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# Nevada

## School Wellness Practices

# STATEWIDE REPORT

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**Department of Health and Human Services**  
**Division of Public and Behavioral Health**  
**Bureau of Child, Family and Community Wellness**  
**Chronic Disease Prevention and Health Promotion**

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## Acronyms and Abbreviations

<b>PA</b>	Physical activity
<b>PE</b>	Physical education
<b>SWP</b>	School wellness policy

## Executive Summary

In the state of Nevada, nearly one in every three kindergartners is overweight or obese and 26.2 percent of youth in grades 9–12<sup>th</sup> are overweight or obese. Research demonstrates obese children are more likely to become obese adults. Obese adults are more likely to have chronic diseases. The majority of children spend 30 or more hours per week in school. Due to these facts, schools are in a position to positively impact the health and wellness of students. This report highlights aspects of select physical activity and nutrition school wellness practices among Nevada schools and suggestions for improvement.

## Introduction

The purpose of this statewide report is to provide interested stakeholders with aggregated information about the physical activity (PA) and nutrition practices of elementary, middle, and high schools in Nevada. In this report we present detailed results from selected items in the survey. Though we do not discuss all items, the number and percentages of schools reporting affirmatively are presented for each item by school level in Appendix B. Sixty-one percent of all surveys completed were from the Clark County School District. Accordingly, readers should be aware that Clark County schools largely influence the percentages reported. Hence, analyses conducted to assess the strength of associations use statistical adjustments to control for the over-representation of Clark County schools. For information on outcomes for specific school districts, refer to district-specific reports.

This report highlights detailed aspects of select school wellness practices among reporting Nevada schools. Both school wellness practice successes (e.g., high prevalence physical activity and nutrition practices) and areas that could be targeted for improvement (e.g., low prevalence physical activity and nutrition practices) were presented. From these data we noted variability across elementary, middle and high schools in high and low prevalence physical activity and nutrition practices, indicating that statewide improvement plans should be targeted to school level. We also presented logistic regression findings to illustrate the school physical activity and nutrition practice implications of two feasible wellness practices: the designation of a school wellness coordinator and the annual dissemination of the school wellness policy. Based on these results, school level designation of the school wellness coordinator as well as school wellness policy dissemination should be prioritized as salient strategies in the school wellness improvement plan of every Nevada school.

- Schools play a pivotal role in the promotion of students' health, well-being, and ability to learn.
- School districts participating in the National School Lunch Program and/or School Breakfast Program are required to develop a local school wellness policy that promotes the health of students and addresses the growing problem of childhood obesity<sup>1</sup>.
- The Nevada State School Wellness policy has been in place since 2007 and was recently revised and reissued in 2014.

- A progressive and more collaborative school/health interagency partnership is emerging to optimize school wellness programming outcomes in Nevada. As a beginning point, a 36-item survey to assess school wellness practices was disseminated to Nevada K-12 public schools through Nevada superintendents' offices in the fall of 2014.
- District Superintendents' offices received a separate survey link for elementary, middle, and high schools and were asked to email the appropriate survey link to each school principal within their district and request that either the principal or his/her designee complete the survey by a specified date.
- We received surveys from a total of 442 Nevada schools, including 271 elementary, 79 middle, and 92 high schools<sup>2</sup>. Appendix A presents response rates for each district at each school level. The overall response rate was 66.5%.
- All analyses used in the results include all reporting schools except when the item was missing.

## Methodology

The purpose of this brief report is to provide aggregated information about the physical activity and nutrition practices of elementary, middle, and high schools in their districts. In this report we focus on universal wellness practices:

- The presence of a school wellness coordinator
- Three specific physical activity (PA) practices
- Four specific nutrition practices.

We selected these items because they (a) had the greatest variability throughout the state AND (b) were perceived to be feasibly modifiable. The physical activity practices are 1) minutes of required physical education: at least 150 minutes per week and at least 90 minutes per week; 2) minutes of recess provided: at least 100 minutes per week and at least 60 minutes per week (elementary schools only); and 3) school support of active transportation through the existence of an active travel plan (e.g., Safe Routes to Schools). Nutrition practices are 1) student access to a salad bar/traveling salad bar; 2) school participation in a fresh fruit and vegetable snack program; 3) scheduling of daily nutrition breaks; and 4) identification of nutrition education goals. A complete report of all survey items is in the Appendix.

Due to the small population size of rural and frontier school districts, we are unable to provide statistical comparisons between those districts and the rest of the state. Instead, we indicate the total number of schools with completed surveys in the rural or frontier counties that reported having each practice at each school level.

For comparison purposes, we also provide figures that identify the percentage of schools in Clark County and the percentages of schools from the rest of the state that indicated affirmatively for each policy at each school level. We separate Clark County from the rest of the schools in the state because Clark



County schools comprised 65% of all schools responding. We present error bars indicating 95% confidence intervals around the percentages. Note that overlapping confidence intervals indicate that the difference between Clark County and the rest of the state is not statistically significant at the  $p < 0.05$  level.

To determine participation, we used the Nevada Public School List for SY 14-15 as the data source for the number of district school at each level for this report. Given the nature of this report, lower division schools were explicitly defined as PK-5, K-5, K-8, K-12 or 1-5, middle division schools were defined as 6-8, 7-8, and 7-9, and upper division schools were defined as 6-12, 7-12 and 9-12. Schools were counted as listed and in most cases this resulted in counting schools only once. Virtual schools and schools outside of these designations were excluded. Under these considerations, across all divisions, there were a total of 642 Nevada schools eligible to participate. Of these schools, 427 schools completed the survey (66.5% participation). Respondents for 16 surveys did not provide district identification, and respondents for 27 surveys (including the 16 without district information) did not provide school identification. Accordingly, some of the results we present below relating school demographic and environmental conditions to physical activity and nutrition practices exclude those schools.

# Findings

We begin by presenting percentages of the most and least prevalent physical activity and nutrition practices in Nevada elementary, middle, and high schools. These results identify both areas of success and areas that can be targeted for improvement among Nevada schools. Having a school wellness coordinator and the annual dissemination of the school wellness policy were found to have multiple significant associations with physical activity and nutrition school practices. Hence, to understand the strength of these associations, we present results from regression models.

## Most and Least Prevalent Physical Activity and Nutrition Practices

Figures 1-6 present the percentage of schools engaging in the five most and least prevalent physical activity and nutrition practices by school level (elementary, middle, and high school). Figure 1 displays the percentage of elementary schools engaging in the five most and least prevalent physical activity practices.

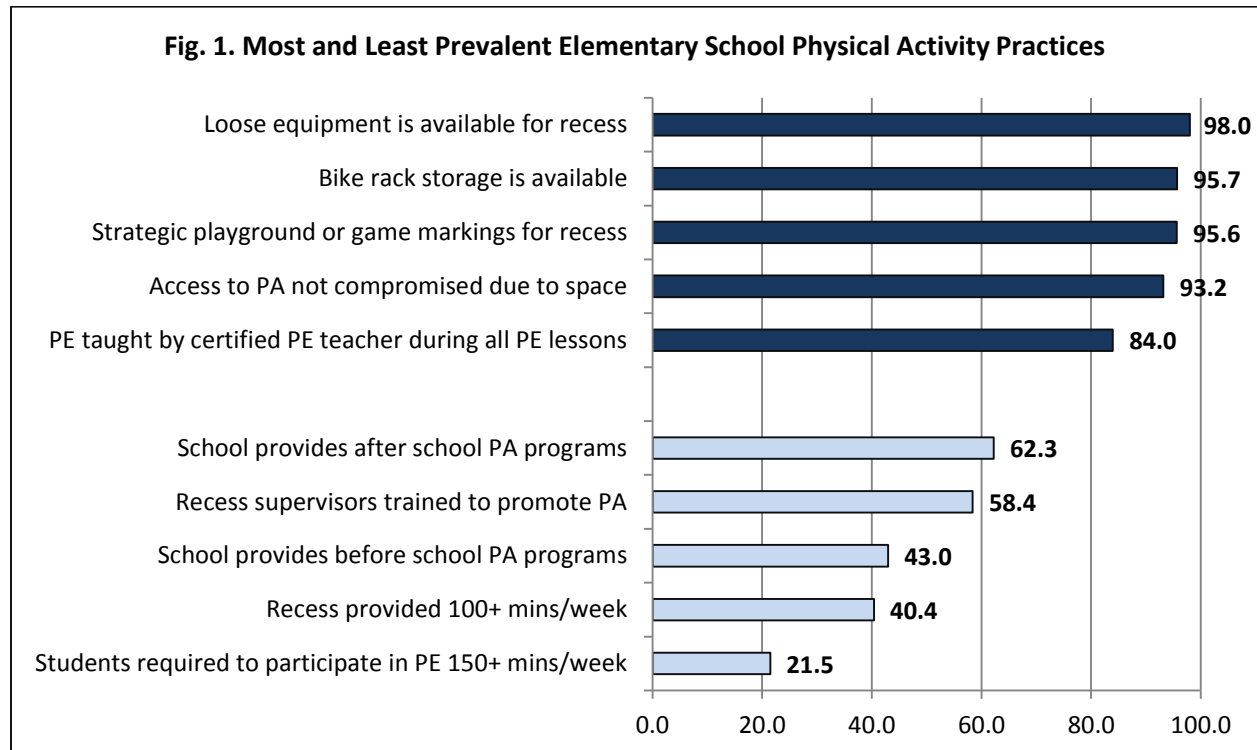


Figure 2 displays the percentage of middle schools engaging in the five most and least prevalent physical activity practices.

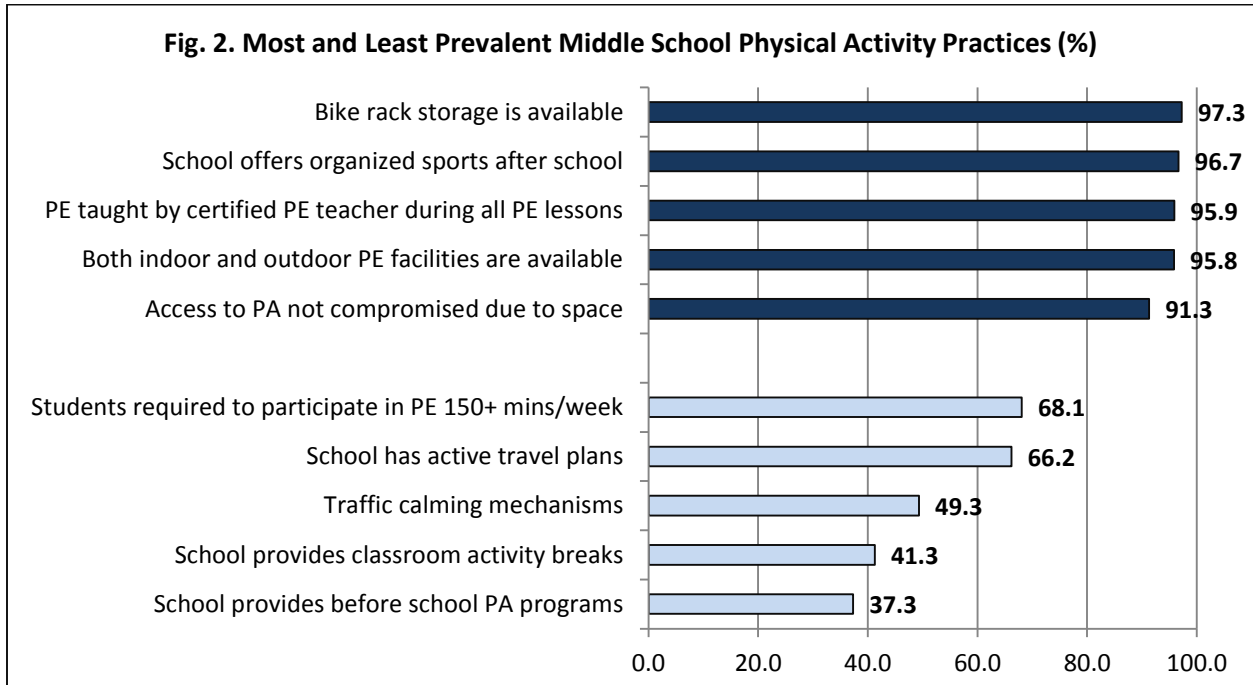
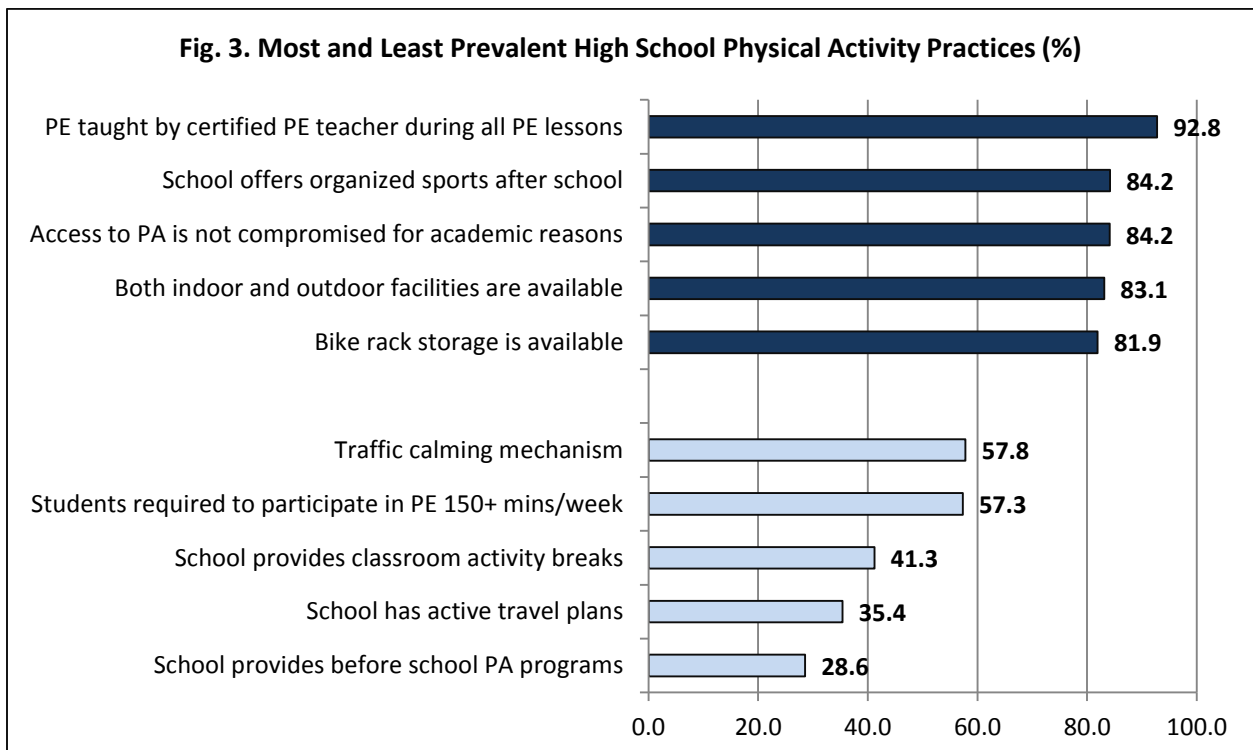


Figure 3 displays the percentage of high schools engaging in the five most and least prevalent physical activity practices.



As Figures 1-3 illustrate, there is variability in the most and least prevalent physical activity practices across Nevada elementary, middle and high schools. However, overall, Nevada schools have made a one-time investment in providing the facilities needed to support physical activity (e.g., bike racks, indoor and outdoor space). Further, these data show that there has been significant statewide investment in certified physical education teachers to deliver physical education. And while these investments are largely in place, physical activity programming access/requirements are limited (e.g., physical education or recess recommended minutes, promotion of active travel plans, classroom activity breaks). The only exception to the lack of investment in programming is afterschool sports programs in Nevada middle and high schools. An allocated minute commitment to physical activity programming in schools has never been more important. There is clear need for Nevada schools to find a way to increase children’s opportunity to accrue important minutes in moderate to vigorous physical activity during the school day.

Figure 4 displays the percentage of elementary schools engaging in the five most and least prevalent nutrition practices.

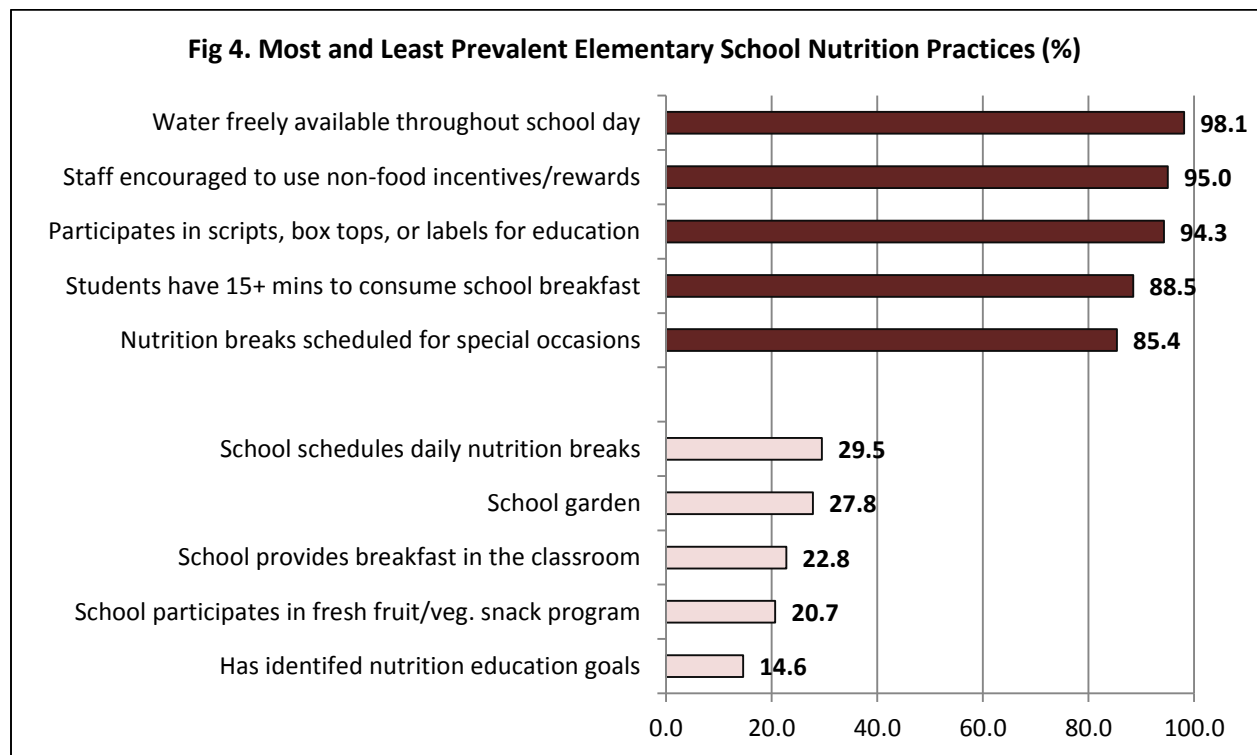


Figure 5 displays the percentage of middle schools engaging in the five most and least prevalent nutrition practices.

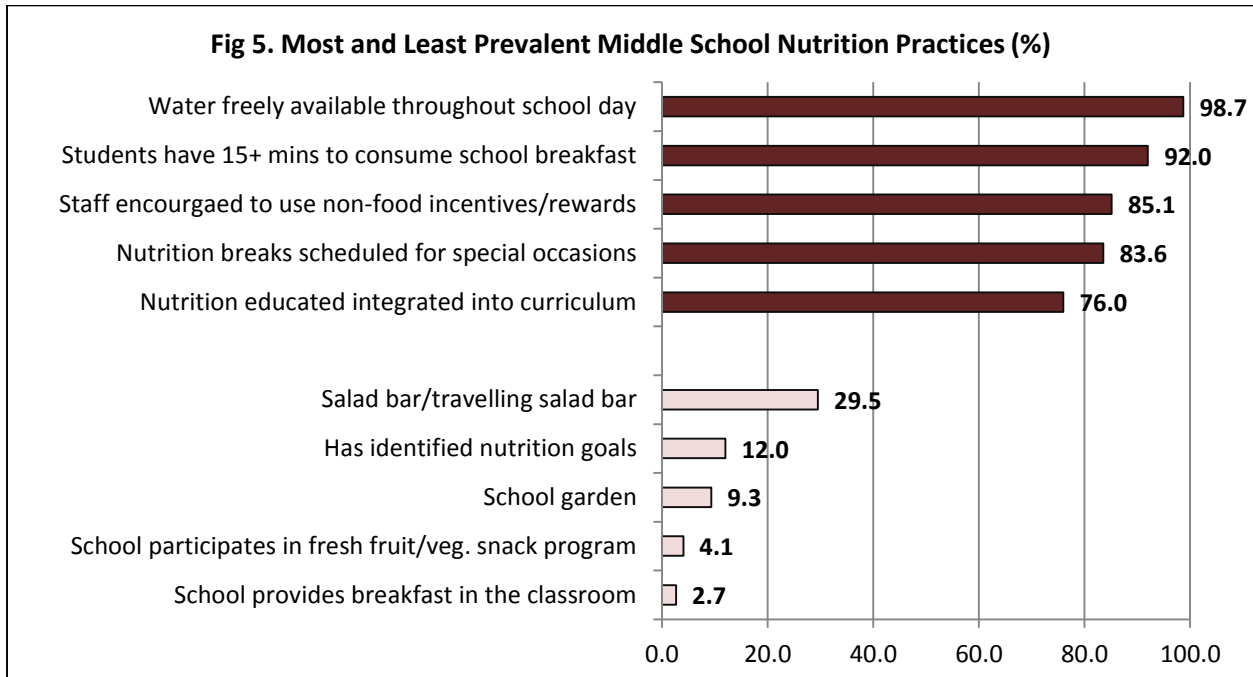
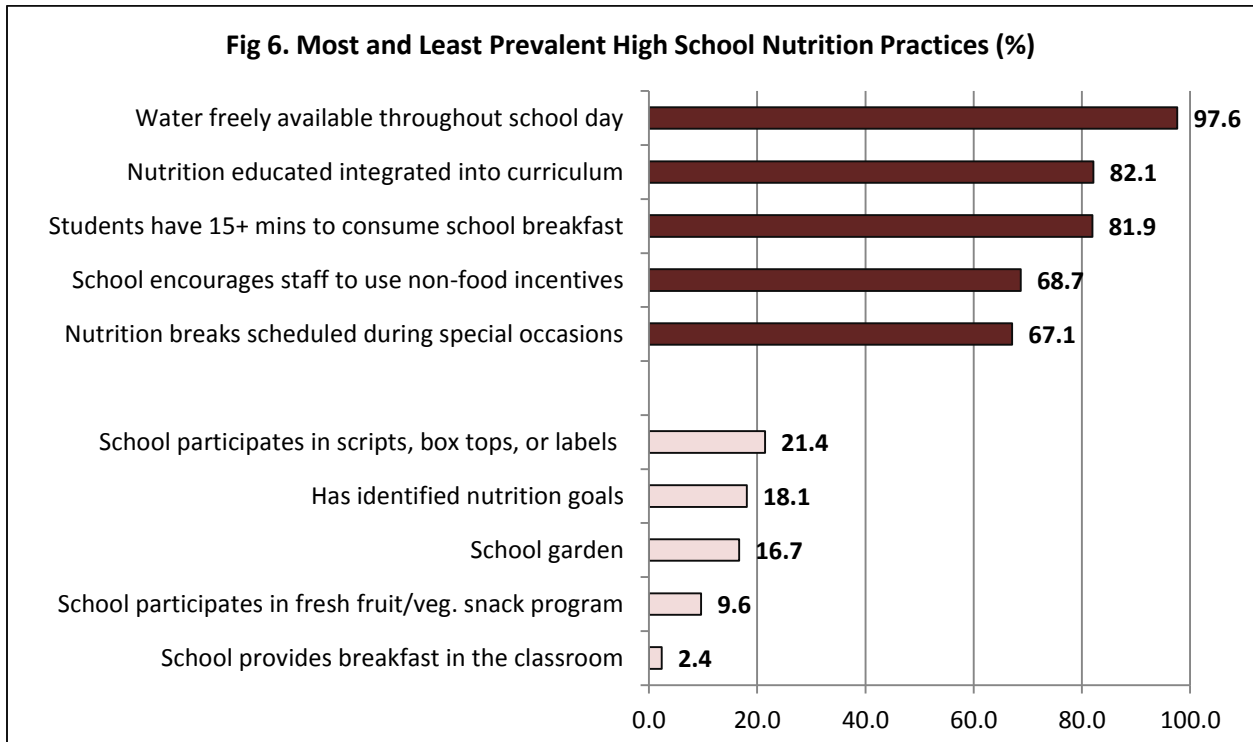


Figure 6 displays the percentage of high schools engaging in the five most and least prevalent nutrition practices.



As Figures 4-6 illustrate, there is variability in the most and least prevalent nutrition practices across Nevada elementary, middle and high schools. Though integration of nutrition education was in place as a high prevalence middle and high school practice but not in elementary schools, it is interesting that identification of nutrition education goals is among the least prevalent practices in Nevada in all school levels. Clearly, developing a more coordinated effort to establish school nutrition education goals will improve integrated curriculum efforts and allow schools to assess their efforts. Participation in the fresh fruits and vegetables program was also among the least prevalent nutrition practices among all school levels. Improving student access to fresh fruits and vegetables during the school day should be considered a school wellness practice priority among Nevada school leaders.

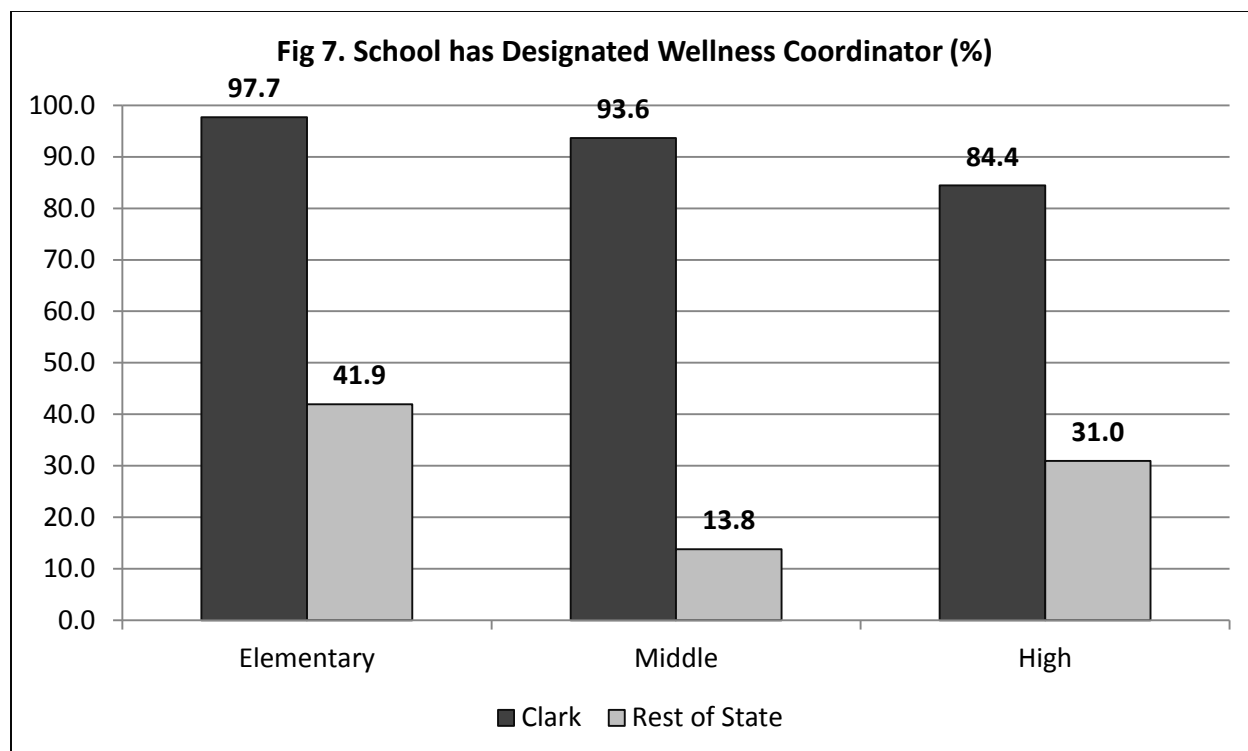
## **School Wellness Coordinator Designation and Wellness Policy Dissemination**

### **Designation of School Wellness Coordinator**

The Child Nutrition and WIC Reauthorization Act of 2004 mandated that, by the start of the 2006/2007 school year, most local education agencies were to establish “a school wellness policy” that included goals for nutrition, physical activity (PA), and other activities to promote wellness. It also required that local education agencies (school districts) designate school wellness coordinators, but did not require coordinators be designated for each school site. Like most states, Nevada required each district to designate a wellness coordinator, but left the option of designating an on-site coordinator up to the district.

School wellness coordinators play an important role in implementing strong physical activity and nutrition programs in schools. In this section, we present figures that show the percentage of schools at each level (elementary, middle, and high school) who reported having a designated school wellness coordinator. Because the Clark County School District requires schools to have a designated school wellness coordinator, and because Clark County schools comprise over 60% of our respondents, we have separated the results from the Clark County School District from those of the rest of the state.

As shown in Figure 7, nearly all (98%) Clark County elementary schools reported having a school level wellness coordinator, compared with only 42% of schools throughout the rest of the state. Wellness coordinators were less common in middle and high schools than they were in elementary schools. Ninety-four percent of Clark County middle schools, and 85% of Clark County high schools reported having a wellness coordinator compared with only 13% of middle schools and 31% of high schools throughout the rest of Nevada.



We used logistic regression models to predict associations between having a school wellness coordinator and the odds of having specific physical activity and nutrition practices in place. Table 1 shows these statistically significant results. Because designation of a school wellness coordinator may be related to school resources (e.g., time, other assigned tasks), each model controls for school student-to-teacher ratio as a proxy of demand on teachers and principals. We also control for school level (elementary, middle, and high). Odds ratios greater than 1 indicate that schools that have a school wellness coordinator have higher odds of having the PA or nutrition practice in place compared with schools that do not have a school level wellness coordinator.

**Table 1. Odds Ratios and 95% Confidence Intervals for Associations between School Wellness Coordinator Designation and School Physical Activity and Nutrition Practices**

<b>Physical Activity</b>	<b>OR</b>	<b>95% CI</b>	<b>p</b>
School wellness policy is disseminated to staff annually	4.237	2.197-8.169	***
School provides bike rack storage	2.797	1.093-7.158	*
School has active travel plans (e.g., SRTS)	1.957	1.017-3.767	*
School has implemented traffic calming mechanisms	2.059	1.060-4.002	*
<b>Nutrition</b>	<b>OR</b>	<b>95% CI</b>	<b>p</b>
School schedules daily nutrition breaks	2.004	1.026-3.917	*
School encourages staff to use non-food incentives/rewards	4.079	1.667-9.980	**
School participates in scripts, box tops, or labels for education	2.899	1.468-5.722	**
School has identified nutrition education goals	2.989	1.168-7.650	*

Note: OR = odds ratio; CI = confidence interval; p=significance level

\*\*\*p<0.001; \*\*p<0.01; \*p<0.05; ^p<0.10

Models adjust for student-to-teacher ratio and school level (elementary, middle, high school)

The designation of a school-level wellness coordinator was significantly associated with increased odds of four physical activity practices and four nutrition practices. Related to physical activity practices, the designation of a school-level wellness coordinator was associated with over four times greater odds of disseminating a wellness policy to staff annually, 2.8 times greater odds of providing bike rack storage, almost two times greater odds of having an active travel plan (e.g., Safe Routes to Schools), and 2 times greater odds of having traffic calming mechanisms in place, compared to schools that did not have a designated school wellness coordinator.

Related to nutrition practices, schools that had a designated school wellness coordinator had twice the odds of scheduling daily nutrition breaks, four times greater odds of encouraging staff to use non-food incentives or rewards, almost three times greater odds of participating in scripts, box tops or labels for education, and almost three times greater odds of having identified nutrition goals, compared to schools that do not have a designated school wellness coordinator.

### Dissemination of School Wellness Policy

Above we noted that having a designated school wellness coordinator increases the odds that a school will disseminate a school wellness policy to all staff annually. Disseminating a school wellness policy to all staff annually is important because of the high rate of staff turnover. Annual dissemination of the policy also signifies school commitment and promotes compliance. As shown in Figure 8, a school wellness policy is distributed to all staff annually in 89% of elementary schools, 70% of middle schools, and 78% of high schools in Clark County. Throughout the rest of the state, a wellness policy is distributed annually in 54% of elementary schools, 39% of middle schools, and 48% of high schools.

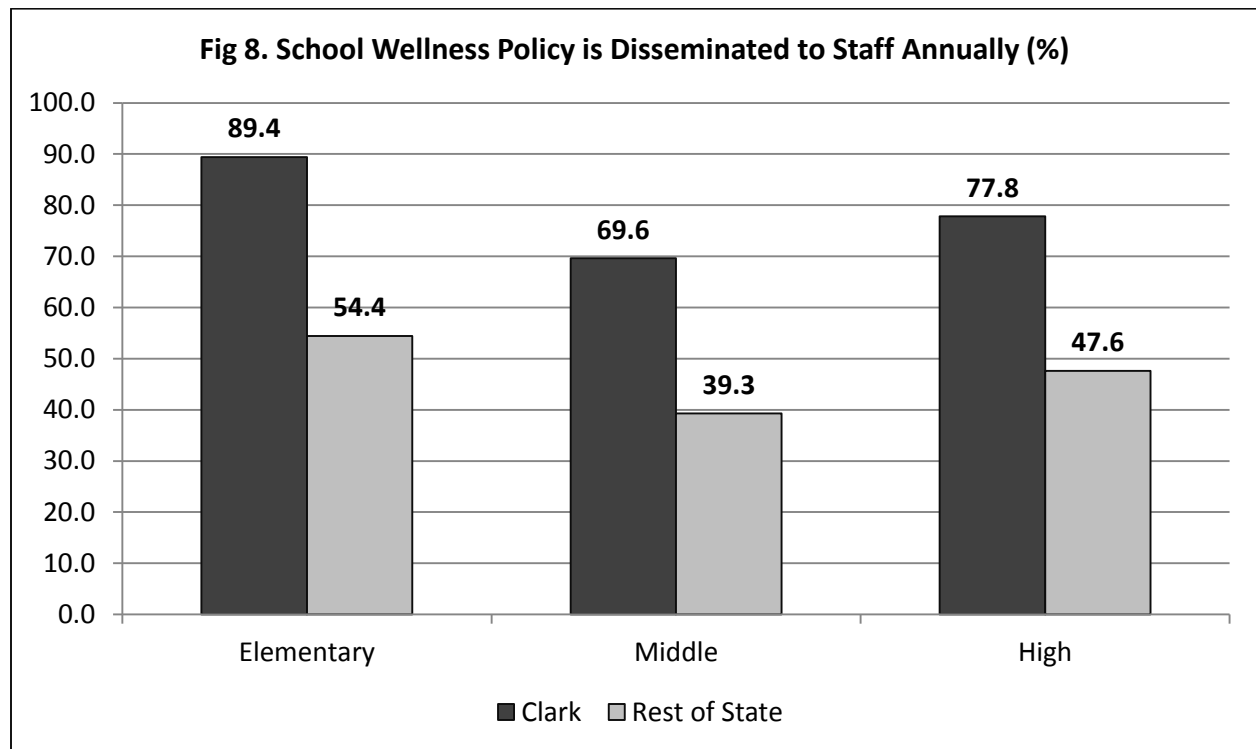




Table 2 displays results from binary logistic regression models that predict associations between annual dissemination of a school wellness policy to all staff and odds of having specific physical activity and nutrition practices. We only present results from models that found statistical significance. Each model controls for school student-to-teacher ratio and school level (elementary, middle, and high). Odds ratios (ORs) indicate the increase in odds of having each specific practice for schools that disseminate an annual school wellness policy to all staff versus those that do not.

Annual dissemination of a school wellness policy to all staff was significantly associated with increased odds of three physical activity practices and three nutrition practices, net of controls for student-to-teacher ratio and school level. Schools that disseminate a school wellness policy have 2.5 times greater odds of providing after school physical activity programs, over three times greater odds of providing bike rack storage, and almost twice the odds of having traffic calming mechanisms in place compared to schools that do not disseminate a school wellness policy annually. Related to nutrition practices, schools that disseminate a school wellness policy annually have over twice the odds of participating in scripts, box tops or labels for education, almost four times greater odds of having nutrition education integrated into a curriculum, and three times greater odds of having identified nutrition goals. This is particularly important since identifying school nutrition education goals was already highlighted as a low prevalence school nutrition practice and is needed to guide integrated nutrition curriculum efforts (a high prevalence practice).

**Table 2. Odds Ratios and 95% Confidence Intervals for Associations between Dissemination of School Wellness Policy to Staff and School Physical Activity and Nutrition Practices**

<b>Physical Activity</b>	<b>OR</b>	<b>95% CI</b>	<b>p</b>
School provides after school PA programs	2.508	1.457-4.318	**
School provides bike rack storage	3.335	1.299-8.562	*
School has implemented traffic calming mechanisms	1.932	1.130-3.302	*
<b>Nutrition</b>	<b>OR</b>	<b>95% CI</b>	<b>p</b>
School participates in scripts, box tops, or labels for education	2.067	1.036-4.124	*
Nutrition education is integrated into curriculum	3.860	2.073-7.189	***
School has identified nutrition education goals	3.014	1.304-6.964	*

Note: OR = odds ratio; CI = confidence interval; p=significance level

\*\*\*p<0.001; \*\*p<0.01; \*p<0.05; ^p<0.10

Models adjust for student-to-teacher ratio and school level (elementary, middle, high school)

# Recommendations

## Physical Activity<sup>4</sup>

Though investments have been made from a facility and personnel standpoint to support physical activity in Nevada schools, time during the school day has not been prioritized. No reporting elementary school met the national weekly minute recommendations for both recess and physical education. This report identified that under the best circumstance scenario, Nevada elementary schools invested time allocation in either physical education or recess but not both. And, even when time investments were made, meeting the national weekly minute recommendation was rare.

Based on this finding, we recommend that Nevada schools carefully examine how to improve weekly minutes in both recess and physical education. Through superintendent leadership and strong interagency partnerships, improvement in both physical education and recess is possible.

## Physical Education

Numerous authorities recommend that elementary children receive physical education daily and for a total of at least 150 minutes per week and secondary students receive PE for a total of 225 minutes per week. In most cases, Clark schools fall far short of these recommendations.

## Strategies for Improvement

- Consider hiring additional physical education specialists and/or providing staff development for classroom teachers so they can implement evidence-based PE programs under the supervision of a physical education specialist.
- National physical education and health authorities recommend physical education be taught by certified specialists. Compared to classroom teachers, specialists conduct longer lessons and cancel them less. In addition, their students are more likely to engage in high intensity physical activity, resulting in increased physical fitness and skills.
- Employing more physical education specialists may not be economically feasible now. In the interim, consider staff development for classroom teachers or part-time teachers who implement an evidence-based physical education program (e.g., SPARK-PE, CATCH PE, or planet health) under the direction of a physical education specialist.

## Recess

Besides providing physical activity, recess may increase academic attentiveness and on-task classroom behavior. National physical education and health authorities recommend that elementary schools provide all students with at least 20 minutes of recess each day. Students don't always receive recess even when it is scheduled because teachers withhold it for disciplinary or academic reasons.

## Strategies for Improvement

- Require that elementary schools make morning and afternoon recess part of the formalized schedule.
- Provide recess-related staff development for classroom teachers, supervisors, and recess volunteers.
- Implement policies that ensure students have access to recess time.

## **Nutrition**

Deficits in dietary nutrients found in fruits and vegetables have been found to be associated with lower academic performance. This report found that across all school levels, participation in the fruits and vegetable snack program was among the five lowest prevalence nutrition practices.

## **Fruit and Vegetable Participation**

Based on the results from this report, salad bar access and fruit and vegetable program participation at the middle school level should be examined and targeted for improvement.

## **Strategy for Improvement**

- Work with the district food services director and the Nevada Department of Agriculture to develop strategies to increase participation in the fruits and vegetable snack program.

Comprehensive school wellness programs provide a healthy school environment where the promotion and reinforcement of healthful dietary behaviors and physical activity can be fostered. In 2014, the Centers for Disease Control and Prevention released a comprehensive report summarizing the evidence-based linkages between student physical activity, nutrition, and overall health and academic achievement.<sup>3</sup> This report provides salient rationale for school investment in improving school wellness programming as an investment in the whole child and in improving student academic performance. Based on the findings detailed in this report, we provided the above recommendations for school wellness practice improvement in physical activity and nutrition areas throughout Nevada schools.

**APPENDIX A: Survey Participation by District School Level**

	Carson	Churchill	Clark*	Douglas	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Lyon	Mineral	Nye	Pershing	Storey	Washoe	White Pine	SS Charter Schools	Division Participation Total
<b>Number of Lower Division Schools</b>	7	7	235	7	19	4	2	8	4	4	10	3	12	3	2	73	4	16	420
Number of Completed Surveys	5	2	175	5	8	0	0	4	2	4	7	2	7	1	1	30	3	12	268
% Participation	71	29	74	71	42	0	0	50	50	100	70	67	58	33	50	29		75	64
<b>Number of Middle Division Schools</b>	2	1	57	2	8	0	0	3	1	2	6	1	8	1	1	16	1	1	111
Number of Completed Surveys	1	1	48	2	3	0	0	2	0	2	3	1	4	1	0	4	1	0	73
% Participation	50	100	84	100	38	0	0	67	0	100	50	100	50	100	0	25	100	0	66
<b>Number of Upper Division Schools</b>	2	1	46	5	7	0	1	3	1	3	7	1	5	1	1	17	3	7	111
Number of Completed Surveys	2	1	46	1	4	0	0	1	1	3	4	0	5	1	1	8	2	5	86
% Participation	100	100	100	20	57	0	0	33	100	100	57	0	100	100	100	47	67	71	77

\*Clark county school designations were determined from the Clark County School District website.

**APPENDIX B: Percentage of Schools Reporting Each PA and Nutrition Practice by School Level for Clark County Schools vs. Rest of State**  
**OVERALL WELLNESS**

	Elementary Schools			Middle Schools			High Schools		
	Clark	All Others	t value	Clark	All Others	t value	Clark	All Others	t value
School has a school wellness coordinator	97.7	41.9	10.57***	93.6	13.8	10.72** *	84.4	31.0	5.96***
School wellness policy disseminated to staff annually	89.4	54.4	6.10***	69.6	39.3	2.60*	77.8	47.6	3.03**

**PHYSICAL ACTIVITY**

	Elementary Schools			Middle Schools			High Schools		
	Clark	All Others	t value	Clark	All Others	t value	Clark	All Others	t value
School requires all students to participate in PE at least 150 mins/week	27.0	11.2	3.26**	76.1	53.9	1.88	59.1	55.3	0.35
School requires all students to participate in PE at least 90 mins/week	97.6	29.2	13.7***	84.8	76.9	0.79	70.5	73.7	-0.32
PE taught by certified PE teacher during all PE lessons	99.4	54.6	8.35***	100.0	88.9	1.80	97.8	86.8	1.83
Recess is provided at least 100 mins/week	33.5	53.4	-3.07**	N/A	N/A	N/A	N/A	N/A	N/A
Provision of loose balls/equipment for recess	99.4	95.5	1.70	N/A	N/A	N/A	N/A	N/A	N/A
Strategic playground or game markings for recess	97.0	93.2	1.26	N/A	N/A	N/A	N/A	N/A	N/A
Recess playground supervisors trained to promote PA	66.1	44.3	3.39***	N/A	N/A	N/A	N/A	N/A	N/A
School provides classroom activity breaks	83.4	77.5	1.11	36.8	48.0	-0.86	38.6	44.4	-0.52
School provides before school PA programs	51.5	26.7	4.00***	50.0	16.0	3.14**	39.5	14.7	2.55*
School offers intramural programs before school	15.3	4.8	1.64	57.1	0.0	a	76.5	20.0	a
School offers organized sports before school	15.5	19.1	-0.36	50.0	0.0	a	70.6	60.0	a
School offers walking programs before school	58.8	22.7	3.37**	25.0	33.0	a	25.0	25.0	a
School offers dance before school	12.3	4.8	1.23	57.1	0.0	a	47.1	0.0	a
School provides after school PA programs	66.1	55.2	1.66	93.5	65.4	2.75**	77.3	71.4	0.59
School offers intramural programs after school	45.8	32.6	1.47	93.0	46.7	3.33**	87.5	8.7	9.09***
School offers organized sports after school	56.9	52.2	0.53	97.7	94.1	0.56	84.4	84.0	0.04
School offers walking programs after school	22.6	21.4	0.15	11.1	13.3	-0.21	32.3	13.0	1.64
School offers dance after school	42.9	21.4	2.63*	71.8	26.7	3.25**	93.8	39.1	4.84***

<i>School PA programming offered during school</i>									
School offers intramural programs during school	21.6	19.1	0.41	33.3	45.5	-0.57	18.8	21.4	-0.18
School offers organized sports during school	38.6	33.3	0.72	41.7	36.4	0.25	52.9	40.0	0.71
School offers walking programs during school	42.9	37.5	0.71	27.3	18.2	0.49	37.5	21.4	0.94
School offers dance during school	20.0	17.7	0.37	41.7	27.3	0.70	62.5	14.3	2.98**
School provides bike rack storage	98.2	91.0	2.23*	97.8	96.3	0.36	84.4	79.0	0.64
School has active travel plans (e.g., SRTS)	74.7	51.1	3.73***	82.2	38.5	3.87***	40.0	29.7	0.96
School has implemented traffic calming mechanisms	80.7	67.4	2.39*	54.4	40.5	1.12	60.0	55.3	0.43
Access to PA is compromised for disciplinary reasons	31.7	38.2	1.04	15.6	37.0	-2.11*	15.9	36.8	-2.16*
Access to PA is compromised for academic reasons	15.3	36.0	-3.53***	20.0	37.0	-1.59	13.6	18.4	-0.58
Access to PA is compromised due to space availability	6.2	8.0	-0.51	11.1	7.4	0.51	22.2	21.1	0.13
Both indoor and outdoor PA facilities are available	82.6	69.3	2.31*	97.8	92.6	0.93	84.4	81.6	0.34
Either indoor or outdoor PA facilities are available	16.8	30.0	-2.25*	2.2	7.4	-0.93	6.7	2.6	0.85

## NUTRITION

	Elementary Schools			Middle Schools			High Schools		
	Clark	All Others	t value	Clark	All Others	t value	Clark	All Others	t value
Free breakfast is available to all students every day	47.1	40.0	1.09	51.1	40.7	0.85	60.0	33.3	2.51*
Students get 15+ mins. to consume school breakfast	98.2	70.0	5.69***	100.0	78.6	2.71*	93.3	68.4	2.93**
School has a garden	30.6	22.5	1.43	6.4	14.3	-1.03	22.2	10.3	1.50
School garden integrated into nutrition ed. program	58.0	47.4	0.77	b	b	b	40.0	25.0	a
Students allowed to consume vegetables grown in school garden at school	76.9	80.0	-0.28	33.3	50.0	-0.38	66.7	100.0	a
Students have a salad bar/traveling salad bar	41.0	24.2	2.84**	0.0	53.6	-5.58***	8.9	38.5	-3.29**
School participates in fresh fruit/vegetable snack program.	11.8	37.4	-4.51***	0.0	10.7	-1.80	8.9	10.5	-0.25
School provides breakfast in the classroom	27.2	14.4	2.52*	0.0	7.1	-1.44	4.4	5.1	-0.15
Water freely available to students	98.2	97.8	0.24	97.9	100.0	-1.00	97.8	97.4	0.10
School schedules daily nutrition breaks	19.4	48.3	-4.70***	18.6	35.7	-1.63	30.2	33.3	-0.30
School schedules nutrition breaks during special occasions	89.4	76.9	2.33*	86.7	77.3	0.97	70.7	62.9	0.72
School encourages staff to use non-food incentives/rewards	97.0	91.2	1.78	89.4	77.8	1.35	63.6	74.4	-1.05
School participates in scripts, box tops, or labels	96.5	90.1	1.84	74.5	64.3	0.93	22.2	20.5	0.19
Scripts	4.3	11.1	-1.78	8.9	8.0	0.13	2.2	2.6	-0.10
Box tops	96.5	90.1	1.83	74.5	60.7	1.25	20.0	18.0	0.24
Labels	29.7	38.1	-1.31	13.3	8.0	0.66	6.7	7.7	-0.18
Nutrition education is integrated into curriculum	90.5	64.4	4.68***	78.7	71.4	0.71	84.4	79.5	0.59
School has identified nutrition education goals	16.0	12.1	0.87	17.0	3.6	2.04*	17.8	18.4	-0.07

Notes: Not all schools provided responses for every item; sample sizes vary across items

t-values are from significance tests comparing Clark County to the rest of the state.

\*p<0.05; \*\*p<0.01; \*\*\*p<0.001; two-tailed t-tests for differences in proportions/percentages

<sup>a</sup> Sample is not large enough for statistical test

<sup>b</sup> No responses provided

## Endnotes

<sup>1</sup> Established by Child Nutrition and Women, Infant, and Child Reauthorization Act of 2004; Reinforced by the Healthy, Hunger-Free Kids Act of 2010

<sup>2</sup> During data analysis we identified several cases of duplicate school surveys, often completed from different ip addresses (suggesting completion by different individuals), and often with discrepant responses across the duplicates. Because we could not include a school in the results more than once, we eliminated duplicates from our analysis. In the case of duplicates, we selected which survey to retain based on which survey contained fewer missing responses to survey items. In cases where the number of missing responses were similar, we selected the survey completed last under the assumption that the last survey completed was to correct erroneous information provided in an earlier survey.

<sup>3</sup>The Centers for Disease Control report can be found at:

<http://static.squarespace.com/static/53b1a843e4b0dcbabf4b4b85/t/53d15be7e4b0a7d1d7db0e7d/1406229479998/health-academic-achievement.pdf>

<sup>4</sup> Regular engagement in physical activity is important for children's growth, development, and health. The National Physical Activity Guidelines (2008) indicate children should engage in moderate and vigorous physical activity at least 60 minutes each day, but far too many children, including Nevada's children, do not.





**Further information may be addressed to:**

Department of Health and Human Services  
Division of Public and Behavioral Health  
Chronic Disease Prevention and Health Promotion Section

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Carson City NV 89706  
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**This report is available on the Nevada Division of Public and Behavioral Health website at:**  
[http://health.nv.gov/CD\\_Obesity.htm](http://health.nv.gov/CD_Obesity.htm)