You may also want to include in this worksheet any pre-exisiting nutrition and physical activity policies your district has adopted.

Policy Component				Priority (High/medium/low)			Date Due
				H	M	L	
1. Physical Activity Policy Elements							
☐	**PE**						
	☐	Minutes		☐	☐	☐	
	☐	Staff training		☐	☐	☐	
	☐	Curriculum		☐	☐	☐	
	☐	Fitness testing		☐	☐	☐	
	☐			☐	☐	☐	
☐	**Recess**			☐	☐	☐	
☐	**During school** (classroom activity)			☐	☐	☐	
☐	**Before or after school**			☐	☐	☐	
☐				☐	☐	☐	
☐				☐	☐	☐	
2. Nutrition Education Policy Elements							
☐	**Curriculum**			☐	☐	☐	
☐	**Staff training**			☐	☐	☐	
☐				☐	☐	☐	

Key Elements of your Policy

WORKSHEET A
continued

Policy Component			Priority (High/Medium/Low) H	M	L	Date Due
3. Nutrition Guidelines for Foods Served and Sold on Campus Policy Elements						
☐	School Meal Programs		☐	☐	☐	
☐	A la Carte Foods		☐	☐	☐	
☐	A la Carte Beverages		☐	☐	☐	
☐	Fundraising		☐	☐	☐	
☐	Rewards		☐	☐	☐	
☐	Classroom Celebrations		☐	☐	☐	
☐	Vending		☐	☐	☐	
☐	School Gardens		☐	☐	☐	
☐	Meal Service and Time		☐	☐	☐	
☐	Environmental Impact		☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
Notes:						

Key Elements of your Policy

WORKSHEET A
continued

	Policy Component		Priority (High/medium/low) H	M	L	Date Due
4. Other School-Based Activities Policy Elements						
☐	Staff wellness		☐	☐	☐	
☐	Oral health		☐	☐	☐	
☐	Health education		☐	☐	☐	
☐	Mental health services		☐	☐	☐	
☐	Parent and/or community involvement		☐	☐	☐	
☐	Health services		☐	☐	☐	
☐	Physical environment		☐	☐	☐	
☐	Coordinated School Health		☐	☐	☐	
☐	Marketing		☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	
☐			☐	☐	☐	

Notes:

Making it Work! Quality, Accessible, Appealing Meals

WORKSHEET **B1**

The following are actions that can be taken to increase meal participation rates. Use this list to determine where your meal program could use improvement. You may not be able to, or need to, make improvements in all of these areas. Choose the strategies you think will have the greatest impact on attracting students to the meal program at your school/district.

A	**Revise menu to provide healthy alternatives that are appealing to students**	
	☐	Involve students in menu planning and taste testing
	☐	Provide freshly prepared food as available
	☐	Provide appropriate variety—consider international themes
	☐	Make meal presentation and meal items attractive
	☐	Provide staff training and support for the preparation of freshly prepared foods
	☐	
B	**Upgrade kitchen facilities as needed to support the preparation and storage of freshly prepared foods**	
	☐	
	☐	
C	**Upgrade the eating and serving areas as needed to provide adequate space and improve the "image" of the cafeteria**	
	☐	Consider international food court arrangements
	☐	Include salad or fruit bars
	☐	Add themed decor, fresh paint, murals
	☐	Replace long institutional style tables and benches with smaller tables and chairs
	☐	Ensure that cafeteria staff is customer-oriented, congenial and respectful of students
	☐	Consider themed or other attractive attire for cafeteria staff
	☐	
Notes:		

D	Reduce the stigma associated with the free and reduced price meal program to ensure that all students, regardless of payment status, have the same point-of-service transaction.
☐	Do not allow cash payment at point of service. Instead, ensure that payment occurs in the school office or other site so that all students, regardless of payment status, use the same type of card, number or ticket.
☐	Invest in computerized points of service
☐	
E	**Reduce waiting time and meal lines**
☐	Invest in an adequate number of points of service
☐	Use snack carts for serving reimbursable* grab and go meals
☐	Use any defunct a la carte food/beverage points of service for meal service
☐	Work with school administration to arrange meal times to reduce the number of students being served at one time
☐	
F	**Provide meal schedules that support healthy meal patterns**
☐	Don't schedule meals either too early or too late in the day (so that students don't require additional snacks or are hungry for part of the day)
☐	Allow adequate time for serving and eating meals
☐	Consider having recess prior to serving lunch so students can eat in a more relaxed fashion
☐	Offer last chance breakfast or breakfast in the classroom
☐	Close the campus at least during meal times to reduce competition from external vendors of less healthy options
☐	
Notes:	

**Reimbursable meal refers to a complete meal that qualifies for federal reimbursement regardless of whether it is purchased at full price, reduced price, or provided free. Individual items that are also part of the school meal are considered competitive foods when sold separately or "a la carte."*

G	Provide facilities that are easy to access and adequate to meet demand
☐	Provide both indoor and outdoor eating areas
☐	Provide protection from the sun and rain in outdoor eating areas; adequate ventilation in indoor areas
☐	Ensure facilities are adequate for all students to sit and eat comfortably
☐	Ensure eating and serving areas are conveniently located and can be easily accessed by students within the meal time frame
☐	
☐	

H	Promote the meal program
☐	Mail out applications for the free and reduced price meal program
☐	Offer universal* meals if you have a high percentage of free/reduced price eligible students
☐	Develop attractive menus to send home to parents and pass out to students; include pictures of meal options; provide nutrition information
☐	Develop promotional materials with student input (signs, posters, in-class promotions, PA announcements, bulletins, school cable TV ads
☐	Contact reporters about improvements in the meal program
☐	Speak at meetings of the various stakeholders: parents (e.g., PTA), teachers, school administrators, students, and garner their support with your enthusiasm and commitment
☐	
☐	

Notes:

**A program that provides free school breakfasts and/or lunches to all students within a school.*

Making it Work! Identifying and Promoting Compliant Foods and Beverages

WORKSHEET B2

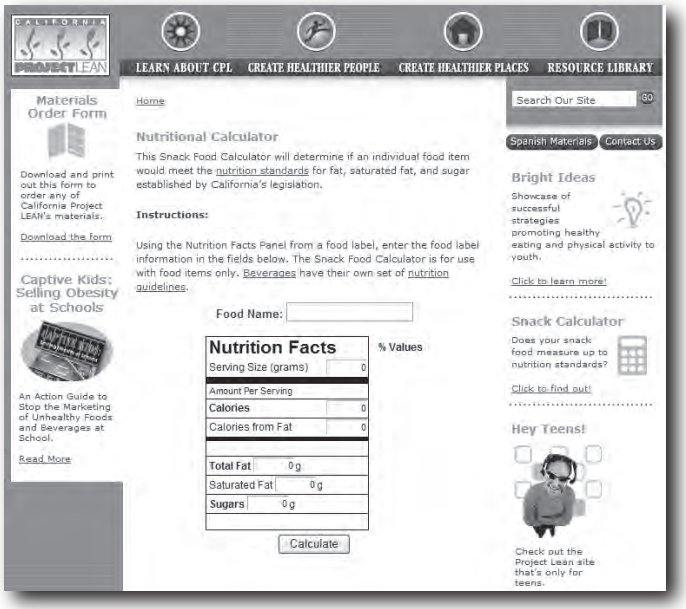
To maintain revenue after switching to compliant a la carte foods and beverages, you will need to invest time in choosing items that will sell well. As you begin to select products to sell, keep in mind that some compliant foods and beverages are healthier than others.

☐	Provide vendors with the standards and ask them to provide a list of compliant items
☐	Double check vendor food lists to ensure the foods and beverages meet your schools' standards*
☐	Seek new vendors if selection from current vendors is limited and contact other districts that have made changes for possible new vendors
☐	Work with a group of students to select the items they believe will be most popular
☐	Conduct taste tests with students
☐	Track sales volume to identify best-sellers
☐	Conduct student satisfaction/preference surveys
☐	Involve students in promoting the healthy, compliant options
☐	Have the vendor work with students to develop and market healthy, compliant product lines
For additional tips on promoting healthier options, see the *Use Marketing to Encourage Healthy Choices* section of this Guide.	

***Online Tool**

California Project LEAN's **on-line snack or entrée calculator** allows you to input information from the nutrition facts label and find out in a few seconds if the food meets California's food standards.

www.CaliforniaProjectLEAN.org



***Field Tool**

California Project LEAN has also developed a **pocket guide** for determining SB 12 compliant snack foods; a handy tool for when you are in the field.

www.CaliforniaProjectLEAN.org

Making it Work! Getting non Food Service School-Based Groups on Board

Schools may change or reduce the types of foods and beverages that can be sold on campus and the number of venues in which they can be sold. In either case, a number of programs are likely to be affected. The operators of these programs will need to be involved or informed at some point. Below are the basic steps in this process:

1. Determine what school-based groups will be affected and who is in charge of fundraising for each of the groups.
2. Be prepared to identify why the changes are happening (e.g., legislation, wellness policy), what is changing, and when the change will occur. Discuss how the school and students will benefit.
3. Be ready to respond to any concerns and to offer support if needed (e.g., lists of compliant products, vendor contact information, lists of alternative fundraising strategies).

School-Based Group (e.g., athletic group, band, associated study body, PTA, etc.)	**Contact Person for Fundraising**	**What is Changing?** (e.g., fewer vending machines, centralized management, different foods/beverages allowed)	**Date of Change**	**Who is Responsible for Making the Change?**
	Name:_____ Phone:_____ E-Mail:_____			
	Name:_____ Phone:_____ E-Mail:_____			
	Name:_____ Phone:_____ E-Mail:_____			
	Name:_____ Phone:_____ E-Mail:_____			

MAKING IT WORK! TRACKING SCHOOL GROUP FOOD AND BEVERAGE SALES

Complete one form for each non food service venue or group that collects revenues from food/beverage sales.

Department/Organization/Program (e.g., PTA, band, etc.)	Venue (e.g., vending)	Quantity (e.g., 2 machines)	Location (e.g., quad)	Beverage only	Food only	Beverage and food	Days and hours of operation

Month	If no monthly figures, indicate time frame or semester by checking off or drawing a line to connect the months	Gross Income	Net Income (profits)	Comments
August		$	$	
September		$	$	
October		$	$	
November		$	$	
December		$	$	
January		$	$	
February		$	$	
March		$	$	
April		$	$	
May		$	$	
June		$	$	
July		$	$	

Developing Your Implementation Plan

WORKSHEET C

Key Element of Policy: _____

1	Explain what this policy element will look like in your school.

2	Explain the Where, When and to Whom this element of the policy applies							
	☐	Cafeteria	☐	Athletic Events	☐	Canteen	☐	Social Events
	☐	Vending Machines	☐	Entire Campus (includes student and staff areas)	☐	Classroom Celebrations	☐	Classroom Only
	☐	School Store	☐	Fundraising	☐	After School Programs	☐	Students in all grades
	☐		☐		☐		☐	
	☐		☐		☐		☐	
	☐		☐		☐		☐	
	Exceptions:							

3	Who needs to know about the changes?							
	☐	School board members	☐	Athletic directors	☐	Parents	☐	
	☐	Superintendents	☐	Food service staff	☐	PTO/PTA	☐	
	☐	Principals	☐	Students	☐	Vendors	☐	
	☐	School health/wellness councils	☐	Teachers	☐	Community members	☐	
	Notes:							

KEY POLICY ELEMENT BEING IMPLEMENTED: _____

4 Identify tasks required, timeline and person responsible for completing tasks.		
What needs to be done?	**Responsible party**	**Timeline**

Communicating the Policy

WORKSHEET D

Possible stakeholders to communicate policy implementation to are:

- Athletic directors
- Community members
- Food Service Staff
- Parents
- Principals
- PTO/PTA
- School board members
- School health/wellness councils
- Students
- Superintendents
- Teachers
- _____

Stakeholders to communicate with	Stakeholder's interests/concerns: What do they need/want to know?	Who will contact stakeholder(s)?	How best to communicate the message?

Monitoring and Evaluating the Policy

WORKSHEET E1

How will you know that what you set out to do is happening?
Refer back to *Worksheet A: Key Elements of Your Policy.* For each of these elements, identify something to measure or observe that will help you determine if your policy has been successfully implemented. Please review monitoring suggestions in Step 7 of this Guide.

Key element of policy to monitor and evaluate	How will this be monitored?	Who is responsible?	How often will monitoring take place? (e.g., monthly, quarterly, annually)	Who will you report results to?*

***Reporting: Who will you share monitoring and evaluation with?**
Reporting policy compliance is important for maintaining support for policies and gathering support for new strategies as needed. Reports may be monthly, quarterly, annually, etc., and should be shared with the school administration, school board, community and key stakeholders.

Food and Beverage Standards Monitoring Report

WORKSHEET E2

Use this form to monitor school group food and beverage venues.

☐ The foods/beverages at this venue meet the standards in our policy.

☐ Some foods/beverages do not meet the standards required by our policy.

Date: _____

Who is Monitoring? _____

Venue: _____

Venue Location: _____

The following foods/beverages do not meet the standards:

FOOD	
Brand of food and size	Why it doesn't meet standards

BEVERAGE	
Brand of beverage and size	Why it doesn't meet standards

Notes: