



# *The Power of Wellness Policies in Enhancing After School Practices*



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# Speakers

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# Overview

- **Why Wellness Policies are Important**
- **What's Required in Wellness Policy?**
  - **What Makes A Strong Wellness Policy**
- **Promising Practice-Napa County Office of Education-CaSERVES**
- **Getting Involved-Staff and Parents**



# Why Wellness Policies Are Important

- **Healthy Behaviors Initiative found that intentionality makes a huge difference**
- **Wellness Policies articulate the vision, the goals and the means to achieve those goals for nutrition and physical activity**
- **Wellness Policies make sure everyone is on the same page**
- **Provide opportunity for partnerships**



# What's Required in Wellness Policy for 2011?

**Heather Reed, MA, RD**  
Nutrition Education Consultant  
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# What is a Policy?



*Think about an example of a policy in your life*

- A rule or set of rules that people must follow (written)
- Policies influence how you and others act
- In schools, school board members are responsible for adopting policy
  - schools in the district are obligated to follow it





# 2004 Requirements for Wellness Policy

- **Nutrition Education, Physical Education and Physical Activity Goals**
  - Other School Based Activities to Promote Wellness
- **Nutrition Guidelines for Campus**
  - School Meals and After School Snacks and Meals
  - Competitive Foods and Beverages Sold
- **Plan for Measuring Implementation**
- **Involvement of Stakeholders in Policy Development- *usually a Wellness Committee***



# Basic Sections of a Wellness Policy

**Preamble or Overview-**  
*(“Whereas...”)* sets out  
*philosophy, vision*

- **Links student health to academics**
- **Establishes District commitment to health**





# 1a. Nutrition Education Goals



- **Classroom**
- **Cafeteria**
- **Field Trips and After School**
- *Food Marketing*
- *Food Rewards and Punishments*
- *Fundraising and Parties*



## 1b. Physical Activity and Education

- Kinds of activities
- When and where (during PE, before and after school)
- PE minutes-how much/how often, by whom, also MVPA
- Recess plans
- Exceptions, if relevant (Special needs)





# 1c. Other School Based Activities

## A Coordinated School Health Program





## 2. Nutrition Guidelines

- **School and After School Meals and Snacks**
- **Ala carte items**
- **Competitive Foods and Beverages**
- **Vending Machines**
- **Atmosphere of Cafeteria**
- **Time for Meals**
- **Fundraisers, Rewards, Classroom Celebrations**





## 3. Implementation

- Establishes an implementation plan and method for measuring impacts
- Ongoing “Wellness Committee” or similar stakeholder group
  - *Ideally states frequency of meetings*



## 4. Stakeholder Committee



- Parents
- Students
- School Board
- Administrators
- Food Service Director
- After School Representative
- Teachers
- Community
- Ideally includes all components of Coordinated School Health



# ***Does Your District Have a Committee?***

- **Meets regularly?**
- **Includes involvement from the following?**
  - Food Service Director
  - Physical Education/Walk to School Representative
  - School Nurse
  - Guidance Counselors
  - Teachers
  - Health Education Representative
  - Parents
  - Students
  - After School Staff
  - School Board Members/Administration
  - Community Members
- **Has a prioritized plan your committee is working on?**





# What Makes Strong Wellness Policy





# Strong Wellness Policy...

- **Comprehensive:** All sections included
- **Strong Language:** Requires implementation
  - **Strong** Language: “Shall, must, will, require, comply, enforce”
  - **Weak** Language: “*Should, might, encourage, promote, some, try, make an effort*”
- **Specific Subsections:** Provides details
  - *Example: nutrition education will be taught 8 weeks a year during the after school program*

[www.wellsat.org](http://www.wellsat.org) for online policy assessment



# *After School* Fits in Wellness Policy

- After school representative on wellness committee or site council
- Healthy after school snacks and meals
- Healthy celebrations and fundraisers at all events on campus, including after school
- No marketing of unhealthy foods
- Free drinking water at all times
- Moderate to vigorous physical activity during after school
- Nutrition education during after school
- Use of school facilities- gym and other recreational facilities and cooking and food storage facilities for after school

# Practice

- Review your handout with examples of wellness policies
- Consider criteria
- Rate each area
  - Strong
  - Fair
  - Weak





# Let's Rate It!



Factor	Strong	Fair	Weak
<i>Comprehensiveness</i>			
<i>Language Strength</i>			
<i>Specificity</i>			



# Changes in the 2010 Healthy Hunger Free Kids Act

- Major enhancements to school meal pattern and inclusion of after school “suppers”



- Strengthening of wellness policy
  - [Transparency](#)- Inform and update public about implementation
  - [Stakeholder participation](#) -Development, implementation, and review and update of local school wellness policy
  - [Monitoring](#)- Periodically measure and assess compliance and progress on wellness policy



# How Do Most Schools Measure Up?

99% of districts nationwide had a wellness policy

- **Overall policy strength**

- 33/100 –average policy strength score

- **Comprehensiveness**

- 61% included all required components

- **Specific Subsections**

- 90% had no policy for moderate to vigorous physical activity
- 66% had vague nutrition education curriculum policies
- 75% had no policy against marketing of unhealthy foods
- 87% had no policy about availability of free drinking water
- 84% had no policy about evening or community events

*Robert Wood Johnson Foundation -Bridging the Gap August 2010 Report: School District Wellness Policies: Evaluating Progress and Potential for Improving Children's Health Three Years After the Federal Mandate*

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



# Recommended Policy Changes that Impact After School

- ***School Meals and Snacks-*** Nutrition Quality to meet 2009 IOM Standards and 2010 Dietary Guidelines
- ***Food Marketing*** and Advertising, Vending Contracts
- ***Water-*** Availability of free water to students during all campus events and activities
- ***Parties-*** Guidelines for all celebrations and fundraisers during all campus events and activities
- ***Physical Activity-*** Specifying moderate to vigorous physical activity opportunities
- ***Nutrition Education Curriculum***



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# CALSERVES



- 13 years of experience in After School programming
- 1000+ K-8 students across 6 schools (2 districts)
- Program components
  - Homework support
  - Literacy
  - 5 specialty areas: PE, Nutrition/garden, Math, Science, the Arts
- Funding: ASES, AmeriCorps, Carol White PEP, Network for a Healthy California



# Why develop a wellness policy?

- Contributed to the development of the district wellness policies
- 2006, started working with Healthy Behaviors Initiative and focused on our vision
- We were institutionalizing our policies, but needed to formalize them





# How did we design it?



- Information Gathering
  - Districts' policies
  - Scopes of work from grants
  - Template from CDC School Nutrition Success stories
    - Took the headings from the framework in Merced
  - Staff contributions
- Formed a committee
- 2 revision and editing cycles
  - Program director, manager, and supervisors
  - Stake holders



# How did we train, implement, and get staff bought in?

- Comprehensive 2.5 hour training for all line staff
  - INCLUSION ACTIVITY (Power Play)
  - WHAT IS HAPPENING? Sharing the obesity statistics
  - WHY IS IT HAPPENING? Engage participants in considering the causes of these alarming trends
  - HOW CAN WE CHANGE IT? Share program vision
  - CALL TO ACTION
  - SETTING PERSONAL GOALS



# How did we train, implement, and get staff bought in?

- Monthly mentor newsletter with resources and information
- Program design includes nutrition and physical activity
- Site based accountability
- On-going training and support





# Me .... 65 lbs weight loss Goodbye diabetes & high cholesterol !

● 2010

● 2008







## How did we showcase it?

- Site visits
- Regional after school conferences
- Presenting here at HBI BOOST
- Submitted to present at BOOST Conference

**YOU'RE  
INVITED!**



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## ***How Afterschool Programs Can Get Involved in Local School Wellness Policies***



### **Local Wellness Policy**

The Child Nutrition & WIC Reauthorization Act of 2004 required every school district or local educational agency to develop a local wellness policy by the start of the 2006-2007 school year. At a minimum, the policies must:

- Include goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness.
- Include nutrition guidelines for all foods available on the school campus during the school day. Ensure that the guidelines for school meals at least meet USDA regulations.
- Establish a plan for measuring implementation of the local wellness policies.
- Involve a broad group of individuals in the development of the policies.

The 2010 Healthy Hunger Free Kids Act enhanced local school wellness policy requirements to require implementation, monitoring, evaluating and reporting.

### **How to Get Involved**

- Offer additional opportunities for organized physical activity and physical education, and nutrition services.
- Implement program policies and practices that reinforce the district's local wellness policy to ensure consistency from the school day to the after school hours.

### **Steps (discussed in more detail, following this section)**

- 1. Be familiar with Federal and State Requirements**
- 2. Review Your District's Current Wellness Policies**
- 3. Assess the Afterschool Environment**
- 4. Join the Effort-Wellness Committees and Site Councils**
- 5. Build Support for Afterschool**
- 6. Help Implement the Policy and Integrate Afterschool**
- 7. Stay Involved in Maintaining and Evaluating the Effort**
- 8. Modify the Policies**
- 9. Celebrate Your Successes**



## Step 1 – Be Familiar with Federal and State Requirements

- Federal: Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger Free Kids Act of 2010.
  - For full text of the Local Wellness Policy requirement, see: [www.frac.org/pdf/wellness\\_text.pdf](http://www.frac.org/pdf/wellness_text.pdf).

- State: Local wellness policies must also comply with existing state laws.



- National Association of State Boards of Education (NASBE). [http://nasbe.org/healthy\\_schools/hs/](http://nasbe.org/healthy_schools/hs/). Search for bills by state.
- CDC. [State Legislative Information](#). Search for bills by text, subject, state, year, bill number, bill status, and topic. (<http://apps.nccd.cdc.gov/DNPALeg/>)
- National Conference of State Legislatures (NCSL). (<http://phpartners.org/legis.html>. Search by state, year, status, issue area, and type.

## Step 2 - Review Your District's Current Wellness Policies

- Obtain copies of the board adopted wellness policies.
  - Posted in cafeteria, found on the district website under board policies or under child nutrition.
  - Does the policy address all of the federal and state requirements? If not, are there areas in which afterschool can help the district meet these requirements?
  - Are there areas where your afterschool programs can support your district or school's efforts to meet the goals set forth in the wellness policies?

## Step 3 - Assess the Afterschool Environment

- Assess needs of your afterschool programs and the policies and practices.
- Critically examine whether they are aligned with district policy and supportive of your district's goals for student wellness.

### Needs Assessment Tools:

- Center for Collaborative Solutions. Changing Lives, Saving Lives, A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs. ([www.afterschoolsolutions.org](http://www.afterschoolsolutions.org))
- The Strategic Alliance for Healthy Food and Active Environment. [Environmental Nutrition and Activity Community Tool](#) (ENACT). Includes an afterschool module. (<http://eatbettermovemore.org/sa/enact/members/index.php>)

## Step 4 - Join the Effort: Wellness Committees and Site Councils

- Many districts assembled a wellness policy team/committee to take charge of the local wellness policy development and implementation.
- An existing school health advisory or coordinating council or other body, such as the school health department or the food services division, may have been assigned to lead and oversee the process. Health councils and wellness policy teams can include a variety of stakeholders.
- Contact your district superintendent's office to find out who is guiding the process and how to connect with them.

Below are links to more information about School Health Councils:



- North Carolina State Board of Education "Effective School Health Advisory Councils" (PDF) <http://www.nchealthyschools.org/docs/schoolhealthadvisorycouncil/advisorycouncilsmanual.pdf>
- American Cancer Society. "Improving School Health: A Guide to School Health Councils." (PDF) [http://www.fns.usda.gov/tn/Healthy/Ntl\\_Guide\\_to\\_SHAC.pdf](http://www.fns.usda.gov/tn/Healthy/Ntl_Guide_to_SHAC.pdf)

## Step 5 - Build Support for Afterschool

Afterschool programs have traditionally incorporated activities to support health and wellness into their programming.

- Educate your team members about how afterschool programs can support the wellness effort:
  - ***Afterschool programs have a capacity for reaching youth.*** Tell your district's policy team how many of the district's students your programs currently serve.
  - ***Afterschool can help leverage additional resources and partnerships.*** Afterschool programs often partner with county and nonprofit health agencies. Nonprofit, community-based afterschool providers may be eligible for funding to support health promotion that schools may not.
  - ***Afterschool can be a bridge between school and family.*** Afterschool programs can help educate parents and families about the new policies and build support for the districts' efforts. Many parents and caregivers pick up kids from afterschool programs after work, and afterschool programs often host activities and events and invite parents and families to take part.
  - ***Afterschool programs feed youth after school.*** Most, if not all, afterschool programs provide participants with snacks, and some even provide suppers. This presents an opportunity to bolster the nutrition education provided during the school day and to reinforce district policies regarding foods served in the schools.
  - ***Afterschool programs have experience around physical activity and nutrition.*** Many community-based afterschool providers, such as YMCAs, Boys and Girls' Clubs and city park and recreation departments, as well as national organizations such as 4-H and Girl Scouts, have made health promotion an integral part of their missions. Share lessons learned and promising practices with the district.

## Parent Involvement:

- Parents can help:
  - Assess the after school program and the wellness policy
  - Advocate for after school at board meetings during open time
  - Present a formal report in partnership with after school
  - Help ensure that other parents support healthy after school practices.



## Communication Tools

- National Network of Statewide Afterschool Networks. [Afterschool as a Vehicle for Youth Obesity Prevention](#). An archived audio conference on childhood obesity and afterschool as a solution. Features a companion webpage with resources for obesity prevention in afterschool resources.
- Food Research and Action Council. [Parent outreach brochure](#). Provides an overview of the local wellness requirement and highlights ways that parents can become involved.
- Food Research and Action Council. "[School Wellness Policy and Practice: Meeting the Needs of Low-Income Students](#)." (PDF) Includes a special section on including afterschool programs in wellness policies.
- "[Afterschool Program Participation and the Development of Child Obesity and Peer Acceptance](#)" (PDF) by Joseph Mahoney, Heather Lord, and Erica Carryl. Study of afterschool programs shows that participation helps prevent obesity and increase peer acceptance.

## **Step 6 - Help Implement the Policy and Integrate After School**

- Build support for the existing wellness policies among your afterschool staff and program leaders, especially for those policies that pertain directly to the afterschool and out-of-school hours.
- Your programs may also have already implemented nutrition or physical-activity-related policies or interventions. Sharing evaluation data or your lessons learned from these efforts may be very helpful for your team.
- Highlight the contribution that afterschool programs are making toward meeting the district's goals for improving student health outcomes, and emphasize the importance of making policies and practices consistent from the school day to the out-of-school hours. Resources for Implementation and Evaluation:

- California Project Lean-.Policy in Action: A guide to Implementing Your Local School Wellness Policy. A step-by-step guide for implementing nutrition and physical activity policies. <http://www.californiaprojectlean.org/doc.asp?id=168>

- USDA. [Implementation Tools and Resources](#). Links to specific wellness programs and activities to help implement policies and resources to facilitate the transition. [http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_tools.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_tools.html)
- National Institute on Out-of-School Time. Healthy Choices Afterschool: Investigation of the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association Program Standard <http://www.theafterschoolproject.org/uploads/healthyChoicesAfterschool.pdf>

## Step 7 - Stay Involved in Maintaining and Evaluating the Effort

- Offer to help with evaluation and monitoring. Your cooperation in the evaluation process will demonstrate to your district that afterschool programs are continuing to be active partners in the coordinated effort to improve health outcomes for students



- Districts are now required to establish an implementation and evaluation plan and assign one or more people the specific task of ensuring that the schools are meeting the local wellness policy requirements. They are now also required to regularly report the progress of implementation.

- This will include assessing how the policies are implemented, managed and enforced. (Refer to the afterschool-specific evaluation and assessment tools listed under Step 3).

### Evaluation Tools

- USDA. [Changing the Scene Improvement Checklist](#) (PDF) This tool can help you assess where things stand in your school and to help you focus on exactly what needs to be done. <http://www.fns.usda.gov/tn/Resources/support.pdf>
- [The State of Michigan](#) (PDF) modified the checklist to help you measure progress as you take action. [http://www.fns.usda.gov/tn/Healthy/MI\\_checklist.pdf](http://www.fns.usda.gov/tn/Healthy/MI_checklist.pdf)
- CDC. "[School Health Index: A Self-Assessment and Planning Guide](#)." A tool to help you identify the strengths and weaknesses of nutrition and physical activity policies and programs and develop an action plan for improvement. <https://apps.nccd.cdc.gov/shi/default.aspx>
- FamilyCook Productions. [School Community Food Assessment](#). A web-based tool to develop school nutrition policies. Emphasizes student input and involvement. <http://www.familycookproductions.com/>

## Step 8 - Modify the Policies

- As the districts begin the process of implementing the enhanced 2010 Healthy Hunger Free Kids Act requirements and evaluating their efforts, afterschool leaders can get involved in shaping the policies.

Below are some links to resources that include examples of policy language.

- Afterschool Alliance. "[Afterschool & Local Wellness: Model Policy Language.](#)" (PDF)
- United States Department of Agriculture. [The Local Process: How to Create and Implement a Local Wellness Policy](#)
- Action for Healthy Kids. [Wellness Policy Tool](#). A searchable database of model and existing policy language, plus a template for developing your policy.
- School Nutrition Association. "[Model Guidelines for Health & Wellness.](#)" (PDF) Policy guidelines for meeting local wellness policy requirements. See also: [www.schoolnutrition.org/Index.aspx?id=1075](http://www.schoolnutrition.org/Index.aspx?id=1075)
- National Association of State Boards of Education. "[Fit, Healthy, and Ready to Learn.](#)" Sample policies on healthy eating, physical activity, and other topics.

### Step 9 – Celebrate Your Successes!



- Host an organized physical activity event, and invite your schools, districts and communities to take part.
  - Feature physical activity and nutrition as part of your *Lights On Afterschool* celebration.
  - Invite your local media affiliates to visit your program and observe your health promotion efforts – children’s health and local wellness policies are getting a lot of attention in both local and national press.
  - Let parents and community members know about your involvement in the wellness policy process.
  - Promote your efforts to a wider

audience of organizations and agencies working to improve children’s health outcomes by joining the Shaping America’s Youth registry of obesity prevention initiatives.

- Join your state’s Action for Healthy Kids state team and share your experiences and lessons learned with your team members.



## Useful links:

- Afterschool Alliance. [Lights On Afterschool](http://www.afterschoolalliance.org/loa.cfm)  
<http://www.afterschoolalliance.org/loa.cfm>
- Nickelodeon's [Worldwide Day of Play](http://www.nick.com/) <http://www.nick.com/>
- Food Research and Action Council. [Parent outreach brochure](http://frac.org/wp-content/uploads/2009/09/parent_outreach.pdf). Provides an overview of the local wellness requirement and highlights ways that parents can become involved. [http://frac.org/wp-content/uploads/2009/09/parent\\_outreach.pdf](http://frac.org/wp-content/uploads/2009/09/parent_outreach.pdf)
- Action for Healthy Kids. [What's Happening in My State?](http://www.actionforhealthykids.org/in-your-state/)  
<http://www.actionforhealthykids.org/in-your-state/>
- Shaping America's Youth. [Program Registry](http://www.shapingamericasyouth.org/Registration.aspx).  
<http://www.shapingamericasyouth.org/Registration.aspx>

## **Sample Language for Wellness Policies: Afterschool**

- Schools will provide nutritious snacks to all school-sponsored afterschool programs through the National School Lunch Program or Child and Adult Care Food Program. Schools will provide suppers through the Child and Adult Care Food Program when appropriate due to the length of the afterschool program or the need of the students.
- Nutritional standards set for the school day will be applied to every afterschool program operated by the schools.
- Schools will explore and implement creative ways to provide fresh fruits and vegetables in their afterschool. For example, schools can use fresh local produce and/or the produce grown in school gardening projects.



- School-sponsored afterschool programs will include physical activity and nutrition education in a way that complements and supports initiatives taking place during the school day.
- Fundraisers and celebrations in afterschool will follow healthy guidelines.
- Any school that does not sponsor an afterschool will begin one as a way to improve its students' health and well-being.

This handout for was adapted by the California Department of Education from the After School Alliance tool kit  
<http://www.afterschoolalliance.org/policyActiveHoursObesity.cfm>

# CalSERVES Health and Wellness Policy

CalSERVES is dedicated to actively promoting healthy lifestyle choices to support the physical, emotional and mental health and well-being of staff, students, AmeriCorps members and the greater community. As an education and service organization, CalSERVES affirms the well-documented link between nutrition, physical activity and learning, and has committed to implement activities, practices and policies which support the following healthy lifestyle choices:

- Increased consumption of fresh fruits and vegetables
- Increased physical activity
- Reduced consumption of sugar sweetened beverages, and high salt, high fat foods
- Self-care

CalSERVES staff, including AmeriCorps members, is committed to implementing the following components to the best of their ability in support of our mission to create a healthy and thriving community

## Component 1: Staff Development

- Staff will receive high-quality, in-depth professional development focused on health practices, and approved curricula.
- Staff will learn how to incorporate healthy decision-making opportunities into all student activities.
- The health and wellness committee will provide suggestions to support an active and healthy lifestyle by providing tips, activities and recipes.

## Component 2: Nutrition Education

- Students will receive daily nutrition education from a variety of nutrition education resources, including Harvest of the Month and ReThink Your Drink. Nutrition lessons will focus on promoting the consumption of fruits and vegetables.
- Nutrition education will take the form of class activities, food tastings, cooking clubs, and gardening experiences.
- Nutrition promotion events for families and members of the community will be conducted each year. These include, but are not limited to: TV-Turn off Week, Nutrition Olympics, and an annual Health Fair.
- School gardens will be used to promote fresh fruits and vegetables through lessons with students.
- Outreach and education for families will occur in the form of monthly bilingual newsletters and family events.

## Component 3: Physical Activity & Education

- Students will learn skills/interests that promote lifelong physical activity.
- Students will receive daily physical activity lessons with a target of engaging in 60 minutes of safe, inclusive, active, and fun physical activity per day. Physical activities with potential to cause physical or emotional harm, such as dodgeball, red rover, pie-in-the-face games, etc, are not allowed.

# CalSERVES Health and Wellness Policy

- Physical activity lessons will come from a variety of approved curricula, including SPARK and Sports4Kids.
- Bi-monthly fitness weeks held at each school site will provide additional opportunities for physical activity and complement nutrition education. Staff is encouraged to participate.
- Staff, including AmeriCorps members, is encouraged to engage in physical activity for a minimum of 30 minutes per day.

## Component 4: Healthy Eating Habits & Snack Options

- Students will be provided with a daily nutritious snack (containing: 100% juice, 1% milk, drinks with no added sweeteners, and foods with limited to no high fructose corn syrup or hydrogenated oils).
- Students will experience food tastings and cooking clubs with healthy recipes obtained from the California Department of Public Health or other reputable sources.
- After school celebrations will limit movie watching and food parties. All foods served will meet the school or district wellness policy guidelines.
- Eating or drinking in front of students is not allowed unless food/beverage is being provided for students, i.e. after school snack time. (\*Important to note: Staff is strictly prohibited from consuming any student snacks purchased through the federally-funded snack program).
- All staff members are encouraged to practice and model healthy eating and drinking habits by consuming foods with significant nutritional value, and sugar-free beverages such as water, tea, 1% or less fat milk, or 100% juice.
- Only foods with significant nutritional value can be purchased, provided and consumed at work-related functions (i.e. meetings, trainings etc.) or at the service sites where we are in direct contact with our constituents.

## Component 5: Partnerships

- Staff will establish and maintain key relationships with the school administrator (i.e. principal, superintendent), food service director and a parent leader to establish broad support for the program's nutrition education efforts.
- Staff will participate in school Wellness Committees to promote the development and implementation of policies and systems that promote good nutrition, increased physical activity and health.

## Component 6: Environment

- The CalSERVES environment will support healthy eating, physical activity and food security. Posters and written material will reflect these values.
- CalSERVES will support efforts to increase access to healthy foods for students and their families through information sharing about community resources such as CalFRESH, WIC, the Food Bank; and partnerships with the Food Bank and the schools.