THE CALFRESH
HEALTHY LIVING, UC

SCHOOL WELLNESS
POLICY TOOLKIT

A GUIDE TO SUPPORTING THE DEVELOPMENT AND IMPLEMENTATION OF SCHOOL WELLNESS POLICIES FOR CALFRESH HEALTHY LIVING, UC STAFF.

CalFresh
HEALTHY LIVING

UNIVERSITY
OF CALIFORNIA
# Table of Contents

Table of Contents ......................................................................................................................................... 1  
CalFresh Healthy Living, UC School Wellness Policy Toolkit Preface .................................................. 3  
  Introduction and Overview: .......................................................................................................................... 3  
  The Role of CalFresh Healthy Living, UC in School Wellness Policy .................................................. 5  
Section 1: The Importance of School Wellness ............................................................................................ 7  
  Overview .................................................................................................................................................. 7  
  Student Health and Wellbeing ........................................................................................................... 7  
  Exploring the Evidence .............................................................................................................................. 9  
  Spreading the Word .................................................................................................................................. 11  
Section 2: Engaging Key Stakeholders to Support Wellness ................................................................. 13  
  Overview ................................................................................................................................................ 13  
  How to Engage Key Stakeholders ............................................................................................................. 14  
  District and School Wellness Committees ............................................................................................... 16  
  Assessing Readiness ................................................................................................................................. 17  
Section 3: Understanding the Final Rule .................................................................................................... 21  
  Overview of School Wellness Policy and the Final Rule ......................................................................... 21  
  Wellness Policy Requirements ................................................................................................................. 22  
  Supporting the Final Rule ....................................................................................................................... 25  
Section 4: Strengthening the LSWP ........................................................................................................ 43  
  The Role of CalFresh Healthy Living, UC ................................................................................................ 43  
Section 5: Supporting School Wellness Policy Implementation .............................................................. 47  
  Overview ................................................................................................................................................ 47  
  Step 1: Conduct an Assessment ................................................................................................................ 47  
  Step 2: Prioritize School Wellness Initiatives .......................................................................................... 49  
  Step 3: Develop a School Wellness Action Plan .................................................................................... 50  
  Step 4: Inform Key Stakeholders of the Assessment Results and Action Plan .................................. 53  
Section 6: Evaluating LSWP Impact and Sharing Success ......................................................................... 55  
  Evaluating the Impact of your Wellness Efforts ...................................................................................... 55  
  How to Use Assessment Results ............................................................................................................. 57
Sharing the Success with the Community ................................................................. 57
Section 7: Funding for LSWP Implementation .......................................................... 61
  Overview .................................................................................................................. 61
  SNAP-Ed Funding to Sustain LSWP Implementation ............................................... 61
  Grants ....................................................................................................................... 61
  District Funding to Sustain LSWP Implementation .................................................. 62
Appendix A: List of Acronyms and Technical Terminology .......................................... 65
Appendix B: References ............................................................................................. 67
CalFresh Healthy Living, UC School Wellness Policy Toolkit Preface

Introduction and Overview:
Rates of overweight and obesity in children and adolescents have been on the rise in the United State for decades\(^1\). National health organizations acknowledge that the school environment provides a unique opportunity to stakeholders and the community alike to work to improve the health and lives of our nation’s children and adolescents\(^2\). A number of strategies have been recommended, including comprehensive education programming, broadening the accessibility of school breakfast and lunch, and implementing district-wide school wellness policy to assist the K-12 education community with the adoption of strategies improve the health of their students\(^3\).

As of June 30, 2017, the federally mandated Local School Wellness Policies (LSWP): Final Rule 2016 has gone into effect\(^4\). The Final Rule covers a broad range of topics, including school meals, food and beverage marketing, nutrition and physical education, and requirements for reporting district wellness policy work to the community. The mandate is designed to help school communities promote student health, prevent and reduce childhood obesity, and ensure that schools meet the federal meal standards (USDA [https://www.fns.usda.gov/tn/local-school-wellness-policy](https://www.fns.usda.gov/tn/local-school-wellness-policy)).

Many districts continue to struggle with taking the first steps towards implementing school wellness policy successfully. Lack of funds, knowledge, and understanding of how to shift the school culture towards health can be barriers towards achieving compliance to the mandate and transforming the district community.

SNAP-Ed funded agencies, like the CalFresh Healthy Living, UC are tasked with supporting school districts in the achievement of these mandates. The mission of California SNAP-Ed is as follows:

“To inspire and empower underserved Californians to improve their health by promoting awareness, education, and community change through diverse partnerships, resulting in healthy eating and active living.”

SNAP-Ed funded agencies and their sub-contractors are uniquely situated to assist school districts statewide in achieving their school wellness priorities. Through education, the leveraging of local partnerships, and capacity building, CalFresh Healthy

\(^1\) (Lobstein, 2015)
\(^2\) (Hayes, 2018)
\(^3\) (Hoelscher,2013)
\(^4\) (United States Department of Agricultur, 2016)
Living, UC staff can provide a needed service to guide district staff towards successful, compliant wellness policy implementation and monitoring.

The CalFresh Healthy Living, UC program, the Public Health Institute Center for Wellness and Nutrition, and the UC Davis Center for Nutrition in Schools are proud to present the CalFresh Healthy Living, UC School Wellness Policy Toolkit.

**Purpose**
The purpose of this toolkit is to provide a one-stop, complete guide to understanding school wellness policies and initiatives, as well as CalFresh Healthy Living, UC’s role in supporting them. This toolkit will provide you background knowledge, tools and resources to use or to pass on, as well as information on what is allowable and unallowable.

The goal of the toolkit is to provide CalFresh Healthy Living, UC staff with a resource that can be a guide towards starting conversations, getting stakeholders to the table, and moving school wellness policy from paper to action.

**Who should use the toolkit?**
School wellness policy and initiatives are a main strategy for CalFresh Healthy Living, UC. As such, all CalFresh Healthy Living, UC staff may find useful information within this toolkit to guide the connection between work at the site-level and policy compliance at the district-level.

This toolkit was designed specifically for CalFresh Healthy Living, UC staff working with school wellness policy and school wellness initiatives. Although other stakeholders may find this information useful, it is important to note that limitations exist for what is allowable for SNAP-funded agencies, and those limitations will be expressly outlined for CalFresh Healthy Living, UC staff.

**How to use this toolkit**
This toolkit is parceled out into seven sections. Each section covers an important step in developing a deeper understanding to support wellness initiatives. The sections contain an overview of the relevant topics, strategies, and tips to communicate that topic to stakeholders in the school community and district wellness committee, as well as resources and tools to help you along the way.

Depending on your level of involvement at a school site, it may be necessary to start from the very beginning of the toolkit. Staff participating in more active district wellness committees can navigate through the toolkit to locate topics and resources to meet the needs of committees at every level of the school wellness policy process.

The authors would like to thank their organizations for the support and resources to develop this toolkit. Thank you to CalFresh Healthy Living, the Public Health Institute Center for Health and Wellness, and the UC Davis Center for Nutrition in Schools.

We hope you enjoy the toolkit and find it useful for furthering your School Wellness Policy work!
The Role of CalFresh Healthy Living, UC in School Wellness Policy

What does the SNAP-Ed Guidance Say?

According to the FY 2020 SNAP-Ed Guidance, SNAP-Ed helps contribute to community health and wellness goals by providing and supporting nutrition education and obesity prevention services within eligible schools. These activities help low-income students and their families make healthy eating and physical activity-related decisions. While SNAP-Ed may pay for activities directed to the SNAP-Ed target audience, it is not within its scope to pay for local initiatives that are directed to the entire community. Such initiatives are the financial responsibility of the community.

Local Education Agencies (LEAs) are encouraged to include SNAP-Ed coordinators and educators on local school wellness policy committees.

Working within school wellness policy committees affords opportunities for SNAP-Ed providers to expand the scope of the activities conducted in the school setting using PSE efforts.

Many SNAP-Ed providers already provide nutrition education in classrooms and may be able to broaden the reach of a school’s local school wellness activities through SNAP-Ed collaborative efforts with other publicly or privately funded national, State, and local nutrition education and health promotion initiatives and interventions.

“SNAP-Ed providers may participate on — but not lead — school wellness committees; leadership in developing, implementing, maintaining, and enforcing the local wellness policy remains the responsibility of the LEA. SNAP-Ed providers may offer consultation on strategies that will help schools become community nutrition and wellness hubs”.

Examples of other school wellness policy committee activities for which SNAP-Ed providers may contribute expertise and/or funds include:

- school-based nutrition and physical activity environmental assessments
- healthy classroom checklists, use of non-food items for rewards
- integrating physical activity into the school day through activities such as instant recess
- school or community gardens
- policies to allow use of school recreational facilities during non-school hours
- walking school buses
- training on Smarter Lunchrooms in partnership with school district staff.

---

5 (United State Department of Agriculture, 2019)
CalFresh Healthy Living, UC *Supports* School Wellness Policy

CalFresh Healthy Living, UC staff can support schools and districts in the development, implementation, and evaluation of school wellness policy through the following activities:

| Engage | • Leverage existing relationships to recruit wellness committee members including:  
• students  
• parents  
• community partners  
• school staff- school nutrition services, teachers, administrators, school health staff |
|---|---|
| Strengthen | • Encourage and support the committee in assessing and strengthening the written wellness policy  
• Provide sample language to strengthen the policy and support CalFresh Healthy Living, UC initiatives |
| Plan | • Use an assessment tool to understand the school environment  
• Share the assessment results with students, wellness committee members, and school partners  
• Work with partners to identify priorities and develop an action plan to improve the school environment |
| Promote | • Increase awareness of the written policy to school stakeholders  
• Increase awareness of programming being implemented to improve student wellness |
| Implement | • Support schools in wellness policy implementation through CalFresh Healthy Living, UC programming  
• Collaborate with teachers to develop youth-led wellness committees  
• Provide training to key stakeholders on how to implement the LSWP |
| Share Success | • Utilize CalFresh Healthy Living, UC evaluation tools to monitor school wellness policy implementation  
• Share evaluation results with partners |
Section 1: The Importance of School Wellness

Overview
Schools have been identified by national organizations such as the CDC as ideal environments to develop and support healthy behaviors because students spend the majority of their young lives in a classroom. Additionally, helping young people stay healthy and become productive members of society is a fundamental mission for schools. Despite the ideal circumstances and intentions, there are many barriers to the implementation of health-focused programs like nutrition and physical activity education. Pressure to perform highly on state tests, lack of additional time in the classroom to teach non-core concepts, and a gap in training and relevant resources have all been cited as barriers to teaching health programming in the classroom.

Although supporting the health of students is a foundational mission of schools, many members of the school community may not be fully aware of the demonstrated connection between student health and wellbeing and their academic success. This connection, if more widely understood, may support the school community in justifying the redirection of funds, time, and training towards health-related programs to support students’ overall health, wellbeing, and academic achievement.

Community partners such as CalFresh Healthy Living, UC are uniquely situated to deliver this message. The key messages, as outlined by the CDC (CDC Health and Academics PowerPoint) are detailed below:

- Healthy students are better learners
- Schools can influence eating and physical activity behaviors
- Healthy, successful students help build strong communities
- All students deserve the opportunity to be healthy and successful

With these key messages in mind, we can now review the evidence that supports the application of these messages in your sites.

Student Health and Wellbeing
Student health and wellbeing go hand in hand with student academic success. Reports on student health and achievement emphasize that student motivation and ability to learn are linked to their participation in health programming and consumption of healthy foods. Success in school academics are limited when students are grappling with health-related problems, such as poor diet quality and limited access to physical activity opportunities.

---

6 (Centers for Disease Control, 2014)
Defining Student Academic Achievement

Academic achievement can be broken down into three components: academic performance, education behavior, and student’s cognitive skills and attitudes.

**Academic Performance**
- Class grades
- Standardized Tests
- Graduation Rates

**Education Behavior**
- Attendance
- Dropout rates
- Behavioral problems at school

**Student’s cognitive skills and attitudes**
- Concentration
- Memory
- Mood

Current evidence supporting the promotion of health and wellness activities as a means to improve positive student outcomes are listed below. This information has been adapted for the toolkit from the CDC.
Exploring the Evidence
Healthy Eating and Academic Achievement

Much research surrounding healthy eating and its correlation to academic achievement is assessed through participation in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

Certain dietary practices have been associated with an increase in grades and test scores. These practices include participating in the SBP, providing a variety of fresh fruits and vegetables during lunchtime, and improving the overall quality of meals served to students.

Behaviors that have been demonstrated to reduce academic performance include skipping breakfast, consuming a diet low in fruits, vegetables, or dairy, consuming a diet low in vitamins and minerals, and hunger.

<table>
<thead>
<tr>
<th>Dietary Behavior/Issue</th>
<th>Related Academic Achievement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the School Breakfast Program (SBP)</td>
<td>• Increased academic grades and standardized test scores</td>
</tr>
<tr>
<td></td>
<td>• Reduced absenteeism</td>
</tr>
<tr>
<td></td>
<td>• Improved cognitive performance</td>
</tr>
<tr>
<td>Skipping breakfast</td>
<td>• Decreased cognitive performance</td>
</tr>
<tr>
<td>Lack of adequate consumption of specific foods</td>
<td>• Lower grades</td>
</tr>
<tr>
<td>Deficits in specific nutrients</td>
<td>• Lower grades</td>
</tr>
<tr>
<td></td>
<td>• Higher rates of absenteeism and tardiness</td>
</tr>
<tr>
<td>Insufficient food intake</td>
<td>• Lower grades</td>
</tr>
<tr>
<td></td>
<td>• Higher rates of absenteeism</td>
</tr>
<tr>
<td></td>
<td>• Repeating a grade</td>
</tr>
<tr>
<td></td>
<td>• Inability to focus</td>
</tr>
</tbody>
</table>

Adapted from the CDC Health and Academic Achievement presentation

National organizations recommend establishing and supporting a healthy nutrition environment at school to mitigate these barriers to success and health. Some strategies to achieve a healthy nutrition environment include: improving access to healthy meals, beverages, and snacks campus-wide, providing healthy options for fundraisers, classroom parties, school stores, and vending machines, and providing education about healthy eating.
CalFresh Healthy Living, UC Supported Nutrition Solutions

CalFresh Healthy Living, UC already offers a wide variety of programs and resources to schools that support the teaching, modeling, and implementation of healthy eating behaviors. Some options that may be helpful to a school district include:

1. Providing and/or delivering evidence-based nutrition education curricula
2. Cooking demonstrations and recipes outlining healthy preparation of a variety of fruits, vegetables, low-fat dairy, protein, and whole grains
3. Promotional materials for the lunchroom and classroom that support nutrition goals and initiatives
4. Health fair booths focused on the promotion of healthy eating
5. After school education for parents surrounding healthy eating and cooking behaviors for the family
6. Supporting a garden on-site for school-wide use. Providing curricula and resources for school staff to support the garden and make it sustainable
7. Sitting on a District School Wellness Committee to lend your expertise related to the support, promotion, and monitoring of health programs throughout the district

Physical Activity and Academic Achievement

In addition to healthy eating, physical activity and physical education can have a measurable impact on the success of students in school. The Physical Activity Guidelines for Americans recommend that youth ages 6-17 engage in at least 60 minutes of moderate to vigorous physical activity every day. As youth spend a large portion of their day in school, the role of the school in supporting physical activity and education is significant.

In some cases, the school environment may be the only exposure youth have to a safe environment to exercise and play. Barriers may exist to engaging in physical activity outside of the school day, including unsafe conditions for walking or biking to school, unsafe neighborhood conditions, little to no access to greenspace or quality play structures, economic barriers to participation in organized sports, or transportation barriers.

Schools are required to support physical activity and education for all students. There is an abundance of research suggesting that participation in physical activity and physical education may help students and schools achieve their goals.

Some of the demonstrated benefits of engaging in physical activity, including school recess, resulted in improved student grades, attendance, concentration, memory, and behavior. Specifically, participation in physical education classes has been associated with better grades, standardized test scores, and on-task classroom behavior. Incorporating classroom physical activity breaks improved attention and concentration, behavior, and education outcomes. Lastly, student participation in extracurricular sports has been associated with higher GPAs, lower rates of dropout, and fewer disciplinary issues.
<table>
<thead>
<tr>
<th>Physical Activity Practice</th>
<th>Related Academic Achievement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are physically active</td>
<td>• Have better grades, better school attendance, and better classroom behaviors</td>
</tr>
<tr>
<td>Higher physical activity and physical fitness levels</td>
<td>• Improved cognitive performance</td>
</tr>
<tr>
<td>More participation in physical education class</td>
<td>• Better grades, standardized test scores, and classroom behavior</td>
</tr>
<tr>
<td>Time spent in recess</td>
<td>• Improved cognitive performance and classroom behaviors</td>
</tr>
<tr>
<td>Participation in brief classroom physical activity breaks</td>
<td>• Improved cognitive performance, classroom behaviors, and education outcomes</td>
</tr>
<tr>
<td>Participation in extracurricular physical activities</td>
<td>• Higher GPAs, lower drop-out rates, and fewer disciplinary problems</td>
</tr>
</tbody>
</table>

Adapted from the CDC Health and Academic Achievement presentation

National organizations recommend establishing and supporting comprehensive, school-wide approaches to physical activity. These approaches should ideally provide opportunities for students to be physically active before, during, and after school.

**CalFresh Healthy Living, UC Supported Physical Activity Solutions**

CalFresh Healthy Living, UC already offers a wide variety of programs and resources to schools that support the teaching, modeling, and implementation of physical activity. Some options that may be helpful to a school district include:

1. Providing and/or delivering evidence-based physical education and activity curricula
2. Holding teacher trainings for comprehensive physical activity approaches, such as classroom physical activity breaks and CATCH training
3. Assisting teachers and school leaders with grant applications for funding or equipment related to physical activity, education, and infrastructure
4. Partnering with schools to hold walk or bike to school campaigns
5. Partnering with the local community to assist in the implementation of Safe Routes to School strategies

**Spreading the Word**

The CDC recommends tailoring messaging surrounding student health and academic success to the audience with whom you are working. Focusing on framing a message that will resonate with stakeholders on the district wellness committee is an important skill to practice and will be prominently featured throughout the toolkit. Some ideas for framing your discussion are included below.
Messages to Support Healthy Eating and Physical Activity in Schools

School Districts
- School Board, District Wellness Committee
- Increased attendance rates
- Increased graduation rates
- Higher district-wide test scores and grades

Schools
- Staff Meeting, Staff Professional Development
- Meet educational goals
- Decreased rates of student absenteeism
- Fewer behavioral problems
- Higher school-wide test scores and grades

Parents
- PTA or PTO Meetings
- Opportunities for your child to practice healthy behaviors
- Help your child become a better learner

Students
- Student Council, ASB, School Site Wellness Committee
- Feel Better
- Improve concentration
- Better grades and test scores

Adapted from the CDC Health and Academic Achievement presentation

Resources
Participation on a district wellness committee is an ideal place to advocate for increased promotion of physical activity in school. There are a number of different strategies to help school districts become hubs for comprehensive physical activity approaches. The following resources will assist you in building the case.

- CDC Adolescent and School Health: Health and Academics Webpage
  - Fact Sheets
  - Summary Handout
  - Data Tables
  - Presentations and videos

- Physical Activity Guidelines for Americans, 2nd Edition
  - Introduction to PA Guidelines
  - Data Tables
Section 2: Engaging Key Stakeholders to Support Wellness

Overview
LSWP development and implementation requires a dedicated team of different stakeholders at the school and district level. Engaging key participants in improving the health of students is essential in successfully implementing school wellness policies. While CalFresh Healthy Living, UC cannot establish school wellness committees, staff can support LSWP leads in recruiting and engaging key stakeholders to support wellness initiatives.

AS A WELLNESS ADVOCATE, YOU CAN LEVERAGE YOUR INFLUENCE TO RECRUIT AND ENGAGE YOUR PARTNERS IN PARTICIPATING ON SCHOOL OR DISTRICT WELLNESS COMMITTEES.

THE ALLIANCE FOR A HEALTHIER GENERATION HAS DEVELOPED THE SCHOOL WELLNESS COMMITTEE TOOLKIT, WHICH PROVIDES DETAILED INFORMATION ON STAKEHOLDER ENGAGEMENT. USE THIS AS A SUPPLEMENTAL GUIDE FOR YOUR SCHOOL WELLNESS COMMITTEE WORK.

Why Engage Key Stakeholders?
School wellness policy plays an integral role in systemically changing school environments and norms to encourage and support healthy behavior. Establishing wellness committees is an essential practice for schools and districts to affect change at the policy level. Having a diverse school or district wellness committee with a variety of stakeholders can help ensure the LSWP meets the needs of the entire school community.

Who Should Participate?
Engaging a variety of stakeholders is key to a wellness committee’s success. Recruiting members who represent the diversity of the school and community and have a deep understanding of the school/district culture and norms is essential. Committees with 6-12 active members are often the most effective. Involving the least powerful and most powerful stakeholders is important. When determining which key stakeholders to recruit to participate on the school wellness committee consider the following characteristics of your potential members:

- Are committed to improving the health of students
- Can influence decision makers

7 (Alliance for a Healthier Generation, 2019)
- Can work collaboratively
- Are action-oriented “doers”
- Can commit to attending meetings, reviewing materials, and supporting SNAC initiative implementation
- Have the authority and trust to represent the needs of students authentically
- Bring diverse work experience and perspectives to the committee

How to Engage Key Stakeholders

The table below outlines key stakeholders to consider including, why their participation on the school wellness committee is important, and potential motivators to encourage them to join the team8.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Why?</th>
<th>Motivators</th>
</tr>
</thead>
</table>
| Students                         | Your LSWP work impacts students directly. Involving them in decisions will limit resistance and can make your programs more successful. | • Want to have their voices heard                                                          
|                                  |                                                                                          | • Can serve as role models to other peers                                                        
|                                  |                                                                                          | • Want a seat at the table to make positive change for themselves and their classmates          
|                                  |                                                                                          | • Participating can increase leadership skills                                                   |
| Parents                          | Involvement of parents ensures that LSWP efforts will reach beyond the school. In addition, parents can spread the word to other parents and help gain support for LSWP work. Tips for involving parents are available through the CDC. | • Education is key to their child’s success                                                         
|                                  |                                                                                          | • Parents want their children to earn reasonably good grades                                     
|                                  |                                                                                          | • Helping their children succeed really matters                                                  
|                                  |                                                                                          | • Health and safety of their children is very important                                           
|                                  |                                                                                          | • Want to know how they can help their children adopt practices that will keep them healthy     |
| Teachers                         | All teachers at your school have a stake in healthy students. Healthy students perform better academically and have fewer behavioral issues. Teachers have a strong understanding of the needs of the students and the school community. | • Want their students to do well academically and socially                                       
|                                  |                                                                                          | • Are influential in promoting student adoption of wellness behaviors                             
|                                  |                                                                                          | • Love and care about students                                                                    
|                                  |                                                                                          | • Some teachers believe that wellness is largely a family responsibility                         
|                                  |                                                                                          | • Students need guidance to learn how to make their own choices                                  |
| School Nutrition Services Staff (SNS) | SNS understand the school food environment better than anyone on campus. Most of            | • Undergoes a federal audit every three years that includes compliance to federal school wellness policy regulations |
|                                  |                                                                                          |                                                                                                       |

---

8 (Alliance for a Healthier Generation, 2019)
the time, SNS Directors are responsible for overseeing school wellness policy work. When CDE conducts an audit, SNS is responsible for ensuring the Final Rule is being met.

<table>
<thead>
<tr>
<th>Principals/Administrators</th>
<th>Administrative support is instrumental to your ongoing efforts to improve the health and wellbeing of students. At the school site level, principals can decide which school wellness initiatives are implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partners (Local Health Departments, Dairy Council, health-focused non-profits)</td>
<td>Many community partners are committed to addressing childhood obesity and often receive funding to do obesity prevention work.</td>
</tr>
<tr>
<td>School Health Professionals (nurses, psychologists, social workers, etc.)</td>
<td>School health professionals are natural coordinators and experts on school health matters. They understand the physical, emotional, and mental health needs of students intimately and can help ensure the committee is focusing on the right issues.</td>
</tr>
</tbody>
</table>

- Want to provide healthy food that students will enjoy
- Want to minimize food waste
- Want to increase student participation in school meal program
- Want to improve academic performance as indicated by test scores
- Positive student engagement at school will improve students’ learning experience
- Desire to minimize student behavioral problems, suspensions, and expulsions
- Want to maintain good rapport with families
- Want to make a positive difference in the community
- Aligns with the goals and objectives of their program
- Want to positively impact the health of students
- Interested in affecting change through policy
- Care about the health and wellbeing of students
- Interested in and passionate about preventive health
- Want students to succeed academically

**Making the Case for School Wellness:** When recruiting key stakeholders to participate on school wellness committees it is important to tailor your message to the audience. Understanding motivators, goals, beliefs, and barriers will help you reach them in an impactful way. Use the list of motivators from the table above and the information outlined in Section 1 on the importance of school wellness to develop your message.
Resources for Recruitment: USDA’s Food and Nutrition Services Program developed the Local School Wellness Policy Outreach Toolkit, which includes communication tools for engaging key stakeholders including principals, parents, and school staff. Below are links to their communication tools

- Letter to Principal
- Parent Flyer [English] [Spanish]
- Presentation for Parents
- Presentation for School Staff
- Newsletter Article
- Social Media Posts

**All resources can be modified to meet the needs of your target audience.

District and School Wellness Committees

Roles and Responsibilities of Committee Members

- Create a vision, mission, and goals for the committee
- Assist with policy development or revision to support a healthy school environment
- Work collaboratively to develop a LSWP Action Plan
- Promote parent, community, and professional involvement in developing a healthier school environment
- Support the school or district in developing a healthier school environment
- Advocate for school health programs and policies within the broader school community
- Tap into funding and leverage resources for student wellness
- Plan and implement programs for students
- Evaluate program and policy efforts
- Provide feedback to the district regularly regarding progress on the implementation of the local wellness policy
Wellness Committee Meetings
While CalFresh Healthy Living, UC staff cannot facilitate or lead District or School Wellness Committee Meetings, you can provide Wellness Committee Leads with materials and resources to support them.

The Local School Wellness Policy Committee Guide is a great resource to help school districts successfully facilitate wellness committee meetings. CalFresh Healthy Living, UC staff are encouraged to share this guide with their Wellness Committee Lead. The guide contains the following components:

- Steps for Planning and Conducting Meetings
  - Sample Agenda Items for Each Meeting
- Suggested Calendar of Meetings
- Selected Resources

Tips for Successful Meetings:

- Find a common and consistent meeting time; try to meet using technology, conference calls, or a walking meeting if it is difficult to meet in person.
- Have an agenda at every meeting; solicit agenda items from committee members in advance.
- Share the responsibility and ensure that all wellness members are actively engaged; involve others and delegate action steps.
- Respect others’ time – start and end meetings on time.
- Summarize action steps and key points and follow up after each meeting committees.

Assessing Readiness
Quick Start Wellness Committee Quiz
Please answer the following questions about your school or district wellness committee to the best of your ability. If a wellness committee does not exist, there is no need to complete this quiz. The outcome of the quiz will sort your committee into one of three cohorts based on their level of readiness. After the quiz, add up the number of points and read the tips on where to start.

Scores- a= 3 points, b=2 points, c=1 points, d=0 points
1. Is your wellness committee representative of your district and community? (i.e. school staff, parents, students, school administration, school food service, community members and partners)
   a. Yes, we have at least 7 different stakeholders from the school community represented
   b. Yes, we have at least 5 different stakeholders from the school community represented
   c. Yes, we have at least 3 different stakeholders from the school community represented
   d. No, our committee is only comprised of one or two of these stakeholders
2. How often does your committee meet?
   a. 4 times a year or more
   b. 3 times a year
   c. 2 times a year
   d. Not at all
3. Has the wellness policy been updated since the release of the Final Rule (June 2017)?
   a. Yes, it was updated to include all the new requirements
   b. Yes, it was updated but I do not know if it meets the requirements
   c. No, it was not updated
   d. What is the final rule?
4. Does your committee regularly assess policy implementation?
   a. Yes, assessments are collected for each school every year and provides and update to the community
   b. Yes, assessments are collected for each school every year
   c. Yes, assessments are collected for some schools
   d. No, assessments have not been collected
5. Has your committee created an action plan as a result of an assessment?
   a. Yes, we have created an action plan and we follow through to accomplish our goals
   b. Yes, we have created an action plan but we only accomplish some of the goals
   c. Yes, we have created an action plan but have not implemented it
   d. No, we have not created an action plan
6. Does your wellness committee distribute an information handout or flyer about the results of the policy implementation assessment?
   a. Yes, our wellness committee sends out a flyer every year detailing accomplishments and future goals
   b. Yes, our wellness committee presents the information at a Board Meeting, but does not inform the broader school community
   c. No, our wellness committee has plans to distribute a flyer this year
   d. No, our wellness committee has no plans to distribute information to the community
Cohort 1: Early Stages Committee
If you scored 0-5, you have a committee that is in its early stages. Set your committee up for success by starting with the following priorities:

- Set your meetings for the year and stick to it: Early stages of wellness committee development can be challenging. You may need more than three meetings to get the committee off the ground and running. To incentivize attendance, consider conducting a poll on the best day to meet. Find a high-level stakeholder to hold attendees accountable (superintendent, etc.).
- Gather stakeholders: Wellness policy committees should include a diverse range of stakeholders. Make sure to spread the word to ensure you have diverse participation. Stress to participants that the beginning is the hardest part, and make sure they commit.
- Make sure your policy is compliant: Before you begin any work, make sure you have a wellness policy that is compliant with the USDA Final Rule (June 2017). Ensure that this policy is posted on the school website and easily accessible by the school community.

Cohort 2: Established Committee
If you scored 6-9, you have a committee that is decently established but could use a little work. Set expectations and goals for all of the meetings to ensure that your committee stays on task. Continue to build up your committee with the following priorities:

- Ensure that meetings are set for the year and stick to them: If your current meeting style/time is not working for the committee, take the time to discuss it and set a new model in place. Productive meetings will ensure that everyone feels like their time is well spent.
- Choose an assessment: If your committee has the meetings down, move on to assessing the schools in your district. Choose an assessment together based on the goals of the district and develop a plan on how to conduct and synthesize the assessments.
- Get more stakeholders involved: If your committee is still lacking key members, consider recruiting more people to sit on your committee.
- Set goals: Once your assessment is collected, review it with the committee and set goals and priorities for the next year. Come with a plan for the first meeting to ensure you start on the right foot.

Cohort 3: Experienced Committee
If you scored 10-14, you have a committee that is established with a compliant policy. The committee may be assessing schools and creating action plans, but little has been done to accomplish the goals. Move the goals you set forward with the following priorities:
• Review the action plan and stick to it: Review your action plan with the committee at the first meeting. Set concrete goals and check-ins to motivate the committee to move on the goals.
• Create a flyer for the community: Part of the requirements of the Final Rule include informing the community of the work being done. Consider designing a flyer together during a meeting and discussing what parts of the policy to highlight at the end of the year.
• Get students involved: One way to ensure your policy is reflective of the school community is to get students involved and give them a voice at the table. Consider creating a position for ASB students or a SNAC group to allow for input from the student body.

Cohort 4: Advanced Committee
If you scored 15-18, your committee is meeting regularly, assessing the implementation of their policy, setting an action plan and following through on goals. Capitalize on your momentum and success with the following priorities:
• Do the WellSAT: Consider updating your policy or AR with stronger language. Compare your current policy to the WellSAT tool for ideas and suggestions.
• Consider sustainability: One of the many challenges of wellness committees is turnover. Develop policies and procedures for positions on the committee to assist in these transitions.
• Throw a health fair or themed month for the school district: Move the conversation surrounding wellness to the classroom by creating activities, events, or fairs to support the efforts of the schools and staff to live healthy lifestyles.
Section 3: Understanding the Final Rule

Overview of School Wellness Policy and the Final Rule

What is the Local School Wellness Policy?
A local school wellness policy (LSWP) (“wellness policy”) is a written document that guides a local educational agency’s (LEA) or school district’s efforts to establish a school environment that promotes students’ health, wellbeing, and ability to learn.

What is the Final Rule?
A copy of the Final Rule Summary can be found at the end of this section and is available on the [USDA Food and Nutrition Services webpage](https://www.fns.usda.gov/). (United State Department of Agriculture, 2017)

| **Framework and Guidelines for LSWP** | • USDA Food and Nutrition Service (FNS) created a framework and guidelines for written wellness policies established by the district. The final rule required districts to begin developing a revised local school wellness policy during School Year 2016-2017. |
| **Expanded Requirements** | • The Final Rule (FR) required all districts that participate in the National School Lunch Program and School Breakfast Program to meet the expanded LSWP requirements consistent with the requirements set forth in the Healthy Hunger Free Kids Act (HHFKA). |
| **Stakeholder Participation** | • The FR requires districts to establish minimum content requirements for the LSWP, ensure stakeholder participation in the development and updates of policies, and periodically assess and disclose compliance with the LSWP to the public. |
| **Stronger Policies** | • These regulations are expected to result in LSWP policies that strengthen the ability of a district to create a school environment that promotes student health, wellbeing, and ability to learn. |
| **Increased Transparency** | • These regulations will increase transparency for the public with regard to the LSWP and contribute to the integrity of the School Nutrition Programs. |
Wellness Policy Requirements
The table below outlines the LSWP requirements with clarifying information. It is important to review to have a better understanding of what is required as you support the district in their wellness activities. For additional LSWP information, visit the California Department of Education Local School Wellness Policy Webpage10.

At a minimum, LSWP must include specific goals in the areas below. Districts are required to review and consider evidence-based strategies in determining these goals:

- Nutrition education and promotion
- Physical activity
- Other school-based activities that promote student wellness

### Standards and Guidelines for All Foods and Beverages Sold to Students on School Campus during the School Day

- Current meal program requirements
  - Requirements must be consistent with the federal meal standards for the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and/or other federal nutrition programs available at school.
- Current competitive food and beverage standards*
  - Federal competitive food and beverage standards are known as Smart Snacks in Schools. *NOTE: California competitive food and beverage standards are slightly different than Smart Snacks. Refer to the California Department of Education Competitive Food Quick Reference Guide available at https://www.cde.ca.gov/ls/nu/he/compfoods.asp
- Food and beverage marketing/advertising
  - Marketing is defined as advertising and other promotions in schools.
  - School marketing of food and beverage items must meet the competitive food and beverage standards.
  - Marketing policies must apply to products on the exterior of vending machines, posters, menu boards, coolers, trash cans, and other food service equipment, as well as cups used for beverage dispensing. Immediate replacement of such items are not required. However, as districts review new contracts and consider replacing durable equipment, decisions should reflect the applicable marketing guidelines established in the LSWP.

---

10 (California Department of Education, 2017)
Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as rewards and/or incentives).

- The district has discretion in establishing food and beverage standards for items offered but not sold to students on the school campus during the school day. Districts need to have a policy in place that addresses food and beverage items provided in school, but not made available for sale.

The position(s) of the person(s) responsible for the implementation and oversight

- Methods could include posting the information on the district web page or mailing letters to families. Districts have discretion designating the responsible person(s) for leadership. The USDA recommends that the contact information, such as phone numbers or e-mails, also be included in the public disclosure, but is not required.

A plan for public involvement in the LSWP

- Districts are required to involve, inform, and update the public about the content and implementation of the local school wellness policy.
- Districts must allow stakeholders to participate in the development, implementation, and periodic review and update of the LSWP.
- Stakeholders may include, but are not limited to parents, students, school food authority representatives, P.E. teachers, school health professionals, Supplemental Nutrition Assistance Program Education (SNAP–ED) coordinators or educators, the school board, school administrators, and the general public.
- Districts must include a plan for involving the required stakeholders in the written LSWP.
- Districts must notify households on an annual basis of the availability of the LSWP and provide information that would enable interested households to obtain additional details. The FR provides districts flexibility to determine the most effective method of providing this notification within their communities.

Description of the plan for measuring LSWP implementation,

- Districts are required to:
  - Assess compliance with their LSWP within three years of their update and to make this assessment available to the public. The assessment must include, at a minimum,
and for public reporting of LSWP content and implementation activities. This includes the Triennial Assessment.

<table>
<thead>
<tr>
<th>All LSWPs must include the USDA non-discrimination statement.</th>
</tr>
</thead>
</table>
| compliance with the LSWP, how the LSWP compares to model LSWPs, and progress made in attaining the goals of the LSWP. 
  o Annually report on each of its schools’ progress toward meeting the local school wellness policy goals over the previous school year. 
  o Make appropriate updates or modifications to the local school wellness policies based on the triennial assessments and annual reports. |

The short statement—“This institution is an equal opportunity provider.”—can be used for web postings and shorter documents.

The full statement must appear at the end of the full LSWP, which can be found at: http://www.cde.ca.gov/ls/nu/cr.¹¹

The California Department of Education developed a LSWP Required Elements Checklist, which provides an overview CDE requirements. Share this tool with your wellness committee lead as a guide to ensure they are meeting all of the Final Rule requirements, and are prepared for a CDE audit.

---

Supporting the Final Rule
CalFresh Healthy Living, UC can provide assistance understanding and implementing the USDA Final Rule. In this section, we will walk you through what the USDA Final Rule is and how you can help support District Wellness Committees in your community to be compliant with the Final Rule and set strong school wellness goals.

The following pages provide guidance of the Final Rule required LSWP components and activities that CalFresh Healthy Living, UC may or may be not be allowed to support.

This CalFresh Healthy Living, UC allowability tables provide many examples of activities you may have considered or have been asked to support, as well as key resources to use. It is not an exhaustive list, but one that will help guide and provide further clarification of your role. When in doubt, connect with your supervisor or the CalFresh Healthy Living, UC State Office.

CalFresh Healthy Living, UC allowability is indicated by the following:

<table>
<thead>
<tr>
<th>GREEN</th>
<th>YELLOW</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes!, you can do this work yourself</td>
<td>Maybe, but these activities should focus on building the capacity of school stakeholders to implement wellness initiatives.</td>
<td>No!, you cannot do this work.</td>
</tr>
</tbody>
</table>

The Final Rule LSWP Components include:
- Nutrition Promotion
- Nutrition Education
- Physical Activity and Physical Education
- Other Activities that Promote Student Wellness
- School Meal Standards
- Competitive Food and Beverages (Food Sold to Students)
- Celebrations and Rewards (Food Served to Students)
- Fundraisers
- Food and Beverage Marketing
- Wellness Committee Role and Membership
- Action Plan
- Notification of Wellness Policy, Policy Updates, and Triennial Assessment
**Nutrition Promotion:** includes activities and participation in programs that promote and reinforce health and emphasize the school’s commitment to a healthy school nutrition environment.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
</table>
| YES!         | Smarter Lunchrooms Movement Techniques | • Provide ongoing training and technical assistance to School Nutrition Services (SNS) in the implementation of the Smarter Lunchrooms Movement.  
• Conduct SLM scorecards to assess the school cafeteria environment and work together with SNS staff to identify changes to implement. | SLM of CA Webpage  
SLM National Office Webpage |
| MAYBE…      | Participation in meal programs is promoted to families. | • Provide materials and resources to support and promote the school meal program. | School Nutrition Association  
Benefits of NSLP Handout  
USDA The National School Lunch Program Fact Sheet  
FRAC Breakfast for Learning Fact Sheet  
The School Breakfast Program Fact Sheet |
|             | Messages about agriculture and nutrition are reinforced throughout the learning environment. | • Provide schools with nutrition and physical activity promotional materials (posters, nutrition corners, flyers, stencils, murals) etc. | Team Nutrition Posters |

District encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Fresh Fruit and Vegetable Program, etc).  
• Provide materials and resources to support and promote the school meal program.  

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>
| School Nutrition Association  
Benefits of NSLP Handout |
| USDA The National School Lunch Program Fact Sheet |
Local and/or regional products are incorporated into the school meal program. | Collaborate with School Nutrition Services to offer taste tests and promotion of local produce offered in school meal programs. | Harvest of the Month Resources

School hosts field trips to local farms. | Provide direct or indirect nutrition education during farm field trips. | CalFresh Healthy Living, UC Approved Curriculum List

**NO!**

School meal program menus are posted on the district website or individual school sites. | Unallowable: CalFresh Healthy Living, UC staff cannot be responsible for developing district webpages.

Menus include nutrient content and ingredients. | Unallowable: School Nutrition Services is responsible for updating menus and identifying nutrient content of school meal items.

**Nutrition Education:** teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to safeguard their health and make positive choices regarding food and nutrition, or nutrition education can be offered as sequential individual lessons throughout the school year.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES!</strong></td>
<td>Nutrition education is taught in all grades.</td>
<td>Provide nutrition education directly or through extenders using evidence-based curricula.</td>
<td>CalFresh Healthy Living, UC Approved Curriculum List</td>
</tr>
<tr>
<td></td>
<td>Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum.</td>
<td>Provide nutrition education directly or through extenders using evidence-based curricula.</td>
<td>CalFresh Healthy Living, UC Approved Curriculum List</td>
</tr>
<tr>
<td></td>
<td>Teachers and other staff receive training in nutrition education.</td>
<td>Provide ongoing training and technical assistance to teachers in the delivery of</td>
<td>CalFresh Healthy Living, UC Approved Curriculum List</td>
</tr>
<tr>
<td><strong>Nutrition education is taught in collaboration with community partner(s).</strong></td>
<td>CalFresh Healthy Living approved curriculum.</td>
<td>Collaborate with funded and un-funded nutrition education and school partners to identify and implement consistent curriculum across the district. In accordance with SNAP-Ed guidance, ensure direct education at individual school sites is only implemented by one CalFresh Healthy Living program.</td>
<td>CalFresh Healthy Living, UC Approved Curriculum List</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Nutrition education is included in health education lessons or physical education.</strong></td>
<td>CalFresh Healthy Living, UC Approved Curriculum List</td>
<td>Collaborate with health education teachers to provide nutrition education curriculum to implement during their nutrition unit.</td>
<td>CalFresh Healthy Living, UC Approved Curriculum List</td>
</tr>
</tbody>
</table>
| **Lessons link with school meal programs, cafeteria nutrition promotion activities, school gardens/Farm to School, and other nutrition related community activities.** | CalFresh Healthy Living, UC Initiatives Webpage | Connect nutrition education content to other CalFresh Healthy Living, UC-related initiatives including:  
- Smarter Lunchrooms  
- School Gardens  
- Physical Activity  
- Taste tests (HOTM etc.)  
- Local procurement  
- Youth engagement  
- Cooking demonstrations | CalFresh Healthy Living, UC Approved Curriculum List |
| **Garden Education** | CalFresh Healthy Living, UC Approved Curriculum List | Provide Garden Enhanced Nutrition Education (GENE) directly or through extenders using evidence-based curricula. | CalFresh Healthy Living, UC Approved Curriculum List |
**Physical Activity and Physical Education:** defined by the Centers for Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Incorporating regular physical activity in your school(s) is an important contributor to student wellness. Refer to the HHS [2018 Physical Activity Guidelines for Americans](https://www.cdc.gov/physicalactivity/guidelines/). A recommendation for children and adolescents ages 6 through 17 years: 1 hour or more of moderate-to-vigorous physical activity daily.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES!</td>
<td>Activities such as participation in international Walk to School Week are promoted</td>
<td>• Develop and assist with the distribution of materials to promote Walk to School Week events</td>
<td>Walk and Bike to School Downloadable Materials</td>
</tr>
<tr>
<td></td>
<td>Safe Routes to School (SRTS) program is promoted to students, staff, parents via newsletters, websites, and local newspaper.</td>
<td>• Develop and assist with the distribution of materials to promote Safe Routes to School</td>
<td>Safe Routes Partnership: California Resources</td>
</tr>
<tr>
<td></td>
<td>Students have opportunities to participate in physical activity before and after school.</td>
<td>• Provide training to before and after school staff on the facilitation of physical activity with students like CATCH Kids Club and SPARK. • Collaborate with schools to implement stencil projects on playgrounds to encourage structured physical activity before and after school.</td>
<td>CalFresh Healthy Living, UC Physical Activity Webpage</td>
</tr>
<tr>
<td></td>
<td>Physical education teachers participate in professional development at least once per year.</td>
<td>• Provide training on the implementation of physical education curriculum like CATCH and SPARK.</td>
<td>CalFresh Healthy Living, UC Physical Activity Webpage</td>
</tr>
<tr>
<td></td>
<td>Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks.</td>
<td>• Share CalFresh Healthy Living approved resources with teacher partners to promote physical activity breaks during the school day.</td>
<td>CalFresh Healthy Living, UC PA Break Resource List</td>
</tr>
<tr>
<td>MAYBE…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Physical activity (including physical education) is available for at least 60 minutes per day for all students. | • Provide ongoing training and technical assistance to teachers in the delivery of CalFresh Healthy Living approved physical activity curriculum.  
• Support the adoption of language in the school wellness policy that outlines PA minute requirements. | CalFresh Healthy Living, UC Physical Activity Webpage |
| Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason. | • Work with wellness committee to develop a list of alternative ways to discipline students.  
• Incorporate effective classroom management techniques through PA Action for Healthy Kids: Alternatives to Denying PA as Punishment |
| The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students. | • Work with wellness committee to develop a list of alternative ways to discipline students.  
• Incorporate effective classroom management techniques through PA Action for Healthy Kids: Alternatives to Denying PA as Punishment |
| A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school. | • Work with wellness committee to develop a CSPAP.  
• Provide training to teachers to support the implementation of physical activity. | Shape America CSPAP Website |
<p>| Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education. | • Provide training on the implementation of physical education curriculum like CATCH and SPARK. | CalFresh Healthy Living, UC Physical Activity Webpage |
| Elementary schools provide at least 20 minutes of recess on all days during the school year. | • Provide training on the implementation of physical education curriculum like CATCH and SPARK. | CalFresh Healthy Living, UC Physical Activity Webpage |</p>
<table>
<thead>
<tr>
<th>Safe Routes to School Activities:</th>
<th></th>
<th>Safe Routes to School District Policy Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Safe or preferred routes to school are designated.</td>
<td>• Provide resources and education on the benefits and impact of safe routes to school to wellness committee.</td>
<td>Safe Routes to School Best Practices for Wellness Policies</td>
</tr>
<tr>
<td>• Crosswalks on streets leading to school are used.</td>
<td>• Leverage relationships and generate support for Safe Routes to School interventions.</td>
<td></td>
</tr>
<tr>
<td>• Instruction on walking/bicycling safety is provided to students.</td>
<td>• Promote Safe Routes to School interventions</td>
<td></td>
</tr>
<tr>
<td>• Walking school buses are coordinated.</td>
<td>• Work with wellness committee to institutionalize a Safe Routes to School program.</td>
<td></td>
</tr>
<tr>
<td>• The number of children walking and/or biking to and from school is documented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Recess monitors encourage students to be active. | • Provide training to recess monitors to encourage students to engage in physical activity during recess. | CalFresh Healthy Living, UC Physical Activity Webpage |

| Recess monitors serve as role models by being physically active along with students. | • Provide training to recess monitors to model physical activity to students during recess. | CalFresh Healthy Living, UC Physical Activity Webpage |

<table>
<thead>
<tr>
<th>Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.</th>
<th>• Provide training to teachers on integrating physical activity breaks during the school day.</th>
<th>CalFresh Healthy Living, UC Physical Activity Webpage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers serve as role models by being physically active alongside students whenever possible.</td>
<td>• Provide training to teachers to model physical activity to students during the school day.</td>
<td>CalFresh Healthy Living, UC Physical Activity Webpage</td>
</tr>
<tr>
<td><strong>Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces are open to students, their families, and the community outside of school hours.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work with district or school wellness committee to develop shared use agreements.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="#">Change Lab Solutions: Shared Use Webpage</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="#">Move More: A Toolkit for Promoting Open Use of School Property in North Carolina</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide training on the implementation of physical education curriculum like CATCH and SPARK.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="#">CalFresh Healthy Living, UC Physical Activity Webpage</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Schools ensure that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide schools with physical activity equipment to support the implementation of CalFresh Healthy Living approved curriculum (CATCH, SPARK).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="#">CalFresh Healthy Living, UC Physical Activity Webpage</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unallowable: This is the responsibility of the PE teacher and district.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unallowable: This is the responsibility of the PE teacher and district.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Waivers, exemptions, or substitutions for physical education classes are not granted.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unallowable: This is the responsibility of the PE teacher and district.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Activities that Promote Student Wellness: *including parents, families, and community partners, in wellness activities reinforces wellness initiatives.*

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **YES!**     | **School-sponsored events**  
- Incorporate wellness components including physical activity and healthy eating opportunities. |  
- Provide indirect education and activities at school sponsored events to promote health and wellbeing. | [CalFresh Healthy Living, UC Website](#) |
|              | **Community Health Promotion and Family Engagement**  
- The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (i.e. the school provides information about nutrition and physical activity to parents throughout the year).  
- Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts. |  
- Provide direct education to parents and families at the school site or in the community *(schools are responsible for distribution).*  
- Develop and share resources (family newsletters, flyers, etc.) to promote health and wellbeing to families. | [CalFresh Healthy Living, UC Approved Curriculum List](#) |
|              | **Professional Learning**  
- The district offers annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and schools. |  
- Provide training to teachers and staff to implement nutrition education, school gardens, CATCH, SLM etc. | [CalFresh Healthy Living, UC Website](#) |
Staff Wellness and Health Promotion

- Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.
- The district promotes staff member participation in health promotion programs.
- District has a healthy meeting policy for all events with available food options, created by the district wellness committee to optimize healthy food options.

Unallowable: per USDA, CalFresh Healthy Living, UC is not allowed to conduct activities to promote staff wellness.

School Meal Standards: At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This section should also include standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAYBE…</td>
<td>National School Lunch Program  &lt;br&gt;- Lunch follows recess to better support learning and healthy eating.  &lt;br&gt;- Students have adequate time to eat</td>
<td>• Provide resources to school staff and administrators on the benefits of recess before lunch  &lt;br&gt;• Provide training to assist schools in implementing recess before lunch.  &lt;br&gt;• Provide resources to school staff and administrators on the importance of students having adequate time to eat.</td>
<td>Team Nutrition Montana Recess Before Lunch: Optimizing School Schedules to Support Learning  &lt;br&gt;Action for Healthy Kids Time to Eat Webpage</td>
</tr>
<tr>
<td></td>
<td>School Breakfast Program  &lt;br&gt;- The district encourages schools to provide breakfast in the classroom or via mobile grab and go carts</td>
<td>• Provide resources to school staff and administrators on the benefits of school breakfast in the classroom.</td>
<td>FRAC Making Breakfast Part of the School Day fact sheet</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td><strong>National School Lunch Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Students are allowed to bring and carry approved water bottles with only water in them throughout the day. | • All schools in the district participate in the National School Lunch Program.  
• Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables (and subgroups), whole-grain rich foods, meat/meat alternates and 2 varieties of milk.  
• Students are served lunch at a reasonable and appropriate time of the day. |
| • Provide information to key stakeholders on the benefits of drinking water and encourage them to allow students to have water bottles at school. | Unallowable: CalFresh Healthy Living, UC is not responsible for implementing or monitoring the implementation of the NSLP. This is the responsibility of the school district. |

| **Unallowable:** CalFresh Healthy Living, UC is not responsible for ensuring water is available and water sources are maintained. This is the responsibility of the school district. | **Unallowable:** CalFresh Healthy Living, UC is not responsible for ensuring water is available and water sources are maintained. This is the responsibility of the school district. |
COMPETITIVE FOOD AND BEVERAGES (FOOD SOLD TO STUDENTS): Competitive foods and beverages are those foods that are sold outside of and in competition with the federally reimbursable meal programs. At a minimum, LEAs must ensure all foods and beverages sold on campus, during the school day defined as midnight to thirty minutes after the end of the school, will meet the USDA Smart Snack guidelines for grades K-12. LEAs can establish additional standards.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
</table>
| MAYBE…       | Foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in Schools / California competitive food and beverage nutrition standards on the school campus during the school day (midnight to thirty minutes after the end of the school day). | • Provide training and resources to key stakeholders on Smart Snacks in Schools/California competitive food and beverage standards.  
• Assist in the development of resources to inform parents, teachers, and students of competitive food and beverage standards | USDA Tools for Schools: Focusing on Smart Snacks  
CDE Competitive Food Quick Reference Guide for Public Schools  
Alliance for a Healthier Generation: Smart Snacks in Schools Webpage |
| NO!          | All foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in Schools / California competitive food and beverage nutrition standards on the school campus (midnight to midnight). | Unallowable: CalFresh Healthy Living, UC cannot enforce nutrition standards for schools.                   |                                                                                                        |
CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS): *California State Law requires that all foods and beverages provided, but not sold, during classroom celebrations or as rewards have standards specified in the LEA School Wellness Policy.*

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES!</strong></td>
<td>Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas.</td>
<td>• Share or develop lists for healthy party ideas that the school can distribute to parents.</td>
<td>Action for Healthy Kids: Sample Parent Letter - Healthy and Active Celebrations</td>
</tr>
<tr>
<td></td>
<td>Teachers and other school staff receive a list of alternative ways to reward students.</td>
<td>• Share or develop lists for staff that outline alternative (non-food) rewards.</td>
<td>Action for Healthy Kids: Healthy Non-Food Rewards Tip Sheet</td>
</tr>
<tr>
<td><strong>MAYBE...</strong></td>
<td>Parents receive a list of foods and beverages that meet the USDA Smart Snacks / California Competitive Nutrition Standards.</td>
<td>• We can support the district in developing and distributing the lists, but should not be interpreting standards.</td>
<td>USDA Smart Snacks in Schools Infographic</td>
</tr>
<tr>
<td></td>
<td>The district has established additional guidelines for all foods and beverages served to students</td>
<td>• Provide support and language to schools to include additional guidelines for foods and beverages served to students in their LSWP.</td>
<td>ChangeLab Solution Food and Beverage Marketing: Model School Wellness Policy Language</td>
</tr>
<tr>
<td><strong>NO!</strong></td>
<td>Foods served to students during classroom celebrations and parties (holidays and birthdays) meet (or exceed) the USDA Smart Snacks in School nutrition standards / California Competitive Nutrition Standards.</td>
<td>Unallowable: CalFresh Healthy Living, UC cannot enforce nutrition standards for schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks / California Competitive Nutrition Standards.</td>
<td>Unallowable: CalFresh Healthy Living, UC cannot enforce nutrition standards for schools.</td>
<td></td>
</tr>
</tbody>
</table>
**FUNDRAISERS:** California requires that all competitive foods and beverages meet applicable standards; therefore, California does not allow any exempted food or beverage fundraisers during the school day. Fundraisers can still occur during the school day, but they must follow all applicable state and federal competitive food rules.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAYBE...</td>
<td>The district fundraising policy is distributed to all schools, parents, and guardians.</td>
<td>• Assist in the development of resources to communicate the district fundraising policy.</td>
<td>USDA Fundraisers and Smart Snacks Fact Sheet</td>
</tr>
<tr>
<td>NO!</td>
<td>Food and beverages used for fundraising meet Smart Snack Standards/California Competitive Nutrition Standards</td>
<td>Unallowable: CalFresh Healthy Living, UC cannot enforce nutrition standards for schools.</td>
<td></td>
</tr>
</tbody>
</table>

**FOOD AND BEVERAGE MARKETING:** LEAs that allow marketing of food and beverages to students must include plans and policies that allow the marketing of only those foods and beverages that may be sold on the school campus during the school day (i.e. that meet the USDA’s Smart Snacks in Schools) LEAs have the discretion to enact broader policies that address marketing that occurs at events outside of school hours.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
</table>
| MAYBE...     | The district has established additional guidelines for all foods and beverages marketed to students:  
• As the district, school nutrition services, athletic director, PTO/PTA reviews existing contracts and considers new contracts, equipment and | • Provide support and language to schools to include additional guidelines for foods and beverages served to students in their LSWP.  
• Assist in informing stakeholders of the additional guidelines the school/district has developed. | ChangeLab Solution Food and Beverage Marketing: Model School Wellness Policy Language |
| NO! | All foods and beverages advertised on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition guidelines / California Competitive Nutrition Standards. These guidelines apply to:  
- Vending machine exteriors  
- School equipment such as marquees, message boards, scoreboards, buses etc.  
- Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment  
- Posters, book covers, school supplies displays etc.  
- Advertisements in school publications or mailings  
- Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product | Unallowable: CalFresh Healthy Living, UC cannot ensure marketing requirements are met. This is the responsibility of the individual school sites and the districts. |
**WELLNESS COMMITTEE ROLE AND MEMBERSHIP:** The district must notify the public of their ability to participate in the LWP process. LEAs should establish details of how the LWP will be convened and how it will operate.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES!</strong></td>
<td>The district must notify the public of their ability to participate in the LSWP process. Districts should establish details of how the LSWP will be convened and how it will operate.</td>
<td>• Develop resources to notify the public of ability to participate in the LSWP process (schools are responsible for distribution).</td>
<td>USDA School Wellness Policy Outreach Toolkit</td>
</tr>
<tr>
<td></td>
<td>The public is notified of their ability to participate in the District Wellness Committee (DWC).</td>
<td>• Develop resources to notify the public of ability to participate in the DWC (schools are responsible for distribution).</td>
<td>USDA School Wellness Policy Outreach Toolkit</td>
</tr>
<tr>
<td></td>
<td>DWC <em>actively recruits</em> representation.</td>
<td>• Leverage strong relationships to recruit key school stakeholders</td>
<td>Section 2: Engaging Key Stakeholders</td>
</tr>
<tr>
<td></td>
<td>DWC <em>has</em> representation.</td>
<td>• Leverage strong relationships to recruit key school stakeholders</td>
<td>Section 2: Engaging Key Stakeholders</td>
</tr>
<tr>
<td></td>
<td>DWC includes representation from community partners (when feasible).</td>
<td>• Leverage strong relationships to recruit key school stakeholders</td>
<td>Section 2: Engaging Key Stakeholders</td>
</tr>
<tr>
<td><strong>MAYBE...</strong></td>
<td>Each school within the district has an on-going School Wellness Committee (SWC) to review school-level, health related issues in coordination with the DWC.</td>
<td>• Support the development of SWC at site where CalFresh Healthy Living, UC provides services. <strong>Remember: you cannot lead a committee.</strong></td>
<td>Section 2: Engaging Key Stakeholders</td>
</tr>
<tr>
<td></td>
<td>District Wellness Committee meets a minimum of 4 times per year.</td>
<td>• Encourage DWC lead to host meetings at least quarterly.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
ACTION PLAN: Once the wellness policy is written, the district will need to communicate the goals and policies to all schools. Schools will then implement the policies and begin working toward the goals as appropriate. The implementation of the policies should be consistent across all schools, but the actions that work toward meeting the goals may vary from school to school.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
</table>
| YES!         | Once the wellness policy is written, the district will need to communicate the goals and policies to all schools. Schools will then implement the policies and begin working toward the goals as appropriate. | • Lead prioritization and action planning exercises,  
• Implement CalFresh Healthy Living initiatives that are included in the School Wellness Policy at CalFresh Healthy Living, UC School Sites. | Section 5: Supporting School Wellness Policy Implementation |
|              | Schools conducted a school-level assessment prior to developing an Action Plan. | • Conduct school-level assessments to inform the Action Plan.  
• Share the assessment results with the DWC during prioritization and action planning. | Section 5: Supporting School Wellness Policy Implementation |
|              | The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes. | • Complete the Action Plan with partners. | Section 5: Supporting School Wellness Policy Implementation |
| MAYBE...     | The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school. | • Support the development of a district plan for implementation at all school sites. | Section 5: Supporting School Wellness Policy Implementation |
NOTIFICATION OF WELLNESS POLICY, POLICY UPDATES AND TRIENNIAL ASSESSMENT:
LEAs must make available to the public (1) at all times the wellness policy (2) on an annual basis, at minimum, any updates to and about the wellness policy, and (3) the Triennial Assessment which includes progress toward meeting their wellness goals and compliance with the written policy over a three year period.

<table>
<thead>
<tr>
<th>Allowability</th>
<th>Description</th>
<th>Activities to Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES!</td>
<td>The district assesses their LSWP against a model LSWP</td>
<td>• Assist in conducting LSWP assessments and compare written policy to model wellness policies.</td>
<td>Alliance for a Healthier Generation Model Wellness Policy, WellSat 3.0</td>
</tr>
<tr>
<td>MAYBE…</td>
<td>At least once every three years, the District must assess compliance with their wellness policy and assess progress toward meeting the goals of the wellness policy.</td>
<td>• Assist in conducting assessments at school sites where CalFresh Healthy Living, UC is providing services. • Share assessment results with DWC</td>
<td>Assessment Table, Section 5</td>
</tr>
<tr>
<td></td>
<td>A description of the progress made in attaining the goals of the district's wellness policy.</td>
<td>• Support district in the development and implementation of an action plan that clearly outlines the goals, timeline, and progress in achieving the goals.</td>
<td>Action Plan, Section 5</td>
</tr>
<tr>
<td>NO!</td>
<td>The district designated a person responsible for managing the triennial assessment.</td>
<td>Unallowable: This is the responsibility of the district</td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Strengthening the LSWP

The Role of CalFresh Healthy Living, UC
The ultimate goal of LSWP is to have a strong, comprehensive policy that is implemented at each school site in a district. CalFresh Healthy Living, UC staff cannot lead efforts to strengthen LSWP. However, you can advocate for writing a strong wellness policy. Providing resources and support to strengthen the written policy is allowable and encouraged by USDA.

If you are a member of the District Wellness Committee (DWC), seek opportunities for your team to review, update, and strengthen the LSWP. Follow the steps below to strengthen your district LSWP:

Step 1: Find the Policy
- If you are already serving on the DWC, ask the lead to share the LSWP with you and the rest of the DWC.
- Districts are required to make the policy available to the school community. The policy may be found on the District website in one of two places: the Board or Nutrition Services tabs. NOTE: Each District website is arranged differently, so it may take a little time sifting through the various tabs to find it.
- Many districts are part of the California School Board Association (CSBA). You may be required to provide a username and password, which is usually provided by the district, to access the CSBA GAMUT portal where the district policy exists. Districts typically utilize the CSBA BP (Board Policy) 5030 Student Wellness policy as their LSWP12.

To locate a district policy, use the Dairy Council of California LSWP Locator. The locator includes most, if not all, of California school districts’ LSWPs.

Step 2: Assess the Policy to Ensure Compliance
- If the district uses the CSBA BP 5030 Student Wellness Policy as their LSWP, confirm that the policy was updated by the June 30, 2017 deadline to ensure the district is meeting Final Rule requirements.
- If the policy has not been updated, inform the district that having the School Board approve the 2017 CSBA BP 5030 Student Wellness policy would assure they are compliant. Note: Districts with an out-of-date, non-compliant policy may receive a corrective action during their Administrative Review conducted by the California Department of Education Nutrition Services.

12 (California School Board Association, 2017)
• If the district is using another template, (e.g., Alliance for a Healthier Generation (AHG), California Department of Public Health (CDPH), California Department of Education (CDE), or some other version) refer to the Final Rule Required Components table in Section 3 to assess and confirm, in partnership with the district, that all required components are included.

Step 3: Strengthen the Policy
• If the district approved the 2017 CSBA BP 5030 policy or another template that has all the required components, there may be an opportunity to assess, in partnership with the district, the strength and comprehensiveness of the policy language using the WellSAT.\(^\text{13}\)

• One role you may support as a CalFresh Healthy Living, UC partner, is to guide the District Wellness Committee through the WellSAT assessment. Many districts find this to be an eye-opening exercise, which may lead to difficult and lively discussions as the committee deliberates direction to take.

The **WellSAT 3.0 Wellness School Assessment Tool** allows districts to assess their policy language strength and comprehensiveness by allocating a score for each topic within required components. The tool also provides sample language to consider incorporating into the policy that could assist with increasing the overall score.

If there is the opportunity to strengthen the policy, encourage policy language that pertains and reflects specifically to your CalFresh Healthy Living, UC work.

CDE Requirements for Districts
Strengthening LSWP is a goal of CalFresh Healthy Living, UC. However, it is important to first ensure your LSWP meets the minimum requirements. California Department of Education (CDE) allows three different strategies for meeting Final Rule Requirements.

As long as all of the components of the Final Rule are included in either the Board Policy, Administrative Regulation, and/or an Action Plan, the LEA will meet the requirements set forth by the CDE. See illustration below for an overview of the different approaches LEAs can utilize to meet the Final Rule Requirements.

\(^{13}\) (Rudd Center, 2019)
School Wellness Policy Language Specific to CalFresh Healthy Living Initiatives\textsuperscript{14}

The Alliance for a Healthier Generation (AHG) created a \textbf{Model Wellness Policy} that aligns with the Final Rule and includes strong language for many CalFresh Healthy Living Initiatives including:

- Nutrition Education
- Water Access and Appeal
- Nutrition Standards in Schools
- Improving Physical Activity in Schools
- Improving Physical Education in Schools

\textsuperscript{14} (Alliance for a Healthier Generation, 2019)
While it is a great resource, the AHG Model Wellness Policy does not include other initiatives that CalFresh Healthy Living, UC supports. The table below includes links to LSWP model language resources for additional initiatives:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Model Language Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Marketing</td>
<td>• <a href="#">Food and Beverage Marketing: Model Wellness Policy Language</a> by ChangeLab Solutions</td>
</tr>
<tr>
<td>Gardens</td>
<td>• <a href="#">Sample Farm to School Language for School Wellness Policies</a> from Public Health-Seattle &amp; King County</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Sample School Wellness Policy: Farm to School</a> by Public Health Law Center</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Incorporating School Garden Language into a School Wellness Policies</a> by Wisconsin School Garden Initiative</td>
</tr>
<tr>
<td>Smarter Lunchrooms Movement</td>
<td>• <a href="#">SLM Model Wellness Policy Language</a> by the SLM of CA</td>
</tr>
<tr>
<td>Safe Routes to Schools</td>
<td>• <a href="#">Incorporating Safe Routes to School into Local School Wellness Policies</a> by ChangeLab Solutions</td>
</tr>
</tbody>
</table>

The Triennial Assessment
The Triennial Assessment offers an opportunity for districts to assess and strengthen the LSWP every three years. If the district updated their LSWP in 2017 as required by the Final Rule, they must conduct the Triennial Assessment in 2020 and are required to:

- Assess compliance with its LSWP within three years of their update and to make this assessment available to the public. The assessment must include, at a minimum, compliance with the LSWP, how the LSWP compares to model LSWPs, and progress made in attaining the goals of the LSWP.
- Annually report on each of its schools' progress toward meeting the LSWP goals over the previous school year.
- Make appropriate updates or modifications to the local school wellness policies based on the triennial assessments and annual reports.
- Informing the district that their Triennial Assessment is upcoming, it may be a good idea to recommend they now consider assessing their LSWP and identifying ways to strengthen it.
Section 5: Supporting School Wellness Policy Implementation

Overview
As discussed in previous sections, Districts are required to develop an Action Plan for their School Wellness Policy. The Action Plan should include specific actions the school or district will take to improve student health. As partners who actively support LSWP implementation, CalFresh Healthy Living, UC can facilitate prioritization and action planning processes. This section contains step-by-step instructions for completing Action Plans.

Step 1: Conduct an Assessment
Completing an environmental assessment at individual school sites is an important step in identifying and prioritizing health and wellness strategies to implement. Assessments allow you and your partners to identify the strengths and needs at a school site and can help ensure the strategies you and your partners choose to implement align with the goals of the school community.

If your wellness committee is new to LSWP work, it may be too difficult to conduct an assessment. Consider collecting informal data to guide your prioritization. This can be done through discussion with your wellness committee to identify gaps and strengths.

If you choose to conduct a formal assessment, it is recommended that you use one included in the table below:

<table>
<thead>
<tr>
<th>Tool Name/ Hyperlink</th>
<th>Description</th>
<th>Pros/Cons</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliance for a Healthier Generation Healthy Schools Program Assessment Guide</td>
<td>Based on the School Health Index (SHI), the Alliance assessment specifically examines six topics including policy and environment, nutrition services, smart snacks, health and physical education, physical activity and employee wellness.</td>
<td><strong>Pros:</strong> shortened, more manageable version of the School Health Index. Includes ability to develop an action plan directly based on the template. <strong>Cons:</strong> Requires enrollment in Healthy Schools Program to use.</td>
<td>When focusing specifically on nutrition, PA and obesity-related issues in school wellness. When partnering with the Alliance for a Healthier Generation</td>
</tr>
<tr>
<td>Shaping Healthy Choices, School Health</td>
<td>The “SHC²” questionnaire is a tool that can be used to score a school’s environment based on</td>
<td><strong>Pros:</strong> Directly aligned with CalFresh Healthy Living, UC programming (SHCP, specifically). Rubric format and</td>
<td>When implementing the Shaping Healthy Choices program.</td>
</tr>
<tr>
<td><strong>Check (SHC2)</strong></td>
<td>the Shaping Healthy Choices Program’s components and other health and wellness activities.</td>
<td>simple to use. Get immediate results when completing. <strong>Cons:</strong> Only utilized by a small number of schools. Only examines SHCP-related activities. Examines one school at a time.</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>School Health Index (SHI)</strong></td>
<td>The SHI is based on CDC’s research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors.</td>
<td><strong>Pros:</strong> The most comprehensive assessment tool. Created by the CDC. Examines all wellness-related activities, not just obesity/nutrition related activities. Separate assessments are available for elementary and middle/high school. <strong>Cons:</strong> Large and in-depth. Can feel overwhelming, especially for schools new to wellness. If you want to examine all health and wellness (including social/emotional health). The SHI is the most comprehensive assessment. For schools/districts that are more advanced in their LSWP work.</td>
<td></td>
</tr>
<tr>
<td><strong>Arizona Department of Education LSWP Activity &amp; Assessment Tool</strong></td>
<td>Helps districts and schools identify the activities they will focus on, and clearly describe the policies that will be implemented throughout the district. The tool should be used when initially writing the policy, as well as each year to monitor interim progress and guide necessary updates.</td>
<td><strong>Pros:</strong> Aligns directly with LSWP requirements per the Final Rule. Is both an assessment and an action plan. Can be modified to meet the needs of the district. <strong>Cons:</strong> Does not include activities that go “above and beyond” the Final Rule. If interested in aligning the school assessment directly with the LSWP. Offers multi-year assessment results.</td>
<td></td>
</tr>
<tr>
<td><strong>NPI Site-Level Assessment Questionnaire (SLAQ) for Schools</strong></td>
<td>Developed by the Nutrition Policy Institute for CDPH and local health departments to guide partnerships with schools and assist with program planning. Comprehensive tool, adapted from multiple assessments.</td>
<td><strong>Pros:</strong> Required to be used by Local Health Departments (LHDs) that receive SNAP-Ed funding. Offers an opportunity for consistent assessment across LIAs. Comprehensive assessment aligned with the IWP blueprint and specific SNAP-Ed initiatives. <strong>Cons:</strong> New tool. Most districts are unfamiliar with it. Requires schools to complete their own assessment. When partnering with LHDs to support schools in their wellness work.</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Prioritize School Wellness Initiatives

After assessing schools to identify wellness strengths and opportunities for improvement, the next step is to prioritize specific initiatives to implement. Prioritization exercises allow the group to identify the most essential and most feasible school wellness strategies for implementation. CalFresh Healthy Living, UC is allowed to lead prioritization activities with school and district wellness committees. Follow the steps below to prioritize wellness initiatives with your committee.

1. Establish Prioritization Criteria: establish appropriate criteria for prioritizing school wellness initiatives as a group. The table below identifies criteria commonly used in prioritization processes:

<table>
<thead>
<tr>
<th>Criteria to Identify the Priority Problem</th>
<th>Criteria to Identify Intervention for Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cost and/or return on investment</td>
<td>• Expertise to implement solution</td>
</tr>
<tr>
<td>• Availability of solutions</td>
<td>• Return on investment</td>
</tr>
<tr>
<td>• Impact of problem</td>
<td>• Effectiveness of solution</td>
</tr>
<tr>
<td>• Availability of resources (staff, time, money, equipment) to solve problem</td>
<td>• Ease of implementation/maintenance</td>
</tr>
<tr>
<td>• Urgency of solving problem</td>
<td>• Potential negative consequences</td>
</tr>
<tr>
<td>• Size of problem (e.g. # of individuals affected)</td>
<td>• Legal considerations</td>
</tr>
<tr>
<td></td>
<td>• Impact on systems or health</td>
</tr>
<tr>
<td></td>
<td>• Feasibility of intervention</td>
</tr>
</tbody>
</table>

2. Review Assessment Results:
   a. Share the assessment results with the school or district wellness committee
   b. Facilitate a discussion with the group regarding the assessment results
      i. Identify areas where the school/district scored well
      ii. Identify gaps to address as potential priority areas

Consider assigning sub-committees to summarize assessment results in their area (Nutrition Education and Promotion Sub Committee, Physical Activity and Education Sub Committee, Nutrition Services Sub Committee). Ask each sub-committee to prepare a 5 minute debrief on the assessment results for their section. This will break up the assessment into more manageable pieces.

3. Facilitate Prioritization: Based on the assessment, work with the School Wellness Committee and other key stakeholders to identify and select a few overarching priorities

---

15 (National Assocation of County and City Health Offices, 2018)
for the school year. Select from the list below or identify and specify additional priorities reflected in your assessment.

- Nutrition Promotion
- Nutrition Education
- Physical Activity and Physical Education
- Other Activities that Promote Student Wellness
- School Meal Standards
- Competitive Food and Beverages (Food Sold to Students)
- Celebrations and Rewards (Food Served to Students)
- Fundraisers
- Food and Beverage Marketing
- Wellness Committee Role and Membership
- Action Plan
- Notification of Wellness Policy, Policy Updates, and Triennial Assessment
- Other: Specify ____________________________

The National Association of County & City Health Offices (NACCHO) developed a Guide to Prioritization Techniques that outlines different methods for facilitating prioritization processes. Use this guide to determine which technique is most appropriate for your school wellness team to prioritize school wellness initiatives.

When prioritizing school wellness initiatives start with the “low hanging fruit”- initiatives that are relatively simple to implement- and select 2-4 initiatives to start. This will make your action planning process simpler and more achievable.

Step 3: Develop a School Wellness Action Plan
The School Wellness Action Plan is an essential tool for ensuring the written LSWP is actually implemented. Developing an Action Plan will help your school or district clearly identify action steps for each year. Use the Action Plan Template below to guide the action planning process.

Action Planning can take a lot of discussion and though. Consider extending your meeting an extra 30 minutes to allow for robust discussion.
### General Information:

<table>
<thead>
<tr>
<th>District Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Wellness Team Members:</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Information:

<table>
<thead>
<tr>
<th>Name of Assessment Tool:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Completed:</td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Strength: Highlight areas where the school scored well</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Areas of Opportunity: Discuss the areas with lower scores and why they might not be meeting the criteria</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
</table>
School Wellness Policy Action Plan:

Complete the table below to develop your school or district Action Plan\(^\text{16}\).

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action Steps</th>
<th>Timeline</th>
<th>Measurement</th>
<th>Lead Person</th>
<th>Stakeholders</th>
<th>Complete?</th>
</tr>
</thead>
</table>
| **Example:** Food and beverages will not be used as a reward for students. | a. Provide teachers with list of non-food reward examples.  
b. Discuss changes at back-to-school staff training.  
c. Follow-up mid-year to discuss challenges and determine additional communication needed. | Before the beginning of next school year. | - Verbal check-ins with staff to ensure compliance.  
- Teacher survey at end of school year. | Principal | Teachers, staff, students | Yes |
| 1. | 1a.  
1b.  
1c. | | | | | |
| 2. | 2a.  
2b.  
2c. | | | | | |
| 3. | 3a.  
3b.  
3c. | | | | | |
| 4. | 4a.  
4b.  
4c. | | | | | |

\(^{16}\) (Minnesota Department of Education, 2018)
Step 4: Inform Key Stakeholders of the Assessment Results and Action Plan

After you work with the wellness committee to identify priorities and develop an Action Plan, it is important to share your plan with key school stakeholders. The district is responsible for disseminating information about the Action Plan, but you can provide training and support materials to assist them in their communication\textsuperscript{17}.

The Arizona Department of Education developed reporting templates to share assessment results and implementation plans for districts and schools:

- **Local Wellness Policy Assessment Reporting Template for Districts**
- **Local Wellness Policy Assessment Reporting Template for Schools**

You can modify these resources to communicate with your key stakeholders.

\textsuperscript{17} (Arizona Department of Education, 2019)
Section 6: Evaluating LSWP Impact and Sharing Success

In Section 5, we discussed how CalFresh Healthy Living, UC staff can support school wellness policy implementation through assessments and action planning. CalFresh Healthy Living, UC staff have the ability to support school wellness evaluation through their expertise in delivering evidence-based programs and conducting assessments to measure success.

There are many parallels between the way CalFresh Healthy Living, UC evaluates and assesses their programming impact and the way school districts are expected to evaluate, assess, and report on their wellness policies.

With this requirement in mind, CalFresh Healthy Living, UC staff can leverage their expertise in evaluation and reporting to support school districts in promoting the work that they have accomplished. In this section, we will discuss how to leverage the evaluations already being done for SNAP-Ed programming and how to communicate successes.

Evaluating the Impact of your Wellness Efforts

There are no shortage of tools to evaluate the various components of Final Rule. Many of the evaluations conducted by SNAP-Ed partners also can provide valuable data to inform compliance with the school wellness policy. Check out the table below to see some of the ways you can make these assessments work for you.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Connection with School Wellness Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent to Change</td>
<td>Measures adult participant willingness to engage in a specific behavior</td>
<td>Community Health Promotion and Family Engagement</td>
</tr>
<tr>
<td>Teacher Tasting Tool</td>
<td>Teacher-led youth tasting of a fruit or vegetable measuring interest in trying, eating, requesting the food</td>
<td>Nutrition Education and Promotion</td>
</tr>
<tr>
<td>NTGO Pre/Post survey</td>
<td>Measures youth participant changes in knowledge related to nutrition concepts taught in Nutrition to Grow On</td>
<td>Nutrition Education and Promotion Gardening</td>
</tr>
</tbody>
</table>

According to the Final Rule, school districts must report their progress on school wellness policy initiatives to the broader community.
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHCP Nutrition Knowledge Pre/Post</strong></td>
<td>Measures youth participant changes in knowledge related to nutrition concepts taught in <em>Discovering Healthy Choices</em></td>
<td>Nutrition Education and Promotion</td>
</tr>
<tr>
<td><strong>Adult Taste Test Tool</strong></td>
<td>Measures exposure to new foods with Adult participants and willingness to prepare new food for their families</td>
<td>Community Health Promotion and Family Engagement</td>
</tr>
<tr>
<td><strong>Teacher Observation Tool</strong></td>
<td>Measures teacher’s promotion of and observations related to student engagement in nutrition-related healthy behaviors</td>
<td>Nutrition Education and Promotion</td>
</tr>
<tr>
<td><strong>Adult PA survey Pre/Post</strong></td>
<td>Measures changes in engagement with PA before and after delivery of a series-based curricula</td>
<td>Community Health Promotion and Family Engagement; Physical Activity and Education</td>
</tr>
<tr>
<td><strong>PA Teacher Observation Tool</strong></td>
<td>Measures teacher’s promotion of and observations related to student engagement in PA-related healthy behaviors</td>
<td>Physical Activity and Education</td>
</tr>
<tr>
<td><strong>CATCH Lesson Observation Tool</strong></td>
<td>Measures fidelity to CATCH lesson delivery and highlights instructor strengths and areas of improvement</td>
<td>Physical Activity and Education</td>
</tr>
<tr>
<td><strong>Playground Stencil Assessment (Pre/Post)</strong></td>
<td>Measures physical environment and teacher/student engagement with the space</td>
<td>Physical Activity and Education</td>
</tr>
<tr>
<td><strong>Smarter Lunchrooms Scorecard</strong></td>
<td>Measures strategy engagement by the school lunchroom to increase participation in SMP</td>
<td>Nutrition Education and Promotion; Food and Beverage Marketing</td>
</tr>
<tr>
<td><strong>Youth Healthy Living Survey Pre/Post</strong></td>
<td>Measures a variety of outcomes related to participation in a Teens as Teachers project</td>
<td>Community Health Promotion and Family Engagement</td>
</tr>
<tr>
<td><strong>Youth Participatory Action Research (YPAR) Pre/Post survey</strong></td>
<td>Measures a variety of outcomes related to participation in a YPAR project</td>
<td>Community Health Promotion and Family Engagement</td>
</tr>
</tbody>
</table>
YPAR Retrospective Survey | Retrospective survey measures a variety of outcomes related to participation in a YPAR project | Community Health Promotion and Family Engagement
---|---|---
YPAR Assessment | Measures youth opinions related to participation in a YPAR project | Community Health Promotion and Family Engagement
Teen Teacher Survey | Measures a variety of outcomes related to participation in a Teens as Teachers project | Community Health Promotion and Family Engagement

**How to Use Assessment Results**
Evaluating wellness policy implementation does more than just provide you and your committee with information for action planning. There are many ways to use an assessment to benefit your school district.

- Evaluate the effectiveness of a health intervention
- Provide data about school successes for a grant application
- Utilize results to leverage new partnerships or funding opportunities

After you implement a program at a school site and evaluate it according to SNAP-Ed policy, leverage the data you have collected to demonstrate impact. Make it a practice within your county to share the impact that CalFresh Healthy Living, UC programming has on the school community.

This not only provides the district wellness committee with information on the impact of services provided in their schools, but it also demonstrates the importance of community partnership when working towards building and supporting student health and wellness.

**Sharing the Success with the Community**
There are a variety of ways to keep the community informed of the school district’s work in school wellness policy.

*The Final Rule states that the public must be informed about what is in the local school wellness policy (content), as well as what actions are taking place as a result of the policy (implementation and compliance).*

**Inform the Public:**
Some ways to comply with regulations and keep the public informed can include the following:
CalFresh Healthy Living, UC Supported Community Communication

CalFresh Healthy Living, UC staff can provide a variety of solutions to assist the school district with sharing news about the school wellness policy with the community.

- Host a booth at a health fair and share the work being done to support school wellness policy implementation
- Create PowerPoint slides with data results from program services provided and present them at a School Board Meeting or Staff Development lunch meeting
- Remind district wellness policy members to share successes they already accomplished before working on school wellness policy, like meeting water access standards or providing school events centered around health like jog-a-thons and farmers markets
- Table at Back-to-School night or Open House and share the work of the district wellness committee with parents and families. Take the opportunity to invite them to participate.

Adapted from Statewide Training for SNAP-Ed LIAs
## Resources

### CalFresh Healthy Living, UC Core Curriculum and Evaluation Tools
- Evaluation tools for approved curricula
- SMART Objectives

### School Wellness Policy Social Media
- Social Media Graphics
- Social Media Messaging Examples

### Washington State School Wellness Policy Best Practices
- Idea for various mediums of communication to the public
Section 7: Funding for LSWP Implementation

Overview
LSWP work is considered an “unfunded mandate” from USDA. While this can pose challenges, there are a variety of funding sources available to support LSWP implementation. CalFresh Healthy Living, UC staff cannot apply for funding to support LSWP implementation, but can assist key stakeholders in identifying and applying for funding opportunities.

There are three different types of funding available to support LSWP including:

- SNAP-Ed Funding
- District Funding
- Grants

SNAP-Ed Funding to Sustain LSWP Implementation
CalFresh Healthy Living, UC funding can be utilized to support the implementation SNAP-Ed of priority initiatives including:

- Nutrition Education
- Physical Activity and Physical Education (CATCH, Stencils etc.)
- School Gardens
- SLM
- Youth engagement

For more information on allowable purchases, visit the [UC CalFresh Initiatives webpage](#).

Grants
While districts and schools may fund wellness activities directly, looking for outside funding opportunities to support the implementation of certain wellness programs might be necessary to sustain LSWP work. Funding can be found from community organizations, foundations, private businesses, local health partnerships, and state and national grants. Look for funding opportunities that are aligned to your goals and objectives.

The Institute of Child Nutrition hosts the [Healthy Meals Resources System](#), which provides a database of available grants to support School Wellness Initiatives. It is a great tool to search for grants to fund your work!
District Funding to Sustain LSWP Implementation

Local Control Funding Formula (LCFF)
- Establishes uniform per-student base grants with different rates for different grade spans.
- Acknowledges English Language Learners, Low-Income, and Foster Youth (EL/LI/FY) as students who have greater needs and require more resources to address— for each EL/LI/FY student districts receive an additional 20%.
- Districts that have a higher proportion (over 55%) of EL/LI/FY receive an additional 50% per student.
- Provides greater discretion to school districts to determine how to best meet the educational needs of the students and families they serve.
- The Local Control Accountability Plan (LCAP) is a requirement of the LCFF.
- The LCFF is assessed annually.

Requirements of the District:
1. Present proposed LCAP or annual update to the District Advisory Council for review and comment and respond in writing to any comment.
2. Present proposed LCAP or annual update to the District English Learner Advisory Committee (DELAC) for review and comment and respond in writing to any comments.
3. Provide an opportunity for members of the public to submit written comments regarding specific actions and expenditures proposed in the LCAP or annual update.
4. Hold a public hearing at a school board meeting to solicit comments and recommendations from the public regarding the specific actions and expenditures proposed in the LCAP.
5. Adopt the LCAP in conjunction with the district’s budget in a subsequent public meeting of the school board.

Local Control Accountability Plan:
LCAPs are intended to be a functional planning tool for Districts. LCAPs establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services. Districts must align the goals and actions within the LCAP to the budget listing the funding amount and funding source budgeted for each action with the LCAP. Districts receive supplemental and concentration funds for EL/LI/FY students. Districts must use this money to increase or improve services for these high-need students in proportion to the increase in funds they receive\(^\text{18}\).

\(^{18}\) (California Parent Teacher Association, 2018)
Eight State Priority Areas that Must Be Addressed in the LCAP

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.</td>
</tr>
<tr>
<td>2*</td>
<td>Implementation of California’s academic standards, including common core, next generation science standards, English language development, history social science, visual and performing arts, <strong>health education and physical education standards</strong>.</td>
</tr>
<tr>
<td>3*</td>
<td><strong>Parent involvement and participation</strong>, so the local community is engaged in the decision-making process and the educational programs of students.</td>
</tr>
<tr>
<td>4*</td>
<td><strong>Improving student achievement</strong> and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.</td>
</tr>
<tr>
<td>5*</td>
<td><strong>Supporting student engagement</strong>, including whether students attend school or are chronically absent.</td>
</tr>
<tr>
<td>6*</td>
<td><strong>Highlighting school climate and connectedness</strong> through a variety of factors, such as suspension and expulsion rates and other locally identified means.</td>
</tr>
<tr>
<td>7</td>
<td>Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.</td>
</tr>
<tr>
<td>8*</td>
<td><strong>Measuring other important student outcomes</strong>, related to required areas of study, including <strong>physical education</strong> and the arts.</td>
</tr>
</tbody>
</table>
# Appendix A: List of Acronyms and Technical Terminology

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR</td>
<td>Administrative Regulation</td>
</tr>
<tr>
<td>BP</td>
<td>Board Policy</td>
</tr>
<tr>
<td>CATCH</td>
<td>Coordinated Approach to School Health</td>
</tr>
<tr>
<td>CDC</td>
<td>Centers for Disease Control</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CFHL-UC</td>
<td>CalFresh Healthy Living, UC</td>
</tr>
<tr>
<td>CSBA</td>
<td>California School Board Association</td>
</tr>
<tr>
<td>CSPAP</td>
<td>Comprehensive School Physical Activity Program</td>
</tr>
<tr>
<td>DWC</td>
<td>District Wellness Committee</td>
</tr>
<tr>
<td>FR</td>
<td>Final Rule</td>
</tr>
<tr>
<td>HHFKA</td>
<td>Healthy Hunger-Free Kids Act</td>
</tr>
<tr>
<td>HOTM</td>
<td>Harvest of the Month</td>
</tr>
<tr>
<td>LCAP</td>
<td>Local Control Accountability Plan</td>
</tr>
<tr>
<td>LCFF</td>
<td>Local Control Funding Formula</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Agency (also known as a District)</td>
</tr>
<tr>
<td>LSWP</td>
<td>Local School Wellness Policy</td>
</tr>
<tr>
<td>NSLP</td>
<td>National School Lunch Program</td>
</tr>
<tr>
<td>SBP</td>
<td>School Breakfast Program</td>
</tr>
<tr>
<td>SLM</td>
<td>Smarter Lunchrooms Movement</td>
</tr>
<tr>
<td>SNAP-Ed</td>
<td>Supplemental Nutrition Assistance Program Education</td>
</tr>
<tr>
<td>SNS</td>
<td>School Nutrition Services</td>
</tr>
<tr>
<td>SRTS</td>
<td>Safe Routes to School</td>
</tr>
<tr>
<td>USDA</td>
<td>United States Department of Agriculture</td>
</tr>
<tr>
<td>YPAR</td>
<td>Youth Participatory Action Research</td>
</tr>
</tbody>
</table>
Appendix B: References


