

Comprehensive Report: Local Student Wellness Policy

Title: Local Student Wellness Policy Comparison Report

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Prepared By: Lisa Claussen, Director of Student Services

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Nutrition Education

Eureka City Schools Policy:

- Based on research and consistent with state standards.
- Integrates nutrition education into health education and other subjects.
- Includes information on the benefits of healthy eating.

Alliance for a Healthier Generation Model:

- Comprehensive, skills-based health education for all K-12 students.
- Qualified professionals teach health education.
- The curriculum is regularly evaluated and revised to promote healthy behaviors.

Comparison Analysis and Conclusions: Eureka City Schools has a solid foundation in integrating nutrition education. However, the Alliance model emphasizes a more structured and comprehensive approach, including regular curriculum evaluation and professional qualifications for educators.

Next Steps:

1. Develop Specific Goals: Establish clear, measurable goals for nutrition education.
2. Enhance Curriculum Integration: Integrate health and wellness more comprehensively across all subjects.

Timeline:

- Year 1: Set goals and objectives.
- Year 2: Begin curriculum enhancements.
- Year 3: Evaluate and adjust curriculum as needed.

Nutrition Promotion

Eureka City Schools Policy:

- Encourages marketing of healthy food choices.
- Utilizes various communication methods to promote the lunch program.

Alliance for a Healthier Generation Model:

- Promotes healthy food and beverage choices using marketing techniques.
- Ensures all food and beverages meet Smart Snacks standards.

Comparison Analysis and Conclusions: While Eureka City Schools encourages healthy choices, the Alliance model provides specific marketing techniques and strict adherence to nutritional standards for all food promotions.

Next Steps:

1. Implement Marketing Strategies: Use specific techniques to promote healthy choices.
2. Ensure Compliance: Ensure all marketed foods meet Smart Snacks standards.

Timeline:

- Year 1: Develop and implement marketing strategies.
- Years 1-3: Review and ensure compliance.

Physical Activity

Eureka City Schools Policy:

- Provides opportunities for physical activity through various programs.
- Encourages staff to serve as role models for physical fitness.

Alliance for a Healthier Generation Model:

- Integrates physical activity into curriculum and school events.
- Staff are required to model healthy behaviors and participate in physical activities.

Comparison Analysis and Conclusions: Eureka City Schools promotes physical activity but could benefit from more structured integration and staff participation as outlined in the Alliance model.

Next Steps:

1. Integrate Physical Activity: Incorporate physical activity into all school events and curricula.
2. Enhance Staff Participation: Encourage staff to model and participate in physical activities.

Timeline:

- Years 1-2: Begin integrating physical activities into curricula.
- Years 1-2: Launch staff participation programs.

Other Wellness Activities

Eureka City Schools Policy:

- Encourages positive role modeling and promotes work-site wellness programs.

Alliance for a Healthier Generation Model:

- Comprehensive physical and mental health support, including stress management and social-emotional health programs.

Comparison Analysis and Conclusions: Eureka City Schools supports staff wellness but lacks the comprehensive, structured support detailed in the Alliance model.

Next Steps:

1. Develop Wellness Programs: Create comprehensive wellness programs for staff.
2. Provide Resources: Offer resources for physical and mental health.

Timeline:

- Years 1-2: Develop a wellness program framework.
- Years 1-3: Implement wellness programs and resources.

Foods Sold

Eureka City Schools Policy:

- Adopts nutrition guidelines consistent with federal standards.
- Participates in federal nutrition programs and encourages student input on menus.

Alliance for a Healthier Generation Model:

- Ensures all foods and beverages sold meet Smart Snacks standards.
- Promotes healthy food choices through marketing and student involvement.

Comparison Analysis and Conclusions: Eureka City Schools adheres to federal standards but can enhance its approach by strictly aligning with Smart Snacks standards and involving students more comprehensively.

Next Steps:

1. Align with Smart Snacks: Ensure all foods meet these standards.
2. Increase Student Involvement: Engage students in menu planning and food choices.

Timeline:

- Year 1: Review and align food offerings with Smart Snacks.
- Years 1-3: Implement increased student involvement strategies.

Foods Given Away

Eureka City Schools Policy:

- Encourages consideration of nutritional quality for class parties and celebrations.

Alliance for a Healthier Generation Model:

- Requires all foods and beverages served to meet Smart Snacks standards.
- Provides lists of healthy and non-food party ideas and rewards.

Comparison Analysis and Conclusions: Eureka City Schools encourages healthy choices but can improve by adopting stricter standards and providing resources for healthy options.

Next Steps:

1. Adopt Smart Snacks Standards: Ensure all foods given away meet these standards.
2. Provide Resources: Offer lists of healthy and non-food party ideas.

Timeline:

- Years 1-2: Adopt Smart Snacks standards for all given foods.
- Years 1-3: Distribute resources for healthy options.

Food & Beverage Marketing

Eureka City Schools Policy:

- Prohibits marketing non-nutritious foods during the school day.

Alliance for a Healthier Generation Model:

- Comprehensive prohibition of marketing non-compliant foods and beverages, including digital media, school events, and educational materials.

Comparison Analysis and Conclusions: Eureka City Schools has basic restrictions but can be enhanced by adopting comprehensive prohibitions on all marketing of non-compliant foods.

Next Steps:

1. Expand Marketing Restrictions: Prohibit all marketing of non-compliant foods and beverages.
2. Monitor Compliance: Regularly review and ensure adherence to marketing policies.

Timeline:

- Years 1-2: Expand marketing restrictions.
- Years 1-3: Implement monitoring and compliance reviews.

Person in Charge

Eureka City Schools Policy:

- Encourages broad participation in wellness policy development.

Alliance for a Healthier Generation Model:

- Designates specific roles and responsibilities for wellness policy implementation and updates.

Comparison Analysis and Conclusions: Eureka City Schools encourages participation but lacks specific role designations for wellness policy oversight.

Next Steps:

1. Designate Roles: Assign specific roles for wellness policy implementation and oversight.
2. Define Responsibilities: Clearly define responsibilities for each role.

Timeline:

- Year 1: Designate roles and responsibilities.
- Years 1-3: Implement role-based oversight of wellness policies.

Involvement of School & Community Members

Eureka City Schools Policy:

- Encourages parent and community involvement in wellness policy activities.

Alliance for a Healthier Generation Model:

- Actively recruits diverse community members for wellness councils and committees.

Comparison Analysis and Conclusions: Eureka City Schools encourages involvement but can enhance it by actively recruiting diverse community members and ensuring broad representation.

Next Steps:

1. Active Recruitment: Actively recruit diverse community members for wellness councils.
2. Ensure Representation: Ensure broad representation on wellness councils and committees.

Timeline:

- Year 1: Begin active recruitment of diverse members.
- Years 1-3: Ensure broad representation in wellness councils.

Implementation Plan

Eureka City Schools Policy:

- Provides annual updates and progress reports on the wellness policy.

Alliance for a Healthier Generation Model:

- Requires a detailed implementation plan with specific goals and timelines.

Comparison Analysis and Conclusions: Eureka City Schools provides updates but needs a detailed implementation plan with specific goals and timelines.

Next Steps:

1. Develop Implementation Plan: Create a detailed plan with specific goals and timelines.
2. Regular Monitoring: Regularly monitor progress and update the plan as needed.

Timeline:

- Year 1: Develop a detailed implementation plan.
- Years 1-3: Implement regular monitoring and updates.

Annual Update

Eureka City Schools Policy:

- Provides annual updates and progress reports.

Alliance for a Healthier Generation Model:

- Requires comprehensive annual updates, including community involvement in the review process.

Comparison Analysis and Conclusions: Eureka City Schools provides updates but can improve by involving the community in the review process and giving comprehensive updates.

Next Steps:

1. Involve Community: Engage the community in the annual review process.
2. Comprehensive Updates: Provide comprehensive annual updates on wellness policy progress.

Timeline:

- Year 1: Begin community involvement in annual reviews.
- Years 1-3: Provide comprehensive updates.

Triennial Assessment

Eureka City Schools Policy:

- Conducts triennial assessments of the wellness policy.

Alliance for a Healthier Generation Model:

- Requires detailed triennial assessments with community input and updates based on findings.

Comparison Analysis and Conclusions: Eureka City Schools conducts assessments but can enhance by involving the community and updating policies based on assessment findings.

Next Steps:

1. Detailed Assessments: Conduct detailed triennial assessments with community input.
2. Policy Updates: Update wellness policies based on assessment findings.

Timeline:

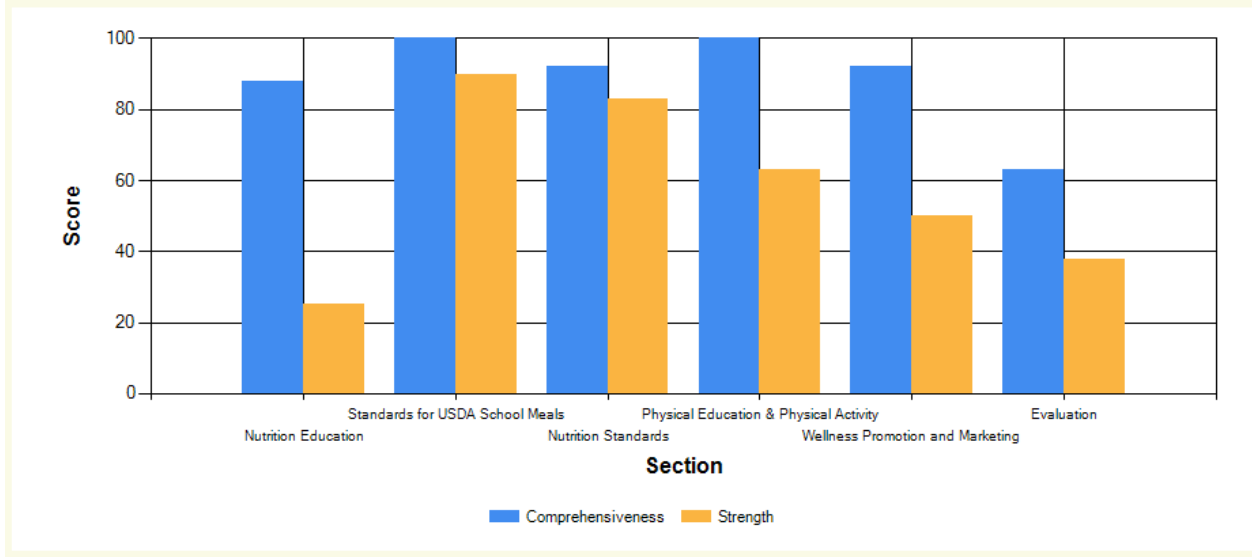
- Year 3: Conduct detailed triennial assessments.
- Years 1-3: Implement policy updates based on evaluations.

Review of the WellSAT-I Data

The WellSAT-I is an interview measuring how fully a district implements wellness practices in its schools.



Feedback was received from the Food Services Director, Director of Curriculum, a Principal, and a Physical Education teacher.

Policy Name: Eureka City Schools








Section 1. Nutrition Education

Rating

NE1	 Includes goals for nutrition education that are designed to promote student wellness.	1
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	0
NE8	 Nutrition education addresses agriculture and the food system.	2
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	25







Section 2. Standards for USDA Child Nutrition Programs and School Meals

Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	1
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	 Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	90

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating

NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	 Regulates food and beverages sold in a la carte.	2
NS4	 Regulates food and beverages sold in vending machines.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS8	Addresses foods and beverages containing caffeine at the high school level.	2
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	0
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	92
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	83



Section 4. Physical Education and Physical Activity

Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students.	2
PEPA6	Addresses time per week of physical education instruction for all high school students.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	2
PEPA10	Addresses physical education substitution for all students.	1
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	1
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	2
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	63







Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	0
WPM2	 Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	1
WPM4	Addresses physical activity not being used as a punishment.	1
WPM5	Addresses physical activity not being withheld as a punishment.	1
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	2
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	2
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	92
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	50

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	0
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	0
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	 Triennial assessment results will be made available to the public and will include:	1
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	1
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	63
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	38

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Summary of WellSAT-I Results

The WellSAT-I evaluation of the Eureka City Schools' wellness policies yielded the following scores:

- **Total Comprehensiveness District Score: 89**
- **Total Strength District Score: 58**

Comprehensiveness Score: 89

The comprehensiveness score indicates that Eureka City Schools' well-developed wellness policies cover a broad range of areas essential for promoting student health and wellness. This high score reflects the district's commitment to including various components in its wellness policies, such as nutrition education, physical activity, and comprehensive wellness programs.

The policies are designed to ensure that students have access to healthy food options, opportunities for physical activity, and a supportive environment that fosters overall well-being.

Strength Score: 58

The strength score, however, is moderately lower. This score measures the effectiveness and enforceability of the policies. While the district's policies are comprehensive, there is room for improvement in their strength and implementation. The policies could benefit from more explicit guidelines, more specific goals, and more vigorous enforcement mechanisms to ensure that they are effectively implemented and adhered to across all schools in the district.

Summary and Recommendations

Overall, Eureka City Schools has a solid foundation with its comprehensive wellness policies, as evidenced by the high comprehensiveness score. However, to enhance the effectiveness of these policies and improve the overall health and wellness outcomes for students, it is recommended to:

1. **Strengthen Policy Implementation:** Develop more explicit guidelines and vigorous enforcement mechanisms to ensure wellness policies are consistently implemented across all schools.
2. **Set Specific Goals:** Establish measurable goals and objectives to track progress and ensure accountability.
3. **Increase Community and Staff Engagement:** Actively involve parents, community members, and staff in the implementation and review process to ensure broad support and adherence to wellness policies.
4. **Regular Monitoring and Updates:** Continuously monitor the policies' effectiveness and make necessary adjustments based on feedback and assessment results.

By focusing on these areas, Eureka City Schools can enhance the strength and impact of their wellness policies, ultimately contributing to better health outcomes for all students.

Conclusion

Eureka City Schools has a solid foundation for promoting student wellness. Still, there are several areas where policies can be enhanced to align more closely with the comprehensive approach of the Alliance for a Healthier Generation model. By adopting the following steps outlined in this report and adhering to the proposed timeline, we are confident that we will achieve a more holistic and practical framework for student health and well-being. This will improve our students' overall health outcomes and foster an environment that supports academic success and lifelong healthy habits.

Resources

Nutrition Education

Society for Public Health Education:

- [Policy brief on health education in the Every Student Succeeds Act](#)

Cairn Guidance:

- [A Systems Approach to Integrating Health in Education](#)

USDA:

- [USDA Food and Nutrition Information Center](#)
- [USDA My Plate](#)

Society for Nutrition Education and Behavior:

- [Society for Nutrition Education and Behavior Website](#)
- [Publications](#)

Centers for Disease Control and Prevention

- [Tips for Teachers: Promoting Healthy Eating and Physical Activity in the Classroom](#)
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Standards for USDA School Meals

Alliance for a Healthier Generation:

- [School Wellness Committee Toolkit](#)
- [Wellness Councils and Wellness Policies](#)

Center for Science in the Public Interest:

- [Healthier School Lunches](#)

Centers for Disease Control and Prevention:

- [CDC Local Wellness Policies](#)
- [Putting Local School Wellness Policies into Action: Stories from School Districts and Schools](#)
- [Wellness Teams Work: A Guide for Putting Wellness Policies into Practice in Schools](#)

The University of Illinois at Chicago:

- [National Wellness Policy Study](#)
- [Food Service Directors: Speaking From Experience](#)

USDA:

- [Child Nutrition Programs](#)
- [Wellness Policies](#)

ChangeLab Solutions:

- [Wellness Policy Enforcement](#)
- [District Policy Restricting Food and Beverage Advertising on School Grounds](#)

National Alliance for Nutrition and Activity:

- [Model School Wellness Policies](#)

National Association of State Boards of Education:

- [State School Health Policy Database](#)

Wellness Policy and Implementation Examples:

- [California Project Lean](#)

The Kids' Safe and Healthful Foods Project:

- [School Meal Programs Innovate to Improve Student Nutrition](#)

Shape America:

- [State School Health Policy Matrix 2.0](#)

National Collaborative on Education and Health:

- [Report to the National Steering Committee](#)

National Association of Chronic Disease Directors:

- [A Guide for Incorporating Health and Wellness into School Improvement Plans](#)
- [A Guide for Communicating School Health Achievements](#)

Nutrition Standards for Competitive and Other Foods and Beverages

Berkeley Media Studies Group:

- [Examining the public debate on school food nutrition guidelines: Findings and lessons learned from an analysis of news coverage and legislative debates](#)

Centers for Disease Control and Prevention:

- [A comprehensive framework for addressing the school nutrition environment and services](#)
- [Competitive Foods in School](#)

The Kids' Safe and Healthful Foods Project:

- [Kids' Safe and Healthful Foods Project Website](#)

Alliance for a Healthier Generation:

- [Snacks and Beverages](#)
- [Smart Snacks Product Calculator](#)
- [Smart Food Planner](#)

Centers for Disease Control and Promotion

- [Water Access in Schools](#)

UConn Rudd Center for Food Policy and Health

- [Alternatives to Food Rewards](#)
-

Physical Education & Physical Activity

Centers for Disease Control and Prevention:

- [Recess Planning in Schools](#)
- [Strategies for Recess in Schools](#)
- [Physical Education Curriculum Analysis Tool](#)

Shape America:

- [The Essential Components of Physical Education](#)
 - [SHAPE America Website \(formerly AAHPERD\)](#)
 - [Guide for Physical Education Policy](#)
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Wellness Promotion and Marketing

Berkeley Media Studies Group:

- [Eye on Marketers](#)
- [Toolkit on Stopping Junk Food Marketing to Kids \(English\)](#)
- [Toolkit on Stopping Junk Food Marketing to Kids \(Spanish\)](#)
- [Stopping Junk Food Marketing to Kids Video \(English\)](#)
- [Stopping Junk Food Marketing to Kids Video \(Spanish\)](#)
- [Target Marketing Soda & Fast Food: Problems with Business as Usual \(English\)](#)
- [Target Marketing Soda & Fast Food: Problems with Business as Usual \(Spanish\)](#)
- [The Soda and Fast Food Industries Target their Marketing Towards Mothers of Color \(English\)](#)
- [The Soda and Fast Food Industries Target their Marketing Towards Mothers of Color \(Spanish\)](#)

ChangeLab Solutions:

- [District Policy Restricting Food and Beverage Advertising on School Grounds](#)

Other Relevant Websites:

- [Digital Ads: Exposing How Marketers Target Youth](#)
 - [Center for Science in the Public Interest](#)
 - [Food Marketing Workgroup](#)
 - [Campaign for a Commercial-Free Childhood](#)
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Implementation, Evaluation & Communication

Action for Healthy Kids:

- [Parent Toolkit](#)
- [Tools for Schools](#)

Centers for Disease Control and Prevention:

- [School Health Guidelines](#)
- [School Health Index](#)
- [Tips for Teachers: Promoting Healthy Eating and Physical Activity in the Classroom](#)

Healthy Schools Campaign:

- [ESSA Implementation: Key Opportunities to Support Health and Wellness](#)
- [State ESSA Plans to Support Student Health and Wellness: A Framework for Action](#)

National Association of Chronic Disease Directors:

- [Speaking Education's Language: A Guide For Public Health Professionals Working in the Education Sector](#)

ChangeLab Solutions:

- [National Policy & Legal Analysis Network to Prevent Childhood Obesity \(NPLAN\)](#)

Other Organizations with Helpful Resources:

- [African American Collaborative Obesity Research Network](#)
- [Alliance for a Healthier Generation](#)
- [Voices for Healthy Kids](#)
- [Public Health Advocacy Institute](#)
- [Public Health Law Center](#)
- [Robert Wood Johnson Foundation](#)