

CAPTIVE KIDS: \$ELLING OBESITY AT SCHOOLS

An ACTION GUIDE to Stop the Marketing of Unhealthy Foods and Beverages in School



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I. INTRODUCTION

California youth, like their peers across the country, continue to face a serious nutrition and physical activity crisis. For the first time in two centuries, the current generation of children in America may have shorter life expectancies than their parents due to the rapid rise in childhood obesity.¹

An increase in type 2 diabetes among children has paralleled the rising rates of obesity.² One in three children born in 2000 and half of all children of color are expected to develop type 2 diabetes during their lifetime.³ Despite these statistics, food and beverage marketing geared to children and youth overwhelmingly promote unhealthy foods and beverages.

Due to increased public concern over the obesity epidemic and the role that marketing plays in establishing eating patterns, a growing number of health advocates are calling for restrictions on advertising of unhealthy foods and beverages to children and youth.

The recent Institute of Medicine report, *Food Marketing to Children and Youth: Threat or Opportunity*, billed as the most comprehensive review to date of the scientific studies, concludes that food and beverage marketing influences the diets and health prospects of children and youth. The report calls for sweeping changes in the way the food industry markets its products to children. Even Governor Arnold Schwarzenegger's *10-point Vision for a Healthy California* calls for marketing only healthy foods and beverages to children 12-years-old and under.

Health advocates like California Project LEAN (Leaders Encouraging Activity and Nutrition), a program of the California Department of Public Health and Public Health Institute, believe that schools should serve as safe havens from unhealthy food and beverage messages. Since 1987, California Project LEAN has worked with California school districts to develop and implement policies that support healthy eating and physical activity. While considerable strides have been made to provide California students with healthy foods and beverages that are convenient, appealing, and affordable, the marketing of unhealthy foods and beverages still exists on school campuses.

The *Captive Kids: Selling Obesity at Schools* tool kit addresses the issue of marketing unhealthy foods and beverages on California school campuses. While geared toward California health advocates, this tool kit may also be useful to health advocates outside of California. *Captive Kids* includes information on:

- Marketing to children and youth through schools.
- Key steps to develop policy that addresses marketing at schools.
- Talking points, case studies, fact sheets, additional resources, and more.

II. SCHOOL MARKETING TO CHILDREN AND YOUTH

The school environment has dramatically changed since the time when most parents attended school. Many parents and educators do not fully realize the subtle yet pervasive marketing and advertising practices that students are exposed to on a daily basis at school.

Schools have become a critical location for marketers to gain the undivided attention of children and youth. Marketing in schools can be increasingly harmful to students as they have repeated exposure to advertisements on school television and public announcement systems, in sponsored curriculum, and on school equipment and facilities, including on vending machines placed in high trafficked areas. All students are exposed to these types of advertisements in schools whether they are purchasing the advertised products or not.

IN-SCHOOL FOOD AND BEVERAGE MARKETING PRACTICES INCLUDE:

Product sales: This includes foods such as soft drinks, fast food, and snack items sold out of vending machines, student stores, food carts, and snack bars, as well as exclusive soft drink and branded food contracts. This also includes fundraising activities conducted by student groups, parent-teacher organizations, and booster clubs. Many of these fundraisers involve the sale of unhealthy foods and beverages. Marketers offer fundraising ideas to schools in exchange for advertising their products to students.

One example is donut partnership cards. Schools buy the cards from the donut company for \$5 and sell them to the end users for \$10. The buyer gets a dozen free donuts with every dozen they buy.

Direct advertising: This includes advertisements placed around campus, on buses, scoreboards, billboards, posters, banners, and on book covers. These advertisements can also be found in school hallways, the gymnasium, football field, cafeteria, food carts, quad, classroom, locker rooms, and on school buses. Also common are electronic advertisements on the public announcement system or on classroom television broadcasts. For example, one for-profit enterprise provides electronic equipment to schools in exchange for schools showing students a daily 12-minute news program that includes two minutes of commercials. Corporations also give away free product samples to promote and encourage consumption of their products.

“Marketing to children in schools is especially problematic because in schools children are a captive audience and are asked to believe that what they are taught in school will be in their best interest.”

–Alex Molnar

**Professor and Director
Education Policy Studies Laboratory
Arizona State University**

Indirect marketing: Corporations market their product to students by sponsoring contests and by giving away coupons in schools. This includes corporate-sponsored curricula and contests in which students and schools receive products. Food companies have label programs where families collect labels from branded products and redeem them for school supplies, musical instruments or food service equipment.

For example, with one soup company, students' families have to buy about \$2,500 worth of soup to obtain enough labels to get a \$59 heavy-duty stapler.⁴ Pizza companies also have programs that reward elementary students with a coupon for a free personal pizza for reading a certain number of required minutes per day.

A review of 77 corporate-sponsored classroom kits and materials found nearly 80 percent to be biased or incomplete, "promoting a viewpoint that favors consumption of the sponsor's product or service or a position that favors the company or its economic agenda."⁵

Market research: This includes student surveys or panels, product pilot or taste tests that expose students to a company's product.



FACTS

- Overall, in the period 1994-2004, products high in total calories, sugar, or fat and low in nutrients dominated the profile of new foods and beverages targeted to children and youth.⁶
- Studies suggest that food advertising and marketing are associated with more favorable attitudes, preferences, and behaviors among children toward the advertised food product.⁷
- The food industry spends an estimated \$10 billion per year marketing foods and beverages to children and youth in America.⁸
- Studies have shown that labeling and signage on school campuses have an effect on students' food selections at school.⁹

"When the country's leading pediatrics association, a broad coalition of organizations concerned with child welfare...a leading nutrition watchdog group, and a top medical journal article conclude that advertising practices are deceptive, exploitative, and harmful to the health and well-being of our children, there is reason for the nation to take notice."

**Kelly Brownell, Ph.D., Author
Food Fight**

Presence of Advertising on School Campuses

Among schools in a national survey:¹⁰

- 23 percent allow promotion of candy, fast foods, and soft drinks through coupons.
- 14 percent allow promotion of candy, fast foods, and soft drinks through sponsorship of school events.

Among California high schools:¹¹

- Nearly 72 percent allow advertising for fast food and beverages on campus, while only 13 percent prohibit such advertising.
- The most common fast food or beverage advertisements are on vending machines (48 percent), scoreboards or signs (31 percent), and posters (23 percent).

A recent California study by the Public Health Institute found:¹²

- More than half (60%) of the posters and signage for food and beverage products were for products such as candy, soda, and chips.
- 94 percent of marketing activities such as coupon distributions or product giveaways were conducted by companies associated with high fat, high sugar foods.
- 93 percent of school events were supported by companies selling unhealthy foods such as candy, fast food, and soda.
- 71 percent of the logos displayed on equipment were for sweetened beverages and sports drinks.
- 65 percent of vending machine advertisements were for sweetened beverages, soda, and sports drinks while water accounted for only 21 percent of all vending advertisements.



See Appendix B: Fact Sheets
Food and Beverage Marketing on
California High School Campuses
Survey

III. WHY DO CORPORATIONS WANT TO PROMOTE PRODUCTS IN SCHOOLS?

Food and beverage marketing aimed at children and youth has become more sophisticated, infiltrating the lives of children and youth at school, in stores, through kids clubs, magazines, the Internet, coupons, toy products, and organized word-of-mouth campaigns. The most prevalent forms of marketing to children are through television and in-school marketing.¹³

Commercial activities in schools have expanded during the last decade as schools struggle with budgets. While businesses seek

More and more companies see school-based marketing as “the most compelling, memorable and cost-effective way to build share of mind and market into the 21st Century.”¹⁴

to appear to work with schools to help solve budget shortfalls, what these businesses are really doing is creating an opportunity to make direct sales and cultivate brand loyalty. Research shows that brand preference begins before purchase behavior does.¹⁵

A 2000 report from the federal government’s General Accounting Office called marketing in schools a “growth industry.”¹⁶ America’s kids represent a large and growing market, with more than 48 million children attending

schools nationwide and more than 6.4 million in California schools. This number continues to increase across all age and ethnic groups, assuring corporate America an expanding market of youngsters well into the 21st Century.¹⁷

Marketers recognize that children and youth are a major market force because of their spending power. Depending on their ages, children and youth have the ability to both spend and influence parental spending of billions of dollars annually.

The purchase influence of children increases as they age:¹⁸

- \$15 billion for 3- to 5-year-olds.
- \$45 billion for 6- to 8-year olds.
- \$65 billion for 9- to 11-year-olds.
- \$80 billion for 12- to 14-year-olds.
- \$90 billion for 15- to 17-year-olds.

FACTS

- While all children and youth are subject to the persuasive influence of advertising, younger children, especially those under eight-years-old, do not understand advertising’s persuasive intent.¹⁹
- Marketers often use older children’s desire to fit in with their peers and a tendency to rebel against authority figures as selling points for their products.²⁰
- Candy and snack food manufacturers, soft drink bottlers, and fast food restaurants are among the companies that market most heavily in schools.²¹

IV. THE DEBATE ON MARKETING UNHEALTHY FOODS IN SCHOOLS

As an advocate for a healthy school environment, one may run into people who argue for the continuation of the status quo—allowing unhealthy food and beverage messages in schools. Below are some examples of arguments for and against marketing unhealthy foods and beverages in schools. These arguments are brief and to the point and can be used as succinct speaking points.

Start with the Organization’s Mission

The mission of a corporation is to make money. The mission of a school is to educate students. The mission of commercial junk food advertising is to sell products. Therefore, commercial messages in schools distract students from their primary focus of learning and have no business in schools.



Argument For:

Children are surrounded by advertisements outside of school. Why does it matter if they are exposed to advertising in school?



Argument Against:

Everywhere children go, they are bombarded with marketing messages designed to make them lifelong consumers. School should be safe havens from marketing influences—especially from junk food and beverage advertising. Studies show that youth are more apt to desire and actually consume an advertised food or beverage.

Commercial Activities Often Promote Unhealthy Products

Effective advertising will cause students to desire things that are not necessarily good for them or may even be harmful to their well-being. Recent reports documenting the increase in childhood obesity have drawn attention to the types of foods and beverages marketed in schools, specifically “junk food” like soda and fast food.



Argument For:

What’s wrong with marketing soda or snacks to students? They need to learn to make choices on their own.



Argument Against:

Students receive mixed messages when they are taught about healthy eating in the classroom and find vending machines, snack bars, and student stores on their campus that market and sell junk food and sweetened beverages.

“The purpose of public education is not to provide basic training for a consumer society, but to cultivate citizens capable of thinking critically about the consumer society they inhabit. Infusing the classroom with consumerism is at odds with this civic purpose.”

Michael J. Sandel
Professor of Government
Harvard University

Consider the Ethical Issues of Marketing in Schools

Education laws requiring children to attend school make them, in effect, a “captive audience” with little or no ability to shield themselves from school-based marketing. Many students, particularly those in elementary grades, have not yet developed the literacy skills necessary to understand the intent of commercial messages.



Argument For:

Children and young people of today are too sophisticated to believe what advertisements try to sell them.



Argument Against:

If advertising doesn't work, why do companies spend billions of dollars trying to entice children and youth to buy their products? Studies show that youth are more apt to desire and actually consume an advertised food product. And most of the food and beverage marketing that is geared toward kids can be characterized as junk food and sweetened beverages. Younger children, especially those under eight-years-old, do not understand advertising's persuasive intent.

Commercial Activities Supplant Traditional Revenue Sources

Revenues generated from commercial activities supplant rather than supplement traditional revenue streams such as local taxes and state and federal aid. This can absolve local districts and states of their funding obligations.



Argument For:

Addressing commercialism is not a priority. Our school has more pressing problems—like our current financial situation.



Argument Against:

The school-funding crisis is how commercialism has crept into schools. While businesses may appear to be working with schools to help solve their budget crisis, what these businesses are really doing is creating an opportunity to make direct sales and cultivate brand loyalty. If businesses are that interested on helping then let them make a cash donation that has no strings attached requiring logos, product placement, or marketing materials promoting their products on school campuses.

Information adapted from:

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V. WHAT CAN SCHOOL DISTRICTS DO?

School districts, with support from parents, health authorities, and other stakeholders, can promote healthful diets for children and youth by limiting commercial influences throughout the entire school environment, including through curriculum, commercial sponsorships, activities and events, and school meals and snacks.²²

Given the intensity and pervasiveness of marketing to children and youth, parents alone cannot shield their children from the potentially harmful effects of a billion dollar food industry. Youth are a vulnerable group that should be protected from commercial influences that may adversely impact their health—especially while in the entrusted care of the school.

"We have a \$15 billion industry that is undermining parents and targeting children with junk—junk food, junk values...Somebody's got to stand up and say it's wrong!"

–Susan Linn, Ed. D.

**Co-Founder
Campaign for a Commercial-Free
Childhood**

A growing number of national and state organizations are calling for tighter restrictions on advertising unhealthy foods and beverages to children and youth. These organizations include the American Academy of Pediatrics; American Public Health Association; American Psychological Association; Center for Science in the Public Interest; Strategic Alliance for Healthy, Active Environments; and the Center for Public Health Advocacy. Others, such as the California State Parent-Teachers Association, are opposed to commercial advertising in the classroom.



A nationwide survey reported that a majority of the public (78 percent) believe youth are harmed by marketing directed toward them.²³

- Eighty-five percent believe the current practices of the youth marketing industry are unethical.
- Ninety percent oppose marketing of junk food and soda in schools.
- Eighty-four percent oppose the placement of advertising on buses and school book covers.
- Eighty-one percent believe schools should be commercial free zones.
- Respondents were overwhelmingly in favor of prohibiting marketing that targets children eight years and under.

VI. CASE STUDIES

The following are two case studies highlighting positive outcomes for school districts that created policy to restrict advertising in schools.

San Francisco Unified School District Creating Commercial-Free Schools

Location: San Francisco, California

Demographics:

- More than 57,100 students enrolled in grades K-12
- 41 percent of students qualify for free lunches and 13 percent for reduced-price meals
- Student ethnicity: 32 percent Chinese; 22 percent Latino; 14 percent African American; 11 percent Other Non White; 9 percent White; 6 percent Filipino; 3 percent Other; 1 percent Japanese; 1 percent Korean; 1 percent American Indian.

Background:

The San Francisco Unified School District Board of Education just said no to promoting commercial products when it passed a “Commercial-Free Schools Act” on June 22, 1999. (See Appendix A: Policies and Tools for a copy of this policy). Coauthored by two board members, the policy set strict limits on in-school advertising.

“Our responsibility is to uphold the educational mission for our students,” said Board of Education Commissioner, Jill Wynns. “By promoting commercial products, we give up on that mission.”

Two incidents led to the creation of this policy. The first event involved a group of students who wanted to create a better school environment. A class assignment required students to find ways they could improve their school and community. A group of students developed a six-page resolution calling for a ban on foods produced by companies that are tobacco company subsidiaries. The district had already banned tobacco paraphernalia on clothing that promoted tobacco products. Students presented their resolution to the school board and it was unanimously passed.

The second event, labeled by Wynns as an “outrageous situation,” involved a well-known clothing store. The store approached the district with an offer of donated school buses branded with their logo. The buses and drivers would be provided to the schools on a first-come first-served basis. However, there was one condition: The store requested that students wear their branded T-shirts on field trips.

“Marketers don’t see anything wrong with children being used as rolling advertisements,” said Commissioner Wynns. “Where is their responsibility? To the public or their bottom line?”

Challenges and Solutions

The “Commercial-Free Schools Act” was a difficult policy to pass. The former superintendent and other administrators were concerned about the financial repercussions the policy could create. Teachers also were concerned because they were often solicited by companies that offered instructional materials and branded items such as mouse pads for their classrooms. Many of these concerns were addressed by the fact that the policy placed a greater emphasis on in-school marketing, particularly as pouring contracts across the country were being scrutinized. A paradigm shift began to take shape, making it more feasible to gain added support.

“We have an added responsibility to our children, not to soda companies,” said Commissioner Wynns.

Results

The “Commercial-Free Schools Act” was supported by community members, parents, teachers, and students. The policy requires that all corporate sponsorships are subject to approval by the Board of Education. It also prohibits the district from purchasing curriculum materials that contain identifiable brand names, or using identifiable brand names in their instruction unless they are found to be necessary to the lesson being taught. Additionally, the policy forbids the district from entering into a district-wide exclusive contract with a soda or snack food company, and it prohibits the district from selling products from a tobacco subsidiary.

“Our students are not forced to wear a logo in order to participate in any activity,” said Commissioner Wynns.

For more information, contact:

Jill Wynns, Board Member
San Francisco Unified School District
(415) 241-6427
jwynns@muse.sfusd.edu

Seattle Public Schools

Restricting Commercial Advertising in Schools

Location: Seattle, Washington

Demographics:

- More than 46,200 students enrolled in grades K-12
- 40 percent of students qualify for free- or reduced-price lunches
- Student ethnicity: 41 percent White; 22 percent African American; 12 percent Chicano/Latino; 6 percent Chinese; 6 percent Other Asian; 5 percent Vietnamese; 4 percent Filipino; 2 percent American Indian; 2 percent Japanese.

Background

After years of grassroots organizing by community advocates, the Seattle School Board approved a policy to significantly restrict commercial advertising on or within district-operated property on a 6-1 vote in November 2001. The policy was weakened at the last minute by an amendment from a school board member to change the policy language from prohibiting commercialism to significantly restricting commercialism.

Despite the last minute change, passage of this policy was a victory for advocates who sought the reversal of a previous policy the district had passed five years earlier that actually sought corporate advertising and sponsorships to underwrite educational costs.

"Gatekeepers need to be alert and pay attention to their institution's mission," said Brita Butler-Wall, Executive Director of the Citizens' Campaign for Commercial-Free Schools, who was elected to the Seattle School Board. "Advertising to children while they are required by law to attend school is unethical, immoral, and exploitative. It is one-sided and is contradictory to the goals of education."

Challenges and Solutions

In 1996, the Seattle School Board passed the "Advertising and Corporate Sponsorship Policy," which actively solicited corporate advertising and sponsorship. At that time, the school district faced a \$35 million budget shortfall. The school board hoped to generate 10 percent of the funds they needed through passage of that policy. The decision to allow more commercial presence in schools was made without any input from the public. As a result, outraged citizens held two public forums that led to the formation of the Citizens' Campaign for Commercial-Free Schools, a non-profit organization with over 1000 members focused on getting advertisements out of Seattle public schools.

After reading the Surgeon General's report on obesity three years later, the Citizens' Campaign for Commercial-Free Schools held a strategic planning session that focused on unhealthy foods in schools. "It was our 'wedge issue' and it worked," said Butler-Wall.

The Citizens' Campaign for Commercial-Free Schools used a variety of strategies to bring about awareness of commercialism in schools. Such strategies included sending emails to school board members and administrators; distributing fliers; and collecting endorsements from community leaders, parents, teachers, citizens, and students who opposed commercialism in schools. Members of the coalition encouraged the community to participate in public demonstrations against the policy that encouraged corporate sponsorships and publicly speak out against that policy at school board

meetings. Coalition members even picketed a Back-to-School rally because a company sponsored the professional stadium where the rally was held and handed out free logo items to students.

“Our district essentially was out of control,” said Butler-Wall. “Without a policy, marketers...had a way into the schools and had the opportunity to plaster their ads on the walls.”

Results

Coalition members did not stop their work after the district adopted the policy that significantly restricted commercialism in schools. The coalition actively monitored the district to ensure the policy and the district’s accompanying procedures were implemented. Board-adopted procedures for this policy prohibited all but generic facades on all vending machines; required the removal of a for-profit in-school television broadcaster from all Seattle schools; and prohibited logos for advertising purposes and advertising on any district property, including playfields.

Fifteen months after the policy was adopted, the Citizens’ Campaign for Commercial-Free Schools conducted a follow-up review and reported back to the school board that many of the schools were not in compliance with the policy.

The coalition also made a mock citizens’ arrest of a soda corporation after finding them illegally advertising on school vending machines. Citizen ‘deputies’ with plastic ‘badges’ issued a ‘warrant’ for policy violations and presented posters that schools could use to cover advertising facades since such advertising on school vending machines was prohibited. The citizens’ arrest drew media coverage. Shortly after the media coverage, schools began to comply with the policy.

“It was a seven-year gig altogether,” said Butler-Wall, who, once elected to the School Board, pushed for passage of a strong policy banning junk food and soda contracts. “It takes years for culture to change, but there is a difference now. You can walk through the hallways and see student art instead of ads.”

Today, the Citizens’ Campaign for Commercial-Free Schools is a broad statewide coalition of education, labor, youth and community groups with over 2,400 supporters, including many local elected officials and community leaders. The coalition is currently working in 12 other communities to develop district policies that restrict commercialism in schools. The coalition has also been active in developing statewide legislation requiring all school districts to develop policies regarding food marketing and sales in schools.

For more information, contact:

Brita Butler-Wall, School Board Member
Seattle Public Schools
(206) 729-3202

Citizens’ Campaign for Commercial-Free Schools
EMail to: CCCS@SCN.org
Web: www.scn.org/cccs/

For additional case studies of strategies that have made it easier for youth to eat healthy food and/or be physically active while at school, visit California Project LEAN’s website at www.CaliforniaProjectLEAN.org.



VII. ADDRESSING MARKETING OF UNHEALTHY FOODS THROUGH A SCHOOL POLICY

The new requirement under Section 204 of the Federal Child Nutrition and WIC Reauthorization Act of 2004 that school boards establish local wellness policies by the beginning of 2006-2007 school year has heightened the urgency of adopting a policy to improve student health.

The legislation places the responsibility of developing a wellness policy at the local level, so that the individual needs of each district can be addressed. According to the requirements for the local wellness policy, school districts must set goals for nutrition education, physical activity, campus food, and other school-based activities designed to promote student wellness. Districts are to have a plan for monitoring policy implementation and to update the policy as needed.

California Project LEAN recommends that districts include guidelines for school-based food and beverage marketing and advertising within their local wellness policy. District-wide policies have the potential to influence the health of all the children in the school district by restricting the marketing of non-nutritious foods and beverages on school property by outside advertisers. It is well documented that advertising influences food choices. If your district has already drafted and/or adopted a local wellness policy, but it does not address marketing of unhealthy foods, then talk with the district local wellness policy committee to determine the

best way to add this component to your policy. One option would be to bring up the issue when the district is reviewing and evaluating policy implementation.

Key Steps to Policy Development

As the ultimate decision-making body within a school district, the school board has the

opportunity to impact children's health. School boards adopt policies to ensure that actions taken by district staff support the district vision for student learning. The role and responsibilities of the school board are to ensure the school district is responsive to the values, beliefs, and priorities of the community. School boards fulfill this role by performing five major responsibilities: setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children. School boards examine problems or opportunities within a district, request information to understand possible solutions, debate potential solutions, adopt policies, and monitor the effectiveness of policy implementation.

Strategies for addressing food and beverage marketing on school campuses are increasingly gaining support. A national poll found that public opinion has increased by 16 percent from 2001 to 2004, with 73 percent in favor of restricting children's food advertising, up from 57 percent in 2001.²⁴

The majority (80 percent) of California school board members responding to a survey, support limiting and monitoring food and soda advertisements in schools while 57 percent of respondents support an outright ban of such advertisements.²⁵

With regards to marketing of unhealthy foods and beverages, school boards must determine whether the promotion of a product is inconsistent with the district's educational mission and nutrition education program.

 **See Appendix A: Policies and Tools, "School-Based Marketing of Foods and Beverages: Policy Implications for School Boards."**

As a parent, community leader, school staff or administrator, you can help your school board fulfill its roles and responsibilities by working together on the district's local wellness policy. The process for developing and updating a school wellness policy varies from one district to another. The following are key steps to help school districts include guidelines within their wellness policy that address marketing to students on campus:

1 Coordinate with the District Local Wellness Policy Committee

Contact your school district superintendent's office to determine whether a local wellness policy committee has been established. At least one person will be designated to oversee the activities and ensure that schools meet the policy. Anyone can initiate a process to adopt a policy. Districts are required to involve parents, students, school food service staff, school administrators, board representative(s), and members of the public in the development of the policy so your interest should be well received. School board members particularly look to health experts, superintendents, administrators, food service staff, parents and students for advice and information.

2 Educate Committee Members and Partners

The concerns of marketing of unhealthy foods and beverages in schools and its impact on student health are not well understood by most parents, school staff and decision makers. As an advocate for student health, you can help key decision-makers learn about the issue. Offer to make a presentation to the Committee.

For help with this process, see sample presentation, *"The Perils of Marketing Unhealthy Foods and Beverages in Schools,"* downloadable from CPL's website at www.CaliforniaProjectLEAN.org.



Paint a clear picture of the extent and types of advertising occurring on campus. Use the fact sheets in this tool kit to help educate the work group on the implications of in-school marketing and particularly its impact on student health and achievement. The California School Boards Association and California Project LEAN's guide, *Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide* contain fact sheets on Nutrition and Learning.

3 Conduct an Assessment to Determine Priorities

Work with the local wellness policy committee to complete an assessment of the current marketing on your school campuses. After you paint a vivid picture of the marketing of unhealthy foods and beverages on campus, the committee can establish key policy priorities to include in the policy.



See Appendix A: Policies and Tools, School Food and Beverage Marketing Assessment Tool.

4 Draft a Policy

Based on your needs assessment, work with the local wellness policy committee to draft your initial policy statements addressing marketing to students. The Institute of Medicine recommends that schools adopt policies and practices that promote the availability and marketing of healthy foods and beverages that support healthful diets. Others recommend that all food and beverage advertising be eliminated because schools should not be in the business of helping commercial marketers reap profits from students. California Project LEAN recommends the following policies for consideration:

4.1. Eliminate the marketing and advertising of unhealthy foods and beverages at school.

- Assure that all school-based marketing is consistent with or more stringent than state and district level policies eliminating the sale of sweetened beverages and unhealthy foods on school campuses.

- New local wellness policies should include promotional activities that encourage students to consume fruits and vegetables, low-fat and non-fat milk, and water.

4.2. **Eliminate commercial influences that promote unhealthy foods and beverages in district curriculum, classroom materials, and on campus.**

- Review resources provided by outside sources, including curriculum and broadcasts used in the classroom, to ensure they do not promote unhealthy foods and beverages.
- Prohibit any district curriculum from including identifiable brand names in the content of the curriculum. Require sponsored programs and materials to undergo the same review procedures and meet the same standards as other curriculum materials.
- Restrict teachers from using identifiable brand names in their instruction unless absolutely necessary to teaching the lesson.

4.3. **Include consumer education as part of the curriculum.**

- Adopt school-based curricula that teach youth media literacy skills which teach them to be an informed consumer of the media.

4.4. **Set guidelines for business partnerships that restrict marketing and advertising of unhealthy foods and beverages.**

- Encourage partnerships with businesses that do not include product advertising to students.
- For school staff with the responsibility of entering into business partnerships, conduct trainings on the perils of marketing unhealthy foods on campus.

Writing a policy is not easy. To save time, you may consider adapting another district's policy to meet the needs of your school district. To assist school districts in developing a policy, the California School Boards Association has developed a Sample Student Wellness Policy. See sample wellness policy at www.csba.org.



The goals you set must be developed with direction from the board. The local school board or superintendent will probably want to know ideas for promoting healthy foods and other ways to raise revenue than by the promotion and fundraising of unhealthy foods.



See Appendix B: Fact Sheets, "Ideas for Healthy Fundraising Alternatives for Schools, Sports and Clubs" in this tool kit.

For examples of success stories about schools that improved the nutritional quality of foods offered, marketed these foods, and maintained revenue, see CPL's website at www.CaliforniaProjectLEAN.org, the United States Department of Agriculture and Centers for Disease Control and Prevention's joint publication *Making it Happen*, at www.fns.usda.gov, and California Department of Education's publication, *Nutrition By Design*, at www.cde.ca.gov.



 See sample presentation, "*The Perils of Marketing Unhealthy Foods and Beverages in Schools*," downloadable from CPL's website at www.CaliforniaProjectLEAN.org



5 Build Awareness and Support

It is important to obtain support from schools and your community in order for a policy to be smoothly adopted and widely implemented. Student involvement is also an important component of building awareness and support. Use the Fact Sheets and Resources in this tool kit to help educate various audiences about your policy initiative addressing marketing to students.

Enlist local media to spread awareness of the district's needs and community leaders to speak out in favor of the proposed solutions. Be prepared for challenges that may arise and ensure all spokespeople for the policy are providing a consistent message. When dealing with the education community, it is helpful to identify the potential benefits the policy can have on student learning and academic achievement. Write a letter to the editor in your local newspaper about why marketing of unhealthy foods in schools needs to be stopped or why you are in support of your district's policy addressing this issue.

For examples of success stories of school districts garnering support of health policy goals, see the case studies in this tool kit, www.CaliforniaProjectLEAN.org, and *Making it Happen*, at www.fns.usda.gov

6 Adopt the Policy

The school board must approve the wellness policy before it can be implemented. A public hearing or presentation might be necessary. Try to become a part of the team that educates the board on the problems with marketing unhealthy foods and beverages. The district superintendent's office or local wellness policy committee lead can describe the usual process and advise you on how matters are brought before the board. School board members appreciate short research-based handouts. Use the Fact Sheets in this tool kit to help present a persuasive and concise case in support of mitigating commercial influences on

students in the district. Share your assessment and planning results. Team members will have a better understanding of board procedures if they have attended board meetings prior to presenting the policy proposal. It is wise to invite and involve others that support the issue to attend the board meeting to voice their support and/or make a presentation on behalf of the proposed policy.

For help in conveying your message to school board members see *Reaching School Board Members, A Guide to Creating a Clear, Concise, and Compelling Nutrition Policy Campaign* and the sample presentation, *"The Perils of Marketing Unhealthy Foods and Beverages in Schools."* Both are downloadable from CPL's website at www.CaliforniaProjectLEAN.org

7 Implement the Policy

Developing and adopting a sound policy is only the beginning. The adoption of a policy does not automatically mean that it will be implemented. Implementation requires good planning and management skills, the necessary resources, consistent oversight, and widespread buy-in by school staff and the local community. Leadership, commitment, communication and support are the keys to your success.

Implementation can occur all at once or may be phased-in over time. Your team is in the best position to determine which approach is likely to be most effective in your district. The attitude of all school personnel, especially those staff working with food companies to promote food products, including student athletic groups, parent-teacher organizations or booster clubs, can have a significant effect on policy implementation. A positive attitude toward the changes, by everyone in the school community can make a huge difference.

For assistance with developing an implementation plan and sample worksheets see *Policy in Action: A Guide to Implementing Your Local School Wellness Policy*. It is downloadable from CPL's website at www.CaliforniaProjectLEAN.org.



8 Maintain, Measure, and Evaluate the Effort

As required by law, each school district must establish a plan for measuring implementation of the local wellness policy. A sustained effort by each district is necessary to assure that new policies are faithfully implemented. Periodically assess how well the policy is being managed and enforced. Reinforce the policy goals with school staff, if necessary. Be prepared to update or amend the policy as the process moves on. Evaluation and feedback are very important in maintaining a wellness policy. It is also important to assess student, parent, teacher, and administration satisfaction with the new policies.

For guidance on reporting the monitoring and implementation of wellness policies, see CSBA's *Monitoring for Success: Student Wellness Policy Implementation Monitoring Guide* at www.csba.org.



*This section is partially adapted from the United States Department of Agriculture, *The Local Process: How to Create and Implement a Local Wellness Policy*. For further information on developing a local wellness policy, visit www.fns.usda.gov.*



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IX. APPENDIX

A. Policies and Tools

- Using School Wellness Policies to Improve Vending Contracts and Limit “Junk Food” Advertising: A Suggested Approach
- San Francisco Unified School District Commercial-Free Schools Act
- Seattle Public Schools Advertising and Commercial Activities Policy
- School Food and Beverage Marketing Assessment Tool
- School-Based Marketing of Foods and Beverages: Policy Implications for School Boards

B. Fact Sheets

- In-School Marketing to Children and Youth
- Policy Brief: Food Advertising and Marketing to Children and Youth
- Food and Beverage Marketing on California High School Campuses Survey
- Ideas for Healthy Fundraising Alternatives for Schools, Sports and Clubs
- Limiting “Junk-Food” Advertising on School Campuses—A Legal Q & A
- Regulating “Junk Food” Marketing on Public School Property

C. Resources

APPENDIX A: POLICIES AND TOOLS



Public Health Law Program

180 Grand Ave., Suite 750 • Oakland, CA 94612 • 510-302-3353 • 510-444-8253 (fax)

USING SCHOOL WELLNESS POLICIES TO IMPROVE VENDING CONTRACTS AND LIMIT “JUNK FOOD” ADVERTISING: A SUGGESTED APPROACH

School districts can help ensure full implementation of their local Wellness Policies if they include within them language that directs school administrators to conduct school business in accordance with the goals and objectives outlined in the Policy. This statement is especially true as it relates to policies about vending machines and advertising of non nutritious foods and beverages on school property.

The following model represents one approach to drafting a local Wellness Policy for maximum effect in these areas. Districts may choose to adapt this model to meet local needs and reflect business and community priorities.

Model Wellness Policy Language:

Wellness Policy Section X: Vending Machines. In the interest of supporting a healthy environment for students, the District shall strive for consistency in its nutritional standards of foods and beverages sold in vending machines. To achieve that goal, the control and supervision of all machines on school grounds shall be centralized so that the District’s nutrition guidelines and the guidelines embodied in this Wellness Policy can inform how these machines are stocked and operated. In addition, special care should be taken to ensure that all images or advertising on machines that is visible to students carry messages that promote the consumption of nutritious foods and beverages.

The following specific vending machine policies shall be implemented by the District:

1. With regard to foods and beverages sold on District property through vending machines, the District shall implement a district-wide Vending Machine Program (Vending Program) that places exclusive authority over all vending activities under the control of District administrators. The purposes of the district-wide Vending Program include (1) ensuring that the Wellness Policy is implemented uniformly throughout the district; (2) expanding the District’s contract bargaining power in order to increase revenues to the District; (3) improving process efficiencies; (4) improving communication and customer service; and (5) ensuring that revenues generated from vending sales are properly accounted for and applied to educational purposes.
2. The District shall ensure that its Vending Program is implemented and conducted in accordance with all federal, state, and local laws including California Education Code Section 35182.5. This law controls how school districts can enter into contracts that grant advertising rights, including such advertising as may occur on vending machine fronts.

3. The District's exclusive authority over the Vending Program means that at a minimum that the District shall:
 - Identify vendors through a competitive procurement process.
 - Negotiate and enter into only those vending contracts that help achieve Wellness Policy objectives and ensure that all vending contracts contain language that permits the District to enforce the Wellness Policy objectives contained in the contract to the maximum extent permitted by law.
 - Enter into only those vending contracts that maximize revenues to the District, provide for accurate and timely revenue reports, permit District auditing rights, permit contract renegotiation in the event that the Wellness Policy or California law is amended during the term of the contract, and have a duration of no greater than three to five years.
 - Consult on a regular basis with school site administrators to ensure open and continuous communication about the Vending Program.
 - Establish the maximum number of machines to be allowed per site.
 - Pre-identify all vending machine locations.
 - Select all products to be vended.
 - Ensure that students do not have access to vending machines that sell foods or beverages not in compliance with the Wellness Policy.
 - Ensure that students who attend Child Development Centers or elementary schools do not have access to vending machines.
 - Establish the hours that vending machines can be operated.
 - Establish and maintain a system of financial accountability that safeguards public funds, applies all Vending Program revenues towards public education purposes, and, to the greatest extent possible, shares revenues across District lines.

4. Nothing in the Vending Program shall be construed to require a school site principal or administrator to place vending machines on their school site and the decision whether to install vending machines shall be retained solely by each individual principal or school site administrator.

Wellness Policy Section Y: Advertising Guidelines. In furtherance of its goals to provide high quality educational services and promote students' health and welfare, the District shall create and maintain a learning environment free from commercial distractions.

The District acknowledges that students' health-related choices are influenced by many factors and that advertising plays a key role in their decision making. The District's efforts to teach students how to make informed choices about nutrition, physical activity and health can be impeded if students are exposed to advertising on District property that contains messages that are contrary to, or different from, the health information contained in the District's curriculum.

Therefore in order to ensure that students receive a consistent message about nutrition, health, and physical activity and also in order to support students and families in their efforts towards putting the District's health and nutrition teachings into practice, the District shall maintain exclusive authority and control over all advertising on District property. Such control extends to advertising about foods, beverages, health related

issues, or physical activity, and applies regardless of the point of view expressed in the advertising or the medium used to disseminate the advertising.

In exercising its exclusive control over advertising, the District shall, at a minimum:

1. Only permit third parties to advertise products that meet the standards set forth in the Wellness Policy or those that are included in the list of items that can be served or sold on campus or on school grounds, as that list may be promulgated from time to time by District administrators. All other food, beverage, physical activity, or health related advertising, regardless of its viewpoint, is prohibited.
2. Only enter into or renew a contract in which the District grants advertising rights if such contract has been developed in compliance with California Education Code Section 35182.5. This law controls how school districts may enter into contracts that grant advertising rights by establishing, among other things, public hearing and competitive procurement requirements. California Education Code Section 35182.5 applies to any contract that involves advertising rights, including but not limited to, advertising on vending machine fronts, score boards, billboards, posters, book covers, classroom oriented programs, internet ads, corporate sponsored educational materials, and corporate sponsored contests or incentive programs that carry brand names and logos into the school environment.
3. Include in any contract that grants advertising rights language that:
 - Prevents the vendor from challenging any portion of the contract, including the advertising restrictions.
 - Creates a deterrent for the vendor to fund or otherwise encourage a third party to challenge any portion of the contract, including the advertising restrictions.
 - Motivates the vendor to comply with the contract by defining the vendor's failure to comply with advertising restrictions as a material breach of the contract and thus subject to liquidated damages.

For further technical assistance regarding school advertising contracts, please contact Debora Pinkas, Staff Attorney, Public Health Law Program, Public Health Institute, (510) 302-3353.

This project was made possible by a Grant from the Vitamin Cases Consumer Settlement Fund. Created as a result of an antitrust class action, one of the purposes of the Fund is to further the health and nutrition of California consumers.

<p>This fact sheet is provided for general information only and is not offered or intended as legal advice. Readers should seek the advice of an attorney when confronted with legal issues and attorneys should perform an independent evaluation of the issues raised.</p>

**San Francisco Unified School District
Adopted, As Amended, by the Board of Education at its
Regular Board Meeting of June 22, 1999**

Subject: Resolution No. 95-25A6

THE COMMERCIAL-FREE SCHOOLS ACT (as amended) (Prohibiting Exclusive Vendor Contracts, Brand Names, and Tobacco Subsidiary Food Products)

WHEREAS: “The mission of the San Francisco Unified School District is to provide each student with equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and **physical and mental health** so that each student can achieve to his or her maximum ability.”; and

WHEREAS: One of the fundamental goals of education is to prepare students to make informed and thoughtful decisions about their own health and futures; and

WHEREAS: Students are subject to intense exposure to commercial messages from multiple media sources; and

WHEREAS: School must be a neutral environment where students and staff can engage in open debate about many subjects, including the appropriate role of commercial companies in public agencies; and

WHEREAS: Recent disturbing developments in public education include commercial news in public school classrooms, identifiable brand names in curriculum materials and exclusive vendor contracts with public schools and school districts; and

WHEREAS: Tobacco advertising campaigns target youth, communities of color and low-income communities, which include the majority of SFUSD students, contributing to higher rates of death and illness, such as lung cancer, asthma and stroke; and

WHEREAS: It is contradictory of the San Francisco Unified School District to support the business of tobacco companies and to uphold the mission of protecting the health and well-being of students; and

WHEREAS: Over the past 20 years tobacco companies have diversified their holdings to include food products. The two largest tobacco companies in the world made \$35.7 billion in world-wide revenues from sales of their food subsidiary products in 1998, helping to fund their tobacco operations and tobacco advertising campaigns targeting youth; and

WHEREAS: School districts in California are chronically underfunded, increasing financial pressure on responsible administrators and policy-makers.

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District supports commercial-free and tobacco support-free educational settings; and

FURTHER BE IT RESOLVED: That the San Francisco Unified School District will enter no agreements with vendors to purchase exclusive district-wide access to student customers for soft drinks or snack foods purchased by students in school as such arrangements may imply that the school endorses those products; and

BE IT FURTHER RESOLVED: That schools will make every effort to make healthy snacks and healthy drinks available to students; and

FURTHER BE IT RESOLVED: That it will be the policy of the San Francisco Unified School District that the sale of tobacco subsidiary products in all San Francisco schools, including the cafeterias, beaneries, student and teacher-run stores and vending machines will be prohibited; and

BE IT FURTHER RESOLVED: That the San Francisco Unified School District will buy no curriculum materials that contain identifiable brand names in the content of the curriculum; and

FURTHER BE IT RESOLVED: That teachers in the San Francisco Unified School District will not use identifiable brand names in their instruction unless they are found to be necessary to the lesson being taught; and

BE IT FURTHER RESOLVED: That no San Francisco Unified School District students will be required to wear the logo of any manufacturer for any school activity; and

FURTHER BE IT RESOLVED: That corporate sponsorship for on-going school activities such as athletic teams and clubs will be subject to approval by the Board of Education.

BE IT FURTHER RESOLVED: That San Francisco Unified School District students may not be used as agents for any district-wide vendors.

5/25/99

6/8/99

6/22/99

**95-25A6 THE COMMERCIAL-FREE SCHOOLS ACT (original)
THE COMMERCIAL-FREE SCHOOLS ACT (as amended) Version 2
THE COMMERCIAL-FREE SCHOOLS ACT (as amended) Version 3
(Prohibiting Exclusive Vendor Contracts, Brand Names, and Tobacco
Subsidiary Food Products)**

—Commissioners Jill Wynns and Eddie Y. Chin

POLICY

It is the policy of the Seattle School Board to significantly restrict commercial advertising on or within district-operated property. Corporate support that maintains the integrity of the learning environment is encouraged.

BOARD-ADOPTED PROCEDURES

A. General Principles

School-business relationships based on sound principles and community input can contribute to high quality education. However, compulsory attendance creates an obligation for the school district to protect the welfare of students and the integrity of the learning environment. Therefore, when working together, schools and businesses must ensure that educational values are not distorted in the process. Positive school-business relationships should be ethical and structured in accordance with the following principles:

1. Consistency with District and School Academic Standards and Goals. All corporate support or activity shall be consistent with State, District, and school academic standards and goals. Commercial involvement must also be structured to meet identified educational needs, not commercial motives.
2. Consistency with District Non-discrimination Policies and Age-appropriateness. All corporate support or activity must be consistent with Seattle School District policies prohibiting discrimination on the basis of race, color, national origin, religion, sex, handicap, age, or sexual orientation, and must be age-appropriate for the students involved.
3. Certain Corporate Support or Activity Prohibited. No corporate support or activity will be permitted in the District or in the schools that:
 - a. Promotes the use of illicit drugs, alcohol, tobacco, or firearms
 - b. Promotes hostility, disorder, or violence
 - c. Attacks or demeans any ethnic, racial, or religious group
 - d. Is libelous
 - e. Promotes any specific religion
 - f. Promotes or opposes any political candidate or ballot proposition
 - g. Inhibits the functioning of any school.

4. District/School Must Control the Curriculum. District/school personnel must retain the discretion on how or whether to integrate commercially sponsored or provided material or programs into the curriculum. Also, school activities shall not be about a commercial sponsor, e.g., students shall not be required to make art projects or write essays primarily about sponsors.
5. Parents Should Be Consulted. Parents and community members shall be consulted in the decision-making process, and be well-informed about the nature and extent of commercial activity in the schools. Information can be via letter and public announcements in newspapers, school and PTA newsletters, school websites, etc.

B. Specific Limitations on District and School Based Advertising

1. Students Shall Not Be Required To View Advertising. Students shall not be required to observe, listen to or read commercial advertising in the school-building except as follows:
 - a. Advertising is permitted in connection with courses of study which have specific lessons related to advertising. It will be up to each school to decide whether the lessons related to advertising are appropriate.
 - b. Advertising is permitted in yearbooks, school newspapers, and event programs.
 - c. Advertising is permitted in such supplementary classroom and library materials as newspapers, magazines, television, the internet, and similar media where they are used in a class such as current events, or where they serve as an appropriate research tool.
 - d. Advertising on Channel One is contrary to Board Policy and the Superintendent is directed to phase Channel One out from all schools in which it currently exists by the 2004-2005 school year. During the phase out process, no new contracts shall be entered into.
 - e. Information concerning educational activities or opportunities of interest to students and others in the school community, such as flyers and brochures regarding such things as sports camps, music lessons, and tutors, shall be permitted, provided that the principal or designee reviews the material in advance.
2. Limits on Promotional Information in Curriculum Materials. Neither the District nor any school shall purchase or use any sponsored educational materials that contain promotional information about a product, service, company, or industry that is inappropriate to the lesson being taught in the content of the curriculum.
3. Advertising Not Permitted on Scoreboards, Readerboards Buildings, or in Memorial Stadium or District Athletic Fields. Advertising will not be permitted on scoreboards, reader-boards, building facades, walls, or floors, or in Memorial Stadium or District athletic fields. Also, the District

will use its best efforts to ensure that no advertising is permitted in the school buses operated by the District's contract transportation providers, other than public providers.

4. Students Shall Not be Required to Advertise. No corporate relationship shall be permitted which requires students to advertise a product, service, company, or industry. This prohibition on student advertising includes athletic uniforms and equipment, although uniforms and equipment may display the name or logo of the uniform and equipment manufacturer or supplier. Specific limitations on the use of logos are set forth in Section C.1.
5. Limits on Collecting Personal Information. Neither the District nor any school shall require students to complete surveys to provide marketing information to vendors, or distribute to vendors any personal information of students, including, but not limited to names, addresses, and telephone numbers, except as may be required by law. In addition, neither the District nor any school shall enter into any contract for products or services, including electronic media services, where personal information will be collected from the students by the providers of the services in question. Personal information includes, but is not limited to, the student's name, telephone number and home address.

C. Logos and Sponsorship

1. Logos For Identification Only. All company logos appearing on District property, including logos on materials, supplies, or equipment purchased, rented, or leased by or donated to the District, shall be for product or sponsor identification purposes only. Logos for sponsor identification purposes shall not be permitted on District property, materials, supplies, or equipment for the purpose of advertising to students. School-based personnel shall be the primary decision-makers in the schools regarding whether a sponsor identification logo is for identification or advertising purposes. In determining whether the logo is for identification or advertising, the following criteria should be used: the size and location of the logo, the attention drawn to the logo compared with the intended use of the material, and the age of the students who will view it.
 - a. Vending machine facades shall not be used for advertising. The name and logo of product manufacturers, such as the soft drink makers, can appear if they are for identification purposes only.
2. Sponsor Recognition. It is appropriate that corporate sponsors and donors receive recognition for their support. Such recognition can be in the form of the corporate name or a logo for identification purposes on the product or materials provided, or a written acknowledgment in an appropriate school publication. In unique cases, such as the Seahawks Academy, the corporate name can attach to a program. In such cases, the Superintendent's approval will be required. Corporate recognition in the form of name plates or donor walls is governed by Board Procedure F13.02.

D. Definitions

1. Advertising. Advertising is an oral, written or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use, or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos or tags for product or service identification purposes are not considered advertising. Also, nothing in this Policy or Procedure is intended to limit announcements, information, or logos of school-related non-profit corporations, such as the PTSA, other Parent Teacher Organizations, or the Alliance for Education.
2. Sponsorship. Sponsorship is an agreement between a school district, an individual school, or a site based or parent based group with an individual group, company or community-based organization in which the sponsor provides financial or resource support in exchange for recognition.
3. Partnership. A partnership is an agreement between a school or school district and a private entity, wherein the basis and the terms of the relationship are set by the school district, and agreed upon by the private entity, or reached mutually. Frequently a partnership is less formal than a contractual relationship. The school or school district should not be required by the partnership to sell products to students, expose students to advertisements during school time, or place advertising on school property. Partnerships should be of a non-exclusive nature, and should not adversely affect or distract from the instructional mission of the school.
4. Sponsored Educational Materials. Sponsored Educational Materials, are educational materials and programs developed and/or funded by commercial enterprises, trade organizations, or non-profit organizations with significant corporate backing. These materials are intended for use or distribution at schools, and can be intended for use as either primary or supplemental curriculum.
5. Electronic Media. Electronic Media is any type of instruction that happens during school time, or any program shown during school time that requires the use of electronic equipment, such as televisions, video equipment, computers, movie projectors, etc.

School Food and Beverage Marketing Assessment Tool

Commissioned by:

The Public Health Institute
California Project LEAN (Leaders Encouraging Activity and Nutrition)



Prepared by:

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health and nutrition of California consumers

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School Food and Beverage Marketing Assessment Tool

This tool assesses food and beverage advertising on school campuses. To answer some of the questions, you will need to walk around the school campus to observe any advertising, marketing, or promotion of foods or beverages. For other questions, you will need to ask the students or staff at the school, such as the principal, vice principal, teachers, cafeteria manager, athletic director, or student club representatives. Information should be collected for any food or beverage, whether you consider it healthy or unhealthy. Please make sure to capture all food or beverage advertisements or marketing, including those in languages other than English.

In addition to filling out this assessment form, you may want to use a digital camera to take pictures of the food and beverage advertising and marketing you find or take samples with you, if appropriate—examples include displays of chips, candy or sodas in snack bars or school stores, advertisements on vending machines, logos on equipment or scoreboards, posters advertising food items, book covers, or napkins. These pictures and samples may become helpful to illustrate examples of marketing occurring at the school. Use the highest resolution setting on your camera to ensure print-quality photographs.

The following includes a script you can use to introduce yourself to school personnel, instructions for recruiting students, and tips for conducting the assessment.

Introduction to School Personnel:

We would like to talk with you briefly today as part of (insert name of program/ collaboration). This tool is assessing the locations and types of food and beverage marketing and advertising found on high school campuses. We are interested in any food or beverage marketing, regardless of whether it is for healthy or unhealthy foods. Examples of the types of advertising and marketing we are interested in include posters, vending machine advertisements, logos on equipment, and advertisements in any school media. We are also interested in other forms of marketing, such as food or beverage company taste-tests and product giveaways, sponsorship of events, and other food-related fundraising activities. We would like to talk with you today to see if these less-obvious forms of marketing are happening at your school.

The results of this assessment will describe the types of food and beverage marketing found on school campuses in the district. This information will be useful to health professionals and educators who are concerned about children's health and the types of food messages children are exposed to in schools. Any information you provide will be reported anonymously and will not be linked to your name.

Recruiting students to participate:

- Recruit one student to participate in the assessment at each school.
- Take advantage of contacts you have in the schools/districts to link you to a teacher who can help recruit students. Work with a Marketing or Business teacher who may have students interested in advertising.
- Choose a student who is in grades 10 to 12 and has a high degree of familiarity with the campus.
- Prepare a thank-you “gift” or reward for the student and/or teacher; teachers are always grateful for classroom or educational materials. You may want to provide teachers with the assessment materials and offer to follow-up with results.

Conducting the assessment:

- Schedule interviews for the student to talk with school staff, and accompany the student on the campus walk-around and interviews. Talk with staff who can answer most of the questions—first try the principal. Other staff you may need to talk with include food service staff, athletic or activities directors, or district curriculum directors (to ask about corporate sponsored classroom materials). Follow all school protocols when on campus and when getting a student out of class (passes etc.).
- Assess all areas with marketing/advertising (some vending and/or food service areas are not obvious); check areas you might not expect to find marketing/advertising (i.e. the clinic or library).
- Allow adequate time to do the assessment and interviews (3 hours) and wear comfortable shoes.
- Make copies of the completed assessment forms for your files.

Person completing this form: _____ Date: ___/___/___

Student: _____ School: _____

District: _____ County: _____

What type of campus does this school have: ¹ Open ² Closed

Questions to answer as you walk around the school:

I As you walk around the school, do you see posters or signs with food or beverage product pictures, names or logos anywhere in the school? (Don't include vending machine advertisements here, report them in question 2.)

Location	Circle Yes or No		Describe the products, product names, brands, logos, foods, food pyramids, or other healthy eating messages that are displayed. How many times is each shown? <i>Examples: Food Pyramid, 8 times; "Eat 5 A Day", 1 time; etc.</i>
	Yes ¹	No ²	
Hallways	Yes ¹	No ²	
Cafeteria	Yes ¹	No ²	
Snack bars	Yes ¹	No ²	
School store	Yes ¹	No ²	
Clinic or Nurse's area	Yes ¹	No ²	
Classrooms (check 3 to 5 rooms)	Yes ¹	No ²	
Teachers' lounge	Yes ¹	No ²	
Athletic area concession stand	Yes ¹	No ²	
Gym	Yes ¹	No ²	
Locker rooms	Yes ¹	No ²	
Scoreboards <input type="checkbox"/> ¹ Gym <input type="checkbox"/> ² Field	Yes ¹	No ²	
Quads or courtyards	Yes ¹	No ²	

Location	Circle Yes or No		Describe the products, product names, brands, logos, foods, food pyramids, or other healthy eating messages that are displayed. How many times is each shown? <i>Examples: Food Pyramid, 8 times; "Eat 5 A Day", 1 time; etc.</i>
Other areas (such as offices, library, bathroom, bleachers, billboards, announcement boards, and fences): describe the area	Yes ¹	No ²	
Other areas: describe the area	Yes ¹	No ²	

2

Are there vending machines on the school campus? _____

Yes¹
No²

(skip to question #3)

2.a. Where are the vending machines and do they display advertising?

Location	Is there advertising on the machines? Circle Yes or No		Describe the foods, products/product names, pictures, messages, or logos shown on the machines.
Hallways ¹ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Cafeteria ² # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Quad or courtyard area ³ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Teachers lounge ⁴ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Location	Is there advertising on the machines? Circle Yes or No		Describe the foods, products/product names, pictures, messages, or logos shown on the machines.
Gym/Athletic area ⁵ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Locker rooms ⁶ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Other Areas: ⁷ (describe) _____ _____ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Other Areas: ⁸ (describe) _____ _____ # of machines: _____	Yes ¹	No ²	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

3

Do you know if the school uses any of the following equipment printed with food or beverage product names or logos? If you don't know, talk with the principal, teachers, students, or another school representative.

Type of equipment	Circle Yes or No		Describe the foods, products/product names, pictures, messages, or logos shown.
Cups, napkins or plates used during meal period, events, games, etc.	Yes ¹	No ²	<i>Please obtain samples if possible</i>
Food or beverage coolers or display cases	Yes ¹	No ²	
Recycling bins or trash cans	Yes ¹	No ²	
PE or gym equipment such as balls, basketball hoops, etc.	Yes ¹	No ²	
Sports bags or athletic uniforms	Yes ¹	No ²	
Book covers, pencils, notebooks, or other school supplies	Yes ¹	No ²	<i>Please obtain samples if possible</i>
Other: describe _____ _____	Yes ¹	No ²	
Other: describe _____ _____	Yes ¹	No ²	

Questions to ask the principal or others at the school:

If you know the answers to the next questions, write them down in the space provided. If you don't know the answer, then talk to people at your school who will know, such as the principal, vice principal, teachers, cafeteria manager, athletic director, or students.

4 Does the school show Channel One or other school-based TV programming?

4

Yes¹
 No² (skip to question #5)

4.a. Does the Channel One or other TV programming show food or beverage advertising?

Yes¹
 No² (skip to question #5)

5 Does the school have a radio station or PA system for announcements?

5

Yes¹
 No² (skip to question #6)

5.a. Does the radio station or PA system play food or beverage advertising?

Yes¹
 No² (skip to question #6)

6 Does the school have a student newsletter or newspaper?

6

Yes¹
 No² (skip to question #7)

6.a. Does the student newsletter or student newspaper include food or beverage advertising?

Yes¹
 No² (skip to question #7)

7 Does the school have a yearbook?

7

Yes¹
 No² (skip to question #8)

7.a. Does the yearbook include food or beverage advertising?

Yes¹
 No² (skip to question #8)



Has the school participated in any of the following food and beverage company activities? These activities can be for healthy or unhealthy foods and beverages. If you don't know, ask the principal, a teacher, the cafeteria manager, or another person at your school for the answers to these questions.

Activity	Circle Yes or No		Name of food and beverage company (ies) sponsoring activity.	Describe the foods, products or other items tasted or given away.	How often?
Product taste tests	Yes ¹	No ²	Is your school an official product test site? <input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ²		<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Few times a semester <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Other
Product giveaways (includes foods, beverages, and logo items)	Yes ¹	No ²			<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Few times a semester <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Other
Coupon giveaways	Yes ¹	No ²			<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Few times a semester <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Other
Product event days (example: soda day when all students wear soda logo items)	Yes ¹	No ²			<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Few times a semester <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Other

Activity	Circle Yes or No		Name of food and beverage company (ies) sponsoring activity.	Describe the foods, products or other items tasted or given away.	How often?
Other: (decribe) _____ _____	Yes ¹	No ²			___ Daily ___ Weekly ___ Monthly ___ Few times a semester ___ Once or twice a year ___ Other
Other: (decribe) _____ _____	Yes ¹	No ²			___ Daily ___ Weekly ___ Monthly ___ Few times a semester ___ Once or twice a year ___ Other

9 Does the school have any activities or events that food and beverage companies help pay for? Examples include dances, fairs, athletic events, debates, and concerts. If you don't know, ask the principal, a teacher, the cafeteria manager, or another person at your school for the answers to these questions.

Yes¹
 No² (skip to question #10)

9.a. Describe the events, the sponsor, and the amount of money or items donated by the sponsor.

Activity or Event	Food or Beverage Company	Dollar amount paid by food or beverage company or description and quantity of items donated

10 Do any school groups sell foods or beverages to raise money for their activities? Examples include the drama club selling candy, or the soccer team selling doughnuts. If you don't know, ask the principal, a teacher, the cafeteria manager, or another person at your school for the answer.

____ Yes¹

____ No² (skip to question #11)

If yes, describe the items being sold, including the brand names.

Group selling food or beverage <i>Example: drama club</i>	Type of food or beverage <i>Example: doughnuts</i>	Brand Name of product

11 Do any school groups raise money by operating vending machines, school stores, or snack bars?

Yes¹
 No² (skip to question #12)

11.a. What groups run the vending machines, school stores, or snack bars? Check all that apply.

- | | | |
|---------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> ¹ Associated student body | <input type="checkbox"/> ⁴ PTA | <input type="checkbox"/> ⁷ Other: _____ |
| <input type="checkbox"/> ² Student government | <input type="checkbox"/> ⁵ Boosters | <input type="checkbox"/> ⁸ Other: _____ |
| <input type="checkbox"/> ³ Athletic department | <input type="checkbox"/> ⁶ Sports teams | |

11.b. What types of foods do they sell? Check all that apply.

- | | | |
|-----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> ¹ Sweetened drinks | <input type="checkbox"/> ⁶ Cookies | <input type="checkbox"/> ¹¹ Ice Cream/Frozen Dessert |
| <input type="checkbox"/> ² Water or Juice | <input type="checkbox"/> ⁷ Pizza | <input type="checkbox"/> ¹² French fries |
| <input type="checkbox"/> ³ Chips | <input type="checkbox"/> ⁸ Candy | <input type="checkbox"/> ¹³ Meat snacks |
| <input type="checkbox"/> ⁴ Cake/Pastries | <input type="checkbox"/> ⁹ Seeds/Nuts | <input type="checkbox"/> ⁹⁸ Other: _____ |
| <input type="checkbox"/> ⁵ Granola/energy bars | <input type="checkbox"/> ¹⁰ Fruit/Veggies | <input type="checkbox"/> ⁹⁸ Other: _____ |

12 Does the school use any curriculum, materials, or classroom activities created by food or beverage companies or associated organizations? Examples may include: The National Dairy Council® materials, McDonald's® educational materials, the website www.getkidsinaction.org, the Book It!® program, etc. If you don't know, ask the principal, a teacher, the cafeteria manager, or another person at your school for the answer.

Yes¹
 No² (skip to question #13)

12.a. Which food or beverage companies or organizations created or sponsored the curriculum or activities?

Food or beverage company	Type of curriculum or activity

13 Does the school participate in any food or beverage company sponsorship programs, including scholarships or adopt a classroom programs? Examples may include: The Hispanic Scholarship Fund and the Coca-Cola Foundation Advancing to Universities Program, the Classic Achiever® Scholarship Awards, McTeacher’s Night®, etc.

____ Yes¹
 ____ No² (skip to question #14)

13.a. Which food or beverage companies offer the scholarships?

Food or beverage company	Type of Scholarship	Dollar Amount

14 Does the school or school district have a policy regarding advertising or marketing? If you don’t know, ask the principal for the answer.

____ Yes¹ -----> What Level?: ____ School¹ ____ District²
 ____ No² (skip to question #15)

If yes, is this a ¹ written or ² verbal policy?

<p>Briefly describe the policy below or ask a school administrator for a copy of the advertising/marketing policy and attach.</p>
<hr/> <hr/> <hr/> <hr/>

<p>Please describe any parts of the policy that specifically mention food and beverage advertising or marketing.</p>
<hr/> <hr/>



School-based marketing of food and beverages Policy implications for school boards

As school districts face budgetary constraints and seek ways to enhance their resources, many turn to commercial sources of funding. Advertisements on school buses or scoreboards, use of corporation-sponsored educational materials, sales through vending machines, branded fast food, exclusive contracts with beverage corporations and similar activities provide supplementary cash, products, or services to schools.

Increasingly, however, commercial activities in schools are coming under scrutiny from parents, teachers, advocacy groups, and others. When the product is a food or beverage of minimal nutritional value, school boards have a responsibility to consider the impact of such marketing on student health and well-being, and whether marketing the product presents a message that is inconsistent with the district's nutrition education program.

The California School Boards Association, as part of its partnership with California Project LEAN (Leaders Encouraging Activity and Nutrition) in the Successful Students Through Healthy Food Policies campaign, encourages school boards and superintendents to engage in thoughtful discussions with their communities on the pros and cons of commercial activities and to review related board policies. This policy brief is intended to provide background information for such discussion and to highlight critical policy considerations.

Marketing to children and youth

Companies recognize the tremendous value of marketing to children and youth. Youth have considerable spending power, with estimates varying between \$25 to \$140 billion a year nationally. They also influence \$500 billion of family purchases per year.¹ Perhaps most important to marketers, building brand awareness and brand loyalty among children influences their buying habits in adulthood.

While all children and youth are subject to the persuasive influence of advertising, younger children, especially those under 8 years, appear to be uniquely vulnerable to commercial promotion because they lack the skills to understand the difference between information and advertising.² A study of primary school children found that exposure to advertising influenced which foods children claimed to like.³ Another study showed that labeling and signage on a vending machine had an effect on what was bought by secondary school students.⁴

Thus, it may not be surprising that food and beverage advertisers spend \$10 billion to \$12 billion a year to reach children and youth. Of that, more than \$1 billion is spent on media advertising to children that reaches them primarily through television; more than \$4.5 billion is spent on youth-targeted promotions such as premiums, coupons, sweepstakes, and contests; \$2 billion is spent on youth-targeted public relations; and \$3 billion is spent on packaging designed for children. More than half of television advertisements directed at children promote food and beverages such as candy, fast food, snack foods, soft drinks, and sweetened breakfast cereals that are high in calories and fat, and low in fiber and other essential nutrients.⁵

Commercial activities in schools

Marketing through schools adds credibility to marketing activities by associating the company's name and product with trusted schools or teachers.⁶ Commercial dollars constitute a small fraction of the money that goes to

public schools, usually less than one percent.⁷ However, in 2000, a U.S. Government Accountability Office report found that commercial activities in schools had increased in visibility in the previous decade.⁸

Commercial activities in schools include:

- product sales through vending machines, exclusive contracts with soft drink companies, branded fast food, and fundraisers
- direct advertising, such as food and beverage advertisements through school publications, scoreboards, and posters
- indirect advertising, such as corporate-sponsored educational programs, sports sponsorships, and incentive programs using contests and coupons
- market research through student surveys, sampling, and taste tests

Most commercial activities occur in high schools (e.g., vending machines, display of corporate advertising), although coupon redemption programs are largely an elementary school enterprise.⁹

Product sales: competitive food and beverages

Food and beverages served or sold outside the school's meal programs represent a significant share of the available foods that students purchase and consume at school: 98.2 percent of senior high schools, 73.9 percent of middle/junior high schools and 43 percent of elementary schools have either a vending machine or a school store, canteen or snack bar where students can purchase food or beverages. Most commonly these include soft drinks, sports drinks, fruit juices that are not 100 percent juice, and salty snacks or baked goods that are not low in fat.¹⁰

Of all product sales in schools, exclusive soft drink contracts are the fastest growing venture.¹¹ A national survey¹² found that 71.9 percent of high schools, 50.4 percent of middle/junior high schools, and 38.2 percent of elementary schools have a contract with a company to sell soft drinks. Of those schools with soft drink contracts:

- 91.7 percent receive a specific percentage of soft drink sales receipts
- 37.6 percent allow advertising by the company in the school building

- 27.7 percent allow advertising by the company on school grounds
- 2.2 percent allow advertising by the company on school buses

In a survey of California school board members and superintendents, 32 percent of responding board members and 41 percent of superintendents reported that beverage vendors had an exclusive contract with their district; 48 percent of board members and 64 percent of superintendents reported that vendors had an exclusive contract with *at least one school* in their district.¹³ However, in the same survey, a minority of board members (26 percent) and superintendents (44 percent) agreed with the practice of having exclusive beverage vendors. In a followup survey, 22 percent of school board members said they had rejected a soda contract offer in the last three years, and 21 percent said their school board decided not to renew any soda contracts. Furthermore, 13 percent said their school board had decided to terminate any soda contracts.¹⁴

This same survey reported that a majority of school board members supported banning fast food sales in elementary schools (65 percent) and requiring that at least 50 percent of the food and beverages sold in vending machines meet national nutritional guidelines (81 percent).¹⁵

Currently, food sales outside the school's meal programs must meet the nutritional standards specified in Education Code 38085. Beginning July 1, 2007, these standards will be replaced by the standards contained in Education Code 49431 for elementary schools and Education Code 49431.2 for middle, junior high and high schools, as amended and added by SB 12 (2005).

Beverage standards are contained in Education Code 49431.5. SB 965 (2005) amended Education Code 49431.5 to modify the list of allowable beverages and to establish standards for high schools which will be phased in between July 1, 2007, and July 1, 2009.

These laws establish conditions under which food or beverages that do not meet the nutritional standards may be sold. In general, these laws provide that sales of such food or beverages (including sales through vending machines, student stores and cafeterias) need to occur off school premises or at least one-half hour after the end of the school day.

Advertising

Research shows that, among California high schools: ¹⁶

- Nearly 72 percent allow advertising for fast food and beverages on campus, while only 13 percent prohibit such advertising.
- The most common fast food or beverage advertisements are on vending machines (48 percent), scoreboards or signs (31 percent), and posters (23 percent).

Among schools in a national survey: ¹⁷

- 23.3 percent allow promotion of candy, fast foods, and soft drinks through coupons
- 14.3 percent allow promotion of these products through sponsorship of school events
- 7.7 percent allow promotion of these products through school publications
- 24.8 percent prohibit or discourage faculty and staff from using these items as rewards

The large majority of California board members (80 percent) responding to a survey support limiting and monitoring food and soda advertisements in schools, and significant percentages (57 percent) would even go so far as to ban such advertisements. ¹⁸

Policy issues

California law places some restrictions on certain types of commercial activities in schools, such as exposure to brand names, products, or company logos in instructional materials. In addition, any food sales conducted outside the district's food services program must meet nutritional standards specified in law, as discussed above.

However, school districts have considerable discretion to make decisions regarding many commercial activities. Will the district approve vending machines on some or all campuses, and if so, what restrictions should be placed on the food or beverages sold? Should the district allow or prohibit advertisements on district facilities, equipment and buses? Should these activities be decided on a case-by-case basis depending on the product being promoted, the age of the students being exposed to the advertisement, and other considerations?

As the district's policymakers, the board has a responsibility to determine the extent to which commercial activities will be allowed, as well as the criteria and circumstances under which specific activities will be approved. The superintendent and district staff should establish clear review and approval processes consistent with board policy. These processes need to be clearly communicated to and adhered to by staff. Boards must also ensure their own adherence to established policies when they approve and ratify contracts with corporations.

CSBA provides sample board policies and administrative regulations related to advertising (BP/AR 1325 Advertising and Promotion), competitive food sales (BP/AR 3554 Other Food Sales), and contracts as they pertain to non-nutritious food and beverages (BP 3312 Contracts). However, districts are strongly encouraged to tailor policies to meet local needs and values. Policy development on these issues should be done in close cooperation with the superintendent and provide ample opportunities for input from staff, parents, community members and students.

When reviewing, revising or developing policy related to commercial activities, the board might consider the following questions:

- Do the district's existing policies and regulations permit advertising, product sales, and/or other commercial activities? Do they specify acceptable forms of commercial activity or establish any restrictions? Are commercial advertisements for foods and beverages restricted in any way?
- What is the district's existing process for reviewing and approving specific requests for advertisements or other commercial activities? Has the board established criteria for approval? Who screens proposed ads and other material?
- What criteria and processes are in place to evaluate classroom instructional materials to determine whether such materials endorse specific products or brand names? Are donated materials held to the same standards as other curriculum materials?
- Do commercial activities vary across schools in the district? Is student age/grade a consideration?
- What contractual arrangements are currently in place with corporations/businesses to sell products to students, including agreements to sell soft drinks, fast

foods, or other food/beverages of minimal nutritional value? Do these arrangements conflict with the educational program and/or student well-being?

- Do product sales imply an endorsement of the product by the district? Does the implied endorsement encourage consumption of unhealthy food and/or beverages?
- Do existing school-business partnerships require the district to advertise as a condition for receiving funds, products, materials or equipment?
- What resources are generated by existing arrangements? What percentage of the district's budget consists of private-sector contributions? In what other ways might the district finance its programs?
- What changes will need to be made to comply with new nutritional standards for sales of food and beverages?
- If the board decides to accept advertisements or company logos, what restrictions should be established (e.g., use of logos for identification purposes only)? If the board decides that advertising should not be used in instruction, what reasonable exceptions should be established (e.g., newspapers and magazines)?
- Does the district's curriculum include instruction in media literacy which helps students become critically aware consumers?
- How can the board and staff develop positive relationships with the private sector in a way that supports educational objectives? What can the district offer to private businesses in lieu of advertising aimed at students?
- What are the board's, staff's, and community's values with regard to commercial activities? Are some types of advertisement viewed as acceptable while others are not (e.g., yearbook ads vs. ads on school buses)?
- In developing or revising policy on these issues, what ethical, legal, and educational issues must be addressed? How can the board ensure that students' best interests are the top priority?

Resources

A comprehensive discussion of policy development pertaining to nutrition and physical activity is presented in the *Healthy Food Policy Resource Guide* published by CSBA and California Project LEAN, 2003, revised 2005. Also see www.csba.org and www.CaliforniaProjectLEAN.org.

Further information may be found through the following resources:

Association for Supervision and Curriculum Development, *Supporting Students or Selling Access?*, Infobrief Issue No. 15, November 1998, www.ascd.org/publications/infobrief/issue15.html.

Campaign for a Commercial-Free Childhood, a national coalition of individuals fighting against marketing to children, www.commercialexploitation.com.

Center for Science in the Public Interest, *Guidelines for Responsible Marketing to Children*, Washington, DC, January 2005.

Commercialism in Education Research Unit, Arizona State University, www.asu.edu/educ/eps/ceru.htm (formerly Center for the Analysis of Commercialism in Education located at the University of Wisconsin-Milwaukee). Publications include annual reports on schoolhouse commercialism trends.

Consumers Union, *Captive Kids: A Report on Commercial Pressures on Kids at School*, 1998, www.consumersunion.org.

Public Health Institute, www.phi.org. Produces a number of related policy briefs in its series *California's Obesity Crisis: Focus on Solutions*.

U.S. Government Accountability Office, *Commercial Activities in Schools: Use of Student Data Is Limited and Additional Dissemination of Guidance Could Help Districts Develop Policies*, August 2004 (www.gao.gov/new.items/d04810.pdf), and *Public Education: Commercial Activities in Schools*, September 2000 (www.gao.gov/new.items/he00156.pdf).

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6. *Pestering Parents: How Food Companies Market Obesity to Children*, November 2003, Center for Science in the Public Interest, www.cspinet.org, cited in Public Health Institute, *Food Advertising and Marketing to Children and Youth: Do They Influence Unhealthy Food Purchases?*, Policy Brief, March 2004.
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10. Centers for Disease Control and Prevention, School Health Policies and Programs Study 2000, *Journal of School Health*, 71, September 2001.
11. *U.S. Public Education: Commercial Activities in Schools*. Report to Congressional requesters. U.S. General Accounting Office, GAO/HEHS-00-156, 2000.
12. Wechsler et al., 2001, as reported in Institute of Medicine, "Schools can play a role in preventing childhood obesity," Fact Sheet, *Preventing Childhood Obesity: Health in the Balance*, September 2004.
13. McCormack Brown, K., Akintobi, T.H., and Pitt, S., *School Board Member and Superintendent Survey Results for the Examination of Communication Factors Affecting Policymakers*, California Project LEAN, August 2001.
14. McCormack Brown, K., Pitt, S. and Reyes, L., *School Board Member Survey Results: Nutrition and Physical Activity for the Examination of Communication Factors Affecting Policymakers*, California Project LEAN, November 2004.
15. Ibid.
16. Samuels & Associates and Public Health Institute, *California High School Fast Food Survey*, 2000, www.phi.org. Reported in Public Health Institute, "California's Obesity Crisis: Focus on Solutions, What Schools Can Do," Policy Brief, March 2004.
17. Wechsler et al., 2001, as reported in Institute of Medicine, "Schools can play a role in preventing childhood obesity," Fact Sheet, *Preventing Childhood Obesity: Health in the Balance*, September 2004.
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APPENDIX B: FACT SHEETS

IN-SCHOOL MARKETING TO CHILDREN AND YOUTH



- Childhood obesity is a major public health problem in the United States (US), yet US children are targeted as never before with marketing for foods high in sugar, fat, salt, and calories.¹
- There is strong evidence that marketing of foods and beverages to children influences their preferences, requests, purchases, and diets.²
- Food accounts for over half (54.5 percent) of total requests made by children, representing snack foods (23.9 percent), candy (16.8 percent), cereal (6.8 percent), fast foods (3.6 percent), and fruit and vegetables (3.4 percent).³
- Overall, in the period 1994-2004, products high in total calories, sugar, or fat and low in nutrients dominated the profile of new foods and beverages targeted to children and youth.⁴
- Studies suggest that food advertising and marketing is associated with more favorable attitudes, preferences, and behaviors among children toward the advertised food product.⁵
- From 1992-1997 the amount spent marketing to children shot from \$6.2 billion to \$12 billion. Today marketers spend at least \$15 billion a year targeting children.⁶ And, the food industry spends an estimated \$10 billion per year marketing foods and beverages to children and youth in America.⁷
- Each year the purchase influence of children increases with age: \$15 billion for 3- to 5-year-olds, \$45 billion for 6- to 8-year-olds, \$65 billion for 9- to 11-year-olds, \$80 billion for 12- to 14-year-olds, and \$90 billion for 15- to 17-year-olds.⁸
- Children determine parental spending in two ways: direct and indirect influence. Direct influence describes children's requests, hints, and demands. Indirect influence, which accounted for as much as \$300 billion of the nearly \$500 billion in 1997 household spending determined by children, is when parents know and buy the products and brands that their children prefer without being asked or told.⁹
- Studies have shown that labeling and signage on school campuses have an effect on student's food selections at school.¹⁰
- Advertising and marketing less healthful food products to students and using food as a reward can encourage over-consumption and relatively unhealthy dietary choices.¹¹
- Marketing to children in schools is especially problematic because in schools children are a captive audience and are asked to believe that what they are taught in school will be in their best interest.¹²
- Candy and snack food manufacturers, soft drink bottlers, and fast food restaurants, are among the companies that market most heavily in schools.¹³
- Among California high schools:¹⁴
 - Nearly 72 percent allow advertising for fast food and beverages on campus, while only 13 percent prohibit such advertising.
 - The most common fast food or beverage advertisements are on vending machines (48 percent), scoreboards or signs (31 percent), and posters (23 percent).

CAPTIVE KIDS: SELLING OBESITY AT SCHOOLS

An ACTION GUIDE to Stop the Marketing of Unhealthy Foods and Beverages in School

- Channel One, in more than 12,000 schools, regularly shows ads for soda, candy, fast food, and chips to eight million students nationwide.¹⁵
- A review of 77 corporate-sponsored classroom kits and materials found nearly 80 percent to be biased or incomplete, “promoting a viewpoint that favors consumption of the sponsor’s product or service or a position that favors the company or its economic agenda.”¹⁶
- Marketing exploits children’s developmental vulnerabilities.
 - Until the age of about eight children do not understand advertising’s persuasive intent.¹⁷
 - Very young children can’t distinguish between commercials and program content. Even older children sometimes fail to recognize product placement as advertising.¹⁸
 - Marketers often use older children’s desire to fit in with their peers and a tendency to rebel against authority figures as selling points for their products.¹⁹

03/06

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CAPTIVE KIDS: SELLING OBESITY AT SCHOOLS

An ACTION GUIDE to Stop the Marketing of Unhealthy Foods and Beverages in School

Food Advertising and Marketing to Children and Youth: Do They Influence Unhealthy Food Purchases?

California youth, like their peers across the country, continue to face a nutrition and physical activity crisis. Today's youth generally fail to meet the dietary guidelines for Americans that recommend children two years and older eat a diet consisting of nutrient dense foods. This includes eating foods that are low in fat, sugar and sodium, eating a variety of fruits, vegetables, and whole grains, and consuming fat-free or low-fat milk or milk products. The *2005 Dietary Guidelines for Americans* also recommend that children two years and older be physically active at least one hour each day on most, but preferably all days of the week. However, a California study found that only two percent of teenagers met all five diet and activity recommendations.¹ Among children in grades five, seven, and nine who were tested with California's mandated physical fitness test in 2004, 73 percent failed to meet the state's minimum fitness standards and more than one-quarter were overweight.²

Schools play a significant role in providing food to children and in shaping children's acquisition of lifetime dietary habits. In a 2003 study of California high schools, more than 70 percent of the responding districts reported selling pizza, chips, cookies, and soda a la carte (sold outside the federal reimbursable meal program). In comparison, there was only one healthy item (fruit) that was sold a la carte by over 70 percent of the responding districts.³

Food marketing aimed at children and youth now reaches young people almost everywhere they are throughout the day from television to in-school and in-store marketing, to kids clubs, magazines, the Internet, and toy products. The most prevalent forms of marketing to children are television and in-school marketing.⁴

Why are Children and Youth Targeted with Food Marketing?

Marketers recognize that children and youth are a major market force because of their spending power, purchasing influence, and future as adult consumers. The estimates of spending by children and youth are between \$25 and \$140 billion a year.⁵ Children and youth also influence another \$500 billion of family and other spending per year.⁵

Businesses see schools as an opportunity to make direct sales, and to cultivate brand awareness and loyalty. School-based marketing also adds credibility to marketing activities by associating the company's name and product with trusted schools or teachers.⁶

Advertising in Schools Has Become Big Business

Commercial activities in schools have become increasingly common over the past decade. Such activities come in the form of:

1. *Product sales*, such as soft drinks, fast food and snack items sold out of vending machines, student stores, food carts, and snack bars, as well as exclusive soft drink and branded food contracts. This also includes fundraising activities.
2. *Direct advertising*, such as food and beverage ads placed around campus on buses, scoreboards, billboards, posters, banners, and on book covers. Also common are advertisements on the public announcement system or on classroom television broadcasts.
3. *Indirect advertising*, such as corporate sponsored educational programs, sports sponsorships, and incentive programs using contests, coupons and products.^{7,8}
4. *Market research*, including student surveys or panels, product pilot or taste tests that expose students to a company's product.

In a 2000 study of California high schools, nearly 72 percent of responding districts allowed advertising for fast food and beverages on high school campuses, while only 13 percent prohibited such advertising.⁹ In a follow-up survey in 2003, the most common fast food or beverage advertisement on high school campuses were advertisements on vending machines (48%), scoreboards or signs (31%), and posters (23%).³ A 2006 California study found that 60 percent of the posters and signage for food and beverage products on responding high school campuses promote foods high in sugar, sodium and fat.¹⁰ Additionally, 65 percent of vending machine ads and 71 percent of logos displayed on equipment were for soda and other sweetened beverages.¹⁰

Many companies engage cash-strapped schools by offering marketing dollars as a way for schools to bridge budget gaps. Of all product sales in schools, exclusive soft-drink contracts are the fastest growing ventures.⁷ In exchange for financial compensation, schools or school districts sign exclusive beverage contracts with soft drink companies that allow advertising through product donations, scoreboards and marquees, signage, clothing, and school supplies. The more beverages sold, the higher the commissions for the district and soft drink company.¹¹ Such agreements promote soft drink consumption by students.

Marketers believe brand preference begins before purchase behavior does.¹² These practices are significant because a study of primary school children found that exposure to advertising influenced which foods children claimed to like; and another study showed that labeling and signage on a vending machine had an effect on what was bought by secondary school students.¹³

Marketing in Schools

Movement Against Advertising in Schools

The National Association of State Boards of Education developed a policy on school/business relationships that states “selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of public trust.”

Some school districts have agreed and moved to protect students from commercial influences. For example in 1999, the San Francisco Unified School District’s Board of Education passed the “Commercial-Free Schools Act” which set limits on in-school advertising. The act forbids teachers from using curriculum that includes unnecessary brand name advertising, forbids the district from entering into a district-wide exclusive soft drink or snack food contract, and requires the Board of Education to approve all long-term corporate sponsorships.

The vast majority of all advertising on school campuses—posters, vending ads, events—come from soda, fast food, and junk food companies.¹⁰

Promising Policy Directions

The growing epidemic of childhood obesity highlights the role that food and beverage advertising plays in influencing youth eating behaviors. While not all commercial communications with youth are inappropriate, some feel youth are a vulnerable group that should be protected from commercial influences which may adversely impact their health. The following are recommended strategies for moderating commercial influences at schools:

1. **Eliminate the marketing and advertising of unhealthy foods and beverages at school.**
 - New local wellness policies should include promotional activities that encourage students to consume fruits and vegetables, low-fat and non-fat milk, and water.
2. **Eliminate commercial influences that promote unhealthy foods and beverages in district curriculum, classroom materials and on campus.**
 - Review resources provided by outside sources, including curriculum and broadcasts used in the classroom, to ensure they do not promote unhealthy foods and beverages.
 - Prohibit any district curriculum from including identifiable brand names in the content of the curriculum.
 - Restrict teachers from using identifiable brand names in their instruction unless absolutely necessary to teaching the lesson.
3. **Include consumer education as part of the curriculum.**
 - Adopt school-based curricula that teach youth media literacy skills which teach them to be informed consumers of the media.

4. Set guidelines for business partnerships that restrict marketing and advertising of unhealthy foods and beverages.

- Encourage partnerships with business that do not include product advertising to students.
- For school staff with the responsibility of entering into business partnerships, conduct trainings on the perils of marketing unhealthy foods on campus.

Captive Kids: Selling Obesity at Schools is a resource to help stop the marketing of unhealthy foods and beverages on school campuses. Visit www.CaliforniaProjectLEAN.org.

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FOOD AND BEVERAGE MARKETING ON CALIFORNIA HIGH SCHOOL CAMPUSES SURVEY

FACT SHEET

Survey Goal: To identify the types of food and beverage marketing and advertising present on high school campuses.

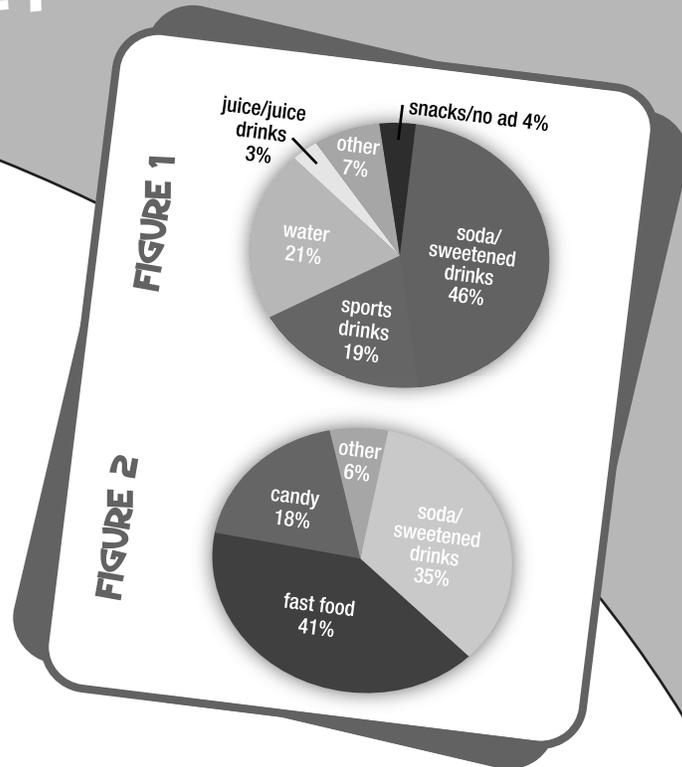
SURVEY TOOL

The survey tool was developed and utilized to assess the following types of food and beverage marketing on high school campuses:

- Advertisements displayed on school facilities including walls, scoreboards and sports arenas
- Advertising on vending machines
- Advertising or logos on equipment or accessories such as: physical education equipment (including beverage coolers), sports/band uniforms, cups, napkins, book covers and other school supplies
- Electronic advertising on school radio and television stations, and school Web sites
- Print advertising in newsletters, school papers and yearbooks
- Food and beverage marketing events such as product giveaways, coupons and taste tests
- Market research activities such as surveys, focus groups and tasting panels
- Presence of corporate-sponsored curriculum
- Corporate incentive programs
- Descriptions of types of food and beverages advertised in each location

KEY FINDINGS

- More than half (60%) of the posters and signage for food and beverage products were for “discouraged products” – food and beverages like candy, soda and chips.¹
- Only 28 percent of all posters and signage for food and beverage products were for “encouraged products.”²



- Nearly two out of three (65%) of the vending ads were for soda, sweetened beverages or sports drinks. See Figure 1.
- Seventy-one percent of the logos displayed on equipment were for sweetened beverages; such as, soda and sports drinks while only 8 percent of the logos displayed on equipment were for brand-name water.
- Ninety-four percent of the marketing activities reported were conducted by companies associated with high fat, high sugar foods. See Figure 2.

SCHOOL BOARD POLICIES

- Forty-five percent of the schools reported a district policy that addressed marketing, but none of these policies explicitly limited or banned marketing of unhealthy foods and beverages.

ABOUT THE SURVEY

- The survey assessed 20 public high schools representing a variety of ethnic and economic backgrounds in 13 counties throughout California.

¹ Discouraged products include foods that children should eat less of, are high in fat, saturated fat, trans fat, sugar and sodium, and are low in nutrients. Examples include: chips, candy, cookies, soda, sports drinks and other sweetened beverages.

² Encouraged products include foods that children should eat more of, are low in fat, saturated fat, trans fat, sugar and sodium, and are high in nutrients. Examples include: fruits, vegetables, whole grains, low-fat dairy and water.



APPENDIX A

Ideas for Healthy Fundraising Alternatives for Schools, Sports and Clubs

Items You Can Sell

- ❑ Activity theme bags
- ❑ Air fresheners
- ❑ Balloon bouquets
- ❑ Bath accessories
- ❑ Batteries, flashlights
- ❑ Books, calendars
- ❑ Brick/stone/tile memorials
- ❑ Bumper stickers and decals
- ❑ Buttons, pins
- ❑ Calendars
- ❑ Candles
- ❑ Cookbooks made by schools
- ❑ Christmas ornaments
- ❑ Christmas trees
- ❑ Coffee cups, mugs
- ❑ Cookbooks
- ❑ Coupon books
- ❑ Crafts
- ❑ Customized stickers
- ❑ Emergency kits for cars
- ❑ First aid kits
- ❑ Flowers, bulbs, plants

- ❑ Foot warmers
- ❑ Football seats
- ❑ Giant coloring books
- ❑ Gift baskets
- ❑ Gift certificates
- ❑ Gift items
- ❑ Gift wrap, boxes, and bags
- ❑ Greeting cards
- ❑ Hats and jewelry
- ❑ Holiday wreaths
- ❑ Key chains
- ❑ License plates or holders with school logo
- ❑ Magazine subscriptions
- ❑ Megaphones
- ❑ Mistletoe
- ❑ Monograms
- ❑ Pet treats/toys/accessories
- ❑ Plants
- ❑ Pocket calendars
- ❑ Prepaid phone cards
- ❑ Raffle donations
- ❑ Scarves

- ❑ School art drawings
- ❑ School Frisbees
- ❑ School spirit gear
- ❑ Scratch-off cards
- ❑ Sell/rent wishes
- ❑ Souvenir cups
- ❑ Spirit/seasonal flags
- ❑ Stadium pillows
- ❑ Stationery
- ❑ Stuffed animals
- ❑ Temporary/henna tattoos
- ❑ T-shirts, sweatshirts
- ❑ Valentine flowers
- ❑ Yearbook covers
- ❑ Yearbook graffiti

Healthy Foods

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

Things You Can Do

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

For additional information on fundraising, please see:

www.fundraisingdepot.com
www.stretchablebookcovers.com
www.common-threads.com
www.partnersforkids.com
www.brickstonegraphics.com

www.y-ties.com, www.fund-raising.com
www.ripplerileythomas.com
www.efundraising.com
www.fundraisingbeads.com
www.nudayfundraising.com

www.qsp.com
www.currentfun.com
www.dulcوپrinting.com

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

LIMITING “JUNK-FOOD” ADVERTISING ON SCHOOL CAMPUSES

A Legal Q&A

Limiting or banning “junk food” advertising in schools is a complicated legal issue.

This Q&A is designed to help schools, community-based organizations, public health departments, and others better understand the legal issues involved.

Q How can a school district legally limit or ban the advertising of non-nutritious foods and beverages on its property?

A There are two ways: (1) through individual contracts with its vendors, and (b) through districtwide policy. When a school district permits a private vendor to sell food or beverages on campus, it usually does so via a contract with that vendor. The school district has the right to request that the vendor agree to certain conditions, including a request not to market non-nutritious foods or beverages on school property. A districtwide policy, meanwhile, can ban such advertising regardless of whether the advertisers have a contractual relationship with the school. For example, a school board could draft a policy saying that if the food or beverage cannot be sold on campus because it does not meet the food and beverage standards adopted by the school board, the food or beverage cannot be advertised, either.

Q What would a districtwide policy look like?

A To be legally sound, the policy should include some introductory language about the school board’s educational purposes in enacting the advertising restrictions. These purposes should include:

- Promoting an educational rather than a commercial environment
- Dissociating itself from speech that could be inconsistent with its educational mission
- Preventing school facilities from becoming a place where commercial vendors debate the topic of non-nutritious foods or beverages
- Preventing the commercial exploitation of students
- Avoiding the appearance of endorsing any particular food or beverage product

The resolution should include a requirement that all of the district’s contracts be consistent with the policy.

Q What about the First Amendment? Wouldn’t a ban on advertising violate the advertiser’s right to free speech?

A No. Public schools have a basic and far-reaching educational mission, so the U.S. Supreme Court has recognized that schools have a considerable amount of power to control speech that takes place on school property. The First Amendment is most protective of speech that takes place in *public forums*: places that, like public parks or city squares, have for many years been made available to and used by a wide array of speakers. In *non-public forums*, the government

has significantly more latitude to regulate speech. The Court has ruled repeatedly that K-12 schools are non-public forums.

Q Are there any limits on a school district’s power to regulate advertising on campus?

A Yes. School districts must adopt policies about advertising on campus that are both *reasonable* and *viewpoint neutral*. Generally speaking, a reasonable and viewpoint-neutral policy would be one that appropriately reflects the school’s educational concerns and also treats all sides of a topic in a similar manner. For example, if the Coca-Cola Bottling Company would not be allowed to take out an ad imploring students to drink certain Coca-Cola products on campus, the American Diabetes Association would also not be allowed to take out an ad imploring students not to drink certain Coca-Cola products.

Q What if a school wants to present an educational curriculum or stage a debate at a school assembly about the health risks and benefits of eating or drinking certain foods or beverages?

A Schools are free to frame issues and present educational materials as they see fit. Limiting a food or beverage company’s access to a campus for advertising or marketing does not necessarily limit the school’s ability to express its own views on controversial or educational topics. For example, a school district that prohibits the American Diabetes Association from taking out an ad imploring students not to drink sodas could invite a representative from that organization to make a presentation to a health education class in order to discuss the health risks associated with drinking too much soda.

For technical assistance regarding school vending contracts, contact:

Debora Pinkas, JD
Staff Attorney
Public Health Law Program
(510) 302-3353
DPinkas@phi.org

This fact sheet is provided for general information only and is not offered or intended as legal advice. Readers should seek the advice of an attorney when confronted with legal issues, and attorneys should perform an independent evaluation of the issues raised.



**PUBLIC HEALTH
LAW PROGRAM**

*A project of the
Public Health Institute*

Regulating “Junk Food” Marketing on Public School Property

There are many ways for California public schools to limit the marketing of non-nutritious foods on campus during school hours and during school-sanctioned activities. Schools have the authority to regulate their property and an obligation to protect their students.

This guide is intended to help advocates and public school administrators and officials evaluate possible opportunities to control advertising on their property. (These policy options do not necessarily apply to charter schools.) It includes three groups of policy options categorized on the basis of how likely they are to withstand legal challenge.

Even the strategies that are most likely to withstand legal challenge should be carefully crafted and supported by facts documenting their connection to improved public health. We recommend seeking an attorney’s assistance when finalizing any school or district policy related to the strategies described below.

GREEN: Likely to withstand a legal challenge

- Negotiating specific contract terms with vendors to limit commercial advertising for foods/beverages
- Refusing vending contracts that require or permit the marketing or promotion of non-nutritious foods
- Banning the use of public school property for all advertising
- Banning the use of public school property for all food/beverage advertising
- Banning the use of public school property to advertise any foods/beverages that are not allowed to be sold on campus

YELLOW: More vulnerable to a legal challenge than GREEN

- Banning the use of school property to advertise foods/beverages that are allowed to be sold on campus (vulnerable because of inconsistency between controlling speech about a product and still allowing the sale of that product)

RED: Unlikely to withstand a legal challenge under current law

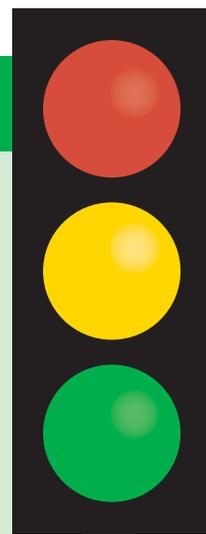
- Prohibiting students and teachers from wearing or possessing materials promoting food/beverage products



**PUBLIC HEALTH
LAW PROGRAM**

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www.phlaw.org • info@phlaw.org • (510) 302-3380



APPENDIX C: RESOURCES

RESOURCES



American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
(800) 374-2721—VM Options to Department or Switchboard
(202) 336-5700—Administrative Services • (202) 336-5500—Switchboard
www.apa.org

Search: "advertising to children" to find the following documents.

"Television Advertising Leads to Unhealthy Habits in Children" reports on the findings of an American Psychological Association task force, which recommends that advertising targeting children under the age of eight be restricted.

"Protecting children from advertising" reports on APA's Council of Representatives adoption of a policy and research recommendations to help counter the potential harmful effects of advertising on children.

"APA Task Force Recommendations" is an article that discusses the APA's Task Force on Advertising and Children proposed research and policy recommendations to help counter the potential negative effects of ads aimed at children.

"Selling to children" Is an APA Monitor article (Nov 2002) that provides a brief overview of the impact of commercialization on children and the need for more research.

California Project LEAN (Leaders Encouraging Activity and Nutrition)

P.O. Box 997377, MS. 7211
Sacramento, CA 95899-7377
(916) 552-9907 • Fax: (916) 552-9909
www.CaliforniaProjectLEAN.org

"Food and Beverage Marketing on California High School Campuses Survey: Findings and Recommendations" is a report of the presence of marketing and advertising of healthy and unhealthy foods and beverages on California school campuses.

"Fast Food Sales on High School Campuses: Results from the 2000 California High School Fast Food Survey" is a report on the prevalence of fast food on California school campuses.

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

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An ACTION GUIDE to Stop the Marketing of Unhealthy Foods and Beverages in School

09/26/07

“Policy in Action: A Guide to Implementing Your Local School Wellness Policy” is a user-friendly guide designed to serve as a roadmap for implementing school nutrition and physical activity policies, including local wellness policies. Includes helpful hand-outs and worksheets to develop your plan of action for implementing your policy.

California School Boards Association
3100 Beacon Blvd.
West Sacramento, CA 95691
(800) 266-3382 or (916) 371-4691 • Fax: (916) 371-3407
www.csba.org

“School-Based Marketing of Foods and Beverages: Policy Implications for School Boards” is a policy brief that discusses the pros and cons of commercial activities and highlights critical policy considerations.

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

“Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide” provides guidance for reporting the monitoring and implementation of wellness policies. Includes a sample report template.

Campaign For A Commercial-Free Childhood
Judge Baker Children's Center
53 Parker Hill Ave.
Boston, MA 02120
(617) 278-4172 • Fax: (617) 232-7343
www.commercialfreechildhood.org

Search “Articles” for the following documents.

“Public Attitudes Towards the Youth Marketing Industry and its Impact on Children” is an article that reports survey results from the public regarding the impact and ethical practices of marketing to children.

“Food Marketing to Children in the Context of a Marketing Maelstrom” is an article that takes a close look at the nature, depth, and breadth of food marketing aimed at children.

“The Facts About Marketing to Kids” is a 28-page resource booklet of fact sheets about marketing to children. Topics include schools and food and childhood obesity.

“Consuming Kids: The Hostile Takeover of Childhood” is a book that takes a comprehensive look at the kid market. All aspects of children’s lives—their health, education, creativity, and values—are at risk of being compromised by their status in the marketplace.

“Consuming Kids: Protecting Our Children from the Onslaught of Marketing and Advertising” is a book that reveals how the marketing industry preys on kids from the day they’re born, exploiting their vulnerabilities and skewing their values in order to influence what they eat, wear, and play with.

CAPTIVE KIDS: SELLING OBESITY AT SCHOOLS

An ACTION GUIDE to Stop the Marketing of Unhealthy Foods and Beverages in School

09/26/07

California Adolescent Nutrition and Fitness Campaign

2140 Shattuck Avenue, Suite 610 • Berkeley CA 94704

(510) 644-1533 • Fax: (510) 644-1535

www.canfit.org

Fast Food Presentation: "Outside the Wrapper and Inside the Bun: The Whole Truth about Fast Food" is a power point presentation for use with middle and high school students to educate them about marketing practices of the food industry.

California Department of Education, Press Unit

1430 N Street • Sacramento, CA 95814

(916) 319-0791 • Fax: (916) 319-0100

www.cde.ca.gov/re/pn/fd, under "Other Documents"

"School Nutrition by Design!" is a tool that provides the design principles and strategies the school community can implement to create a nutrition environment that supports the development of healthy lifestyles during and after school.

Centers for Disease Control and Prevention

Division of Adolescent and School Health

1600 Clifton Rd. • Atlanta, GA 30333

(404) 639-3311 • (800) 311-3435 or (404) 639-3534 (For public inquiries) • Fax: (404) 639-3111

www.cdc.gov/nccdphp/dash

"Making It Happen! School Nutrition Success Stories" shares stories from 32 schools and school districts that have made innovative changes to improve the nutritional quality of all foods and beverages offered and sold on school campuses. The most consistent theme emerging from these case studies is that students will buy and consume healthful foods and beverages, and schools can make money from healthful options.

Center for Informed Food Choices

P.O. Box 16053 • Oakland, CA 94610

(510) 465-0322

www.informedeating.org

"Informed Eating" is an online newsletter that tracks the politics of food, nutrition, and health and corporate responsibility.

CAPTIVE KIDS: SELLING OBESITY AT SCHOOLS

An ACTION GUIDE to Stop the Marketing of Unhealthy Foods and Beverages in School

09/26/07

**Center for Science in the Public Interest
And Nutrition Action Newsletter**

1875 Connecticut Ave. N.W. Ste. 300 • Washington, D.C. 20009
(202) 332-9110 • Fax: (202) 265-4954
www.cspinet.org

“Pestering Parents: How Food Companies Market Obesity to Children” outlines the importance of good nutrition to children’s health, children’s exposure to food marketing, the types of venues and techniques used to market food to children, the effect of that marketing on children’s food choices, current regulation of food marketing aimed at children, and actions that have been taken in other countries and for other health behaviors.

“Guidelines for Responsible Food Marketing to Children” are for schools, food manufacturers, restaurants, supermarkets, television and radio stations, movie studios, magazines, public relations and advertising agencies, toy and video game manufacturers, and organizers of sporting or children’s events. The Guidelines provide criteria for marketing food to children in a manner which does not undermine children’s diets or harm their health.

Children Now
1212 Broadway, 5th Floor
Oakland, CA 94612
(510) 763-2444
Fax: (510) 763-1974
www.childrennow.org

**Citizen’s Campaign for
Commercial-Free Schools**
3724 Burke Ave. N.
Seattle, WA 98103
(206) 523-4922
www.scn.org/cccs/

Commercial Alert
4110 SE Hawthorne Blvd. #123
Portland, OR 97214
(503) 235-8012
Fax: (503) 235-5073
www.commercialalert.org

Common Sense Media
1550 Bryant Street, Suite 555 • San Francisco, CA 94103
(415) 863-0600 • Fax: (415) 863-0601
www.common sense media.org

“Raising Media Savvy Kids: A Common Sense Tool Kit” offers parent educators, community leaders, teachers, and others ideas and tools to spark conversations with parents about the effects of media on their kids’ health and provide common sense solutions on what to do.

Commercialism in Education Research Unit (CERU)
College of Education
Education Policy Studies Laboratory
Arizona State University
P.O. Box 872411 • Tempe, AZ 85287-2411
(480) 965-1886 • Fax: (480) 965-0303
www.asu.edu/educ/eps/ ceru.htm

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CERU is the only national academic research unit that conducts research, disseminates information, and helps facilitate dialogue between the education community, policy makers, and the public at large about commercial activities in schools. It includes many research reports on its website on commercialism in schools.

Institute of Medicine

500 Fifth Street NW • Washington DC 20001
(202) 334-2352 • Fax: (202) 334-1412
www.iom.edu

“Food Marketing to Children and Youth: Threat or Opportunity?” reports on the most comprehensive review to date on the scientific evidence on the influence of food marketing on the diets and diet-related health of children and youth.

“Preventing Childhood Obesity: Health in Balance” identifies factors associated with childhood obesity and promising approaches for prevention efforts. It includes a section on the role of schools.

National Institutes of Child Health and Human Development

Information Resource Center
P.O. Box 3006 • Rockville, MD 20847
(800) 370-2943 • TTY: (888) 320-6942 • Fax: (301) 984-1473
Email: NICHDInformationResourceCenter@mail.nih.gov
www.nichd.nih.gov

“Media-Smart Youth: Eat, Think, and Be Active!” is a 10-lesson curriculum that focuses on helping young people ages 11 to 13 understand the connections between media and health. The program uses nutrition and physical activity examples to help youth learn about these connections and build their media analysis skills.

Public Health Law Program

Public Health Institute
180 Grand Avenue, Suite 750 • Oakland, CA 94612
(510) 302-3300 • Fax: (510) 444-8253
www.phlaw.org

“Limiting “Junk Food” Advertising on School Campuses—A Legal Q & A” is a legal document for schools about to enter into or renew a contract that grants advertising rights.

“Regulating Junk Food Marketing on Public School Property” is a legal document to help evaluate possible opportunities to control advertising on their property.

“Using School Wellness Policies to Improve Vending Contracts and Limit “Junk Food” Advertising: A Suggested Approach” offers guidance for drafting wellness policies that address marketing to students.

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Strategic Alliance

c/o Prevention Institute
265 29th Street • Oakland, CA 94611
(510) 444-7738 • Fax: (510) 663-1280
www.preventioninstitute.org

“Taking Action for a Healthier California,” identifies concrete steps that business and government can take to create healthier places to live and work.

United States Department of Agriculture

Food and Nutrition Services
3101 Park Center Dr., Rm. 926 • Alexandria, VA 22302
(703) 305-2062
www.fns.usda.gov

“Making It Happen! School Nutrition Success Stories” produced in collaboration with the Centers for Disease Control and Prevention shares stories from 32 schools and school districts that have made innovative changes to improve the nutritional quality of all foods and beverages offered and sold on school campuses. The most consistent theme emerging from these case studies is that students will buy and consume healthful foods and beverages, and schools can make money from healthful options.