

Model Local School Wellness Policies on Physical Activity and Nutrition

National Alliance for Nutrition and Activity (NANA)
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Background

In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a new requirement that all school districts with a federally-funded school meals program develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year [provide link to Section 204]. In response to requests for guidance on developing such policies, the National Alliance for Nutrition and Activity (NANA, see www.nanacoalition.org) convened a work group of more than 50 health, physical activity, nutrition, and education professionals from a variety of national and state organizations to develop a set of model policies for local school districts.

The model nutrition and physical activity policies below meet the new federal requirement. This comprehensive set of model nutrition and physical activity policies¹ is based on nutrition science, public health research, and existing practices from exemplary states and local school districts around the country. The NANA work group's first priority was to promote children's health and well-being. However, feasibility of policy implementation also was considered.

Using the Model Policies

School districts may choose to use the following model policies as written or revise them as needed to meet local needs and reflect community priorities. When developing wellness policies, school districts will need to take into account their unique circumstances, challenges, and opportunities. Among the factors to consider are socioeconomic status of the student body; school size; rural or urban location; and presence of immigrant, dual-language, or limited-English students.

It often helps to begin by conducting a baseline assessment of schools' existing nutrition and physical activity environments. The results of school-by-school assessments can be compiled at the district level to prioritize needs. Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

¹ Some aspects of a broader conception of "wellness" are not addressed in the model policies that follow. NANA encourages school districts to establish and maintain a coordinated school health program that addresses all components of school health, including mental health services and school health services, which are not addressed in these model policies. These model policies also do not address certain important related areas, such as counseling services for those with eating disorders; food safety policies; and policies to reduce weight-related bullying.

A district may find it more practical to phase in the adoption of its wellness policies than to implement a comprehensive set of nutrition and physical activity policies all at once. Compromises from the ideal might be required as district decision makers consider challenges such as limited class time, curriculum requirements, and funding and space constraints.

The Appendix contains a list of selected resources to assist with the development, implementation, and monitoring/review of local wellness policies. In addition, many of the members of the National Alliance for Nutrition and Activity listed below are available to provide advice and assistance as school districts undertake this important task.

For more information, contact Joy Johanson at the Center for Science in the Public Interest at 202-777-8351 or jjohanson@cspinet.org or Jessica Donze Black at the American Dietetic Association at 202-775-8277 or jdonze@eatright.org.

The following organizations assisted with or supported the development of these model policies:

Action for Healthy Kids of Illinois

<www.actionforhealthykids.org/AFHK/team_center/team_public_view.php?team=IL&Submit=Go>

Advocacy Institute

<www.advocacy.org>

Advocates for Better Children's Diets

<www.nchapman.com/abcd.html>

American Cancer Society

<www.cancer.org>

American Dental Association

<www.ada.org/public/topics/diet.asp>

American Diabetes Association

<www.diabetes.org>

American Dietetic Association

<www.eatright.org>

American Public Health Association

<www.apha.org>

American School Health Association

<www.ashaweb.org>

American Society of Bariatric Physicians

<www.asbp.org>

Association of State and Territorial Public Health Nutrition Directors

<www.astphnd.org>

Be Active New York State
<www.BeActiveNYS.org>

California Center for Public Health Advocacy
<www.publichealthadvocacy.org>

California Food Policy Advocates
<www.cfpa.net>

Center for Behavioral Epidemiology and Community Health
<www.cbeach.org>

Center for Informed Food Choices
<www.informedeating.org>

Center for Science in the Public Interest
<www.cspinet.org/nutritionpolicy>

Chronic Disease Directors
<www.chronicdisease.org>

Community Food Security Coalition
<www.foodsecurity.org>

Community Health Partnership (OR)
<www.communityhealthpartnership.org>

Council of Chief State School Officers
<www.ccsso.org/schoolhealth>

Elyria City Health District (OH)
<www.elyriahealth.com>

Fitness Forward Foundation
<www.fitnessforward.org>

The Food Trust (PA)
<www.thefoodtrust.org/php/programs/comp.school.nutrition.php>

George Washington Cancer Institute
<www.gwumc.edu/gwci>

Harvard Prevention Research Center
<www.hsph.harvard.edu/prc>

Harvard School of Public Health, Partnerships for Children's Health

Healthy Schools Campaign
<www.healthyschoolscampaign.org>

Howard University Cancer Center

<www.med.howard.edu/hucc>

Hunter College in the City University of New York, Program in Urban Public Health
<www.hunter.cuny.edu/schoolhp/nfs/index.htm>

Institute for America's Health
<www.healthy-america.org>

I4 Learning
<www.i4learning.com>

Kids First
<www.kidsfirstri.org>

Louisiana Public Health Institute
<www.lphi.org>

Muskegon Community Health Project (MI)
<www.mchp.org>

National Association for Health and Fitness
<www.physicalfitness.org>

National Association for Sport and Physical Education (NASPE)
<www.naspeinfo.org/template.cfm?template=policies.html>

National Association of Pediatric Nurse Practitioners

National Association of State Boards of Education (NASBE)
<www.nasbe.org/HealthySchools>

National Center for Bicycling and Walking
<www.bikewalk.org>

National Education Association – Health Information Network
<www.neasmartbody.org>

National PTA
<www.pta.org>

National Research Center for Women and Families
<www.center4research.org>

National School Boards Association (NSBA)
<www.nsba.org/schoolhealth>

New York State Department of Health
<www.health.state.ny.us/nysdoh/chronic/obesity/> and
<www.health.state.ny.us/nysdoh/nutrition.index.htm>

New York State Nutrition Council

North Dakota Dietetic Association

<www.eatrightnd.org>

Parents' Action for Children
<www.parentsaction.org>

PE4life
<www.pe4life.org>

Prevention Institute
<www.preventioninstitute.org/sa/enact.html>

Produce for Better Health Foundation
<www.5aday.org>

Produce Marketing Association
<www.pma.com>

Samuels and Associates
<www.samuelsandassociates.com>

Society for Nutrition Education
<www.sne.org>

SPARK PE
<www.sparkpe.org>

Sportime
<www.sportime.com>

Stark County Health Department (OH)
<www.starkhealth.org>

Step Together New Orleans
*Administered by Louisiana Public Health Institute in partnership with
the City of New Orleans*
<www.steptogethernola.org/home>

United Fresh Fruit and Vegetable Association
<www.uffva.org>

University of Arkansas for Medical Sciences College of Public Health
<www.uams.edu/coph>

U.S. Water Fitness Association
<www.mwaquatics.com>

Women's Sports Foundation
<www.womenssportsfoundation.org>

Young People's Healthy Heart Program at Mercy Hospital (ND)
<www.healthyheartprogram.com>

Marin School Wellness Vision Model Local School Wellness Policies on Physical Activity and Nutrition

The Marin School Wellness Vision is a document which contains School Wellness Policy recommendations which reflect the unique resources and culture of Marin County. These recommendations go beyond the minimum policy requirements of Section 204, and build directly upon and the National Alliance for Nutrition and Activity (NANA) model policy framework. They were contributed by the Marin Physical Activity and Nutrition Wellness Collaborative (the Collaborative), which is comprised of a wide array of individuals and organizations within Marin County that hold the vision that, "People of Marin County are physically active, eat healthy foods and live in a community in which the environment and policies promote life-long health." The Collaborative represents many stakeholders that are committed to improving the school wellness environment, and is also part of a larger vision for a healthy Marin, which includes strategic plans for the Marin Healthy Partnership and the County-Wide Plan, that are committed to policies, programs and organizational practices which will improve the health and wellbeing of Marin residents.

The Collaborative and its educational partners recognize that improving school wellness is an on-going process which may take place over many years to come. While each district and school will need to assess the feasibility of implementing various aspects of a wellness policy based on their unique circumstances, challenges and opportunities, these recommendations represent best practices which we hope schools will consider incorporating whenever possible. We encourage school communities to develop a multi-phase plan which incorporates more and more of these recommendations over time as resources become available.

These recommendations have been developed by the Collaborative in recognition of the unique opportunities and resources which are particular to Marin County. Marin's size creates an opportunity for county-wide coordination which is not as feasible for larger or more geographically dispersed communities. In addition, school wellness initiatives in Marin will benefit from its engaged citizenry, including many parents, youth, school staff and administrators, and health professionals who have already made amazing strides to improve the wellness environment of Marin County.

Marin County is privileged to be home to an abundant and productive agricultural community and economy. The advancement of community health and nutrition in Marin is closely linked to the health and sustainability of our agricultural food system. Marin schools are uniquely poised to benefit from and contribute to our local agricultural resources, through serving food from local and organic family farms and providing both food and nutrition systems-based education.

The Collaborative recognizes that schools and districts are taking the first steps on the long journey to improve the health of our children and future generations. We are committed to working closely with the Marin County Office of Education and local school districts to identify and provide on-going support for this journey.

_____ School District's Wellness Policies on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the _____ School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the _____ School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

MARIN RECOMMENDATIONS

Preamble and Local Data

Whereas, 34% of children aged 2-17 in Marin are overweight or at risk of being obese;

Whereas, 80% of Marin is in protected open space with plentiful recreational areas

Whereas, 50% of Marin's lands are in family owned agricultural production including organic fruits and vegetables

The following data and strategies have been referred to in helping to form recommendations for Marin School Wellness Policy development:

Marin Community Health Survey and Report Card, 2002
 Healthy Marin Partnership's *Pathway to Progress*, 2005
 California Fitgram for 5th 7th and 9th grade children, 2002, 2005
 California Healthy Kids Survey, 2001, 2003
 School Nutrition Survey, 2004
 Marin Countywide Plan, 2005

TO ACHIEVE THESE POLICY GOALS:

I. School Health Councils

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

MARIN RECOMMENDATIONS

School Health Councils*

(*Also called School Nutrition Advisory Council or SNAC)

The school wellness policy development process will be assisted by generating buy-in from a broad representation of the school community, School health councils should represent the breadth of the school community to the greatest degree possible in the areas specified in Section 204. In Marin, we have youth and parents eager to be involved in policy around health issues and encourage districts to include students/parents in the policy decision making process. [\(See Step 2 of the Toolkit\).](#)

- Engage youth in planning for wellness policy in a way which is meaningful in order to ensure that the policies that affect them directly are effective. Help adult members of councils to learn more about how to utilize youth input, experience and knowledge. Be sure to hold meeting at times that are appropriate for including parents and youth.
- Engage non-traditional leaders that represent the full socio economic range of school community in policy development and planning.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;²
- serve only low-fat (1%) and fat-free milk³ and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.^{3,4}

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

² To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

³ As recommended by the *Dietary Guidelines for Americans 2005*.

⁴ A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.

MARIN RECOMMENDATIONS

School Meals

Marin schools can draw upon the abundant, local agricultural community to help provide healthy food to students ([See Step 7 and Local Resources Section of Toolkit](#)). Food service programs are encouraged to:

- Feature fresh, seasonal and minimally processed foods from local and organic sources to the greatest extent possible.
- Focus on nutrient-based planning (based on nutritional analysis as set forth in USDA guidelines) rather than food-based planning, allowing for students and parents to make informed choices.
- Working cooperatively with neighboring school districts, and whenever possible, purchasing collectively, in order to increase the amount of fresh and affordable products purchased from local farms.
- Feature food that reflects community and cultural diversity

Students and parents should be engaged and informed about nutritional information and food service options. According to the Marin Student Nutrition Survey (2004), which asked over 1100 middle and high school students about their eating behavior and perceptions about the school wellness environment, two out of five students say that it is very important to them to purchase healthy food on campus. Eighty percent of students that were surveyed said that it is very important to them to purchase food that tastes good. Providing sufficient nutrition information to allow parents and students to make informed dietary choices and engaging students directly in taste tests are important ways to improve school meals.

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals⁵. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

MARIN RECOMMENDATIONS

Free and Reduced-Priced Meals

No students in Marin County should go hungry during school. In a County with extreme economic disparities, there may be a gap between the quality of food available to students who are “haves” and students who are “have-nots”. The following steps should be taken to eliminate barriers to healthy, affordable food for all students in Marin:

- Maximum participation in the school meal program should be achieved by developing a coordinated, comprehensive outreach and promotion plan, and coordinating with county social services programs.
- Developing systems, such as an automated card swipes, can help ensure the elimination of the stigma of accepting free or reduced lunch that students face, and increase participation in the program.

Summer Food Service Program. Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Meal Times and Scheduling. Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);

⁵ It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or “paid” meals.

- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

MARIN RECOMMENDATIONS

Meal Times and Scheduling

More than one-third of Marin high school students surveyed in the Student Nutrition Survey reported that they skip lunch because they do not have time to eat. Students also tell us that they need lunch for social time, with a majority surveyed reporting that their decision of what to eat for lunch is impacted by what their friends do. Schools should do all that they can to ensure that meals are attractively presented and served in an enjoyable environment with sufficient time for eating. In order to accomplish this, schools should consider:

- Providing students with at least 20 minutes to eat after sitting down for breakfast and 30-45 minutes after sitting down for lunch.
- Scheduling lunch periods so that students do not have to eat lunch unusually early or late, and ideally, so that they come after recess or periods of exercise.
- Engaging young people to conduct and complete evaluations on issues such as how long they must wait to purchase food, where they like to eat on campus, and what kind of creative ideas they may have about improving their dining environment. Students may assist with selecting art or décor for the cafeteria, or by providing entertainment or music during lunch periods.

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.⁶

⁶ School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

MARIN RECOMMENDATIONS

Qualifications of School Food Service Staff

Food service has traditionally been viewed as a “business” function of the public school system, which is separated from the educational system. Professional development for food service staff may be done in conjunction with district teachers, in order to facilitate the integration of classroom lessons with the food services system. This may include:

- Integrating nutrition messages from the classroom into the cafeteria.
- Safe handling practices in preparing fresh fruits and vegetables from local farms and school gardens.
- Developing procedures for composting of plate waste and recycling of disposable materials whenever possible. Any savings to the school site from these programs may be used in furthering the waste reduction and garden based learning program.

Because Food Service does manage as a business, it is important to focus on infrastructure and support for this business function within the school system. Districts may be able to share systems and resources in order to help build this infrastructure across the County. Some recommended facility and food service infrastructure recommendations include:

- Provide food service programs with USDA-approved nutrient standard computer software, training, and support to implement nutrient-based menu.
- Include kitchen facilities, food preparation and storage of equipment as a high priority in districts’ comprehensive maintenance policies.
- Plan for kitchen cooking/refrigeration facilities at school sites where public bond money is expended to repair or remodel a school.
- Utilize fresh, whole ingredients rather than pre-packaged, processed foods which usually generate more solid waste and incur a greater expense associated with waste disposal.

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

Foods and Beverages Sold Individually
(i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food in elementary schools should be sold as balanced meals. If

available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

Beverages

- **Allowed:** water or seltzer water⁷ without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- **Not allowed:** soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

- A food item sold individually:
 - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
 - will have no more than 35% of its *weight* from added sugars;⁸
 - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or

⁷ Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a “Food of Minimal Nutritional Value” (Appendix B of 7 CFR Part 210).

⁸ If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

canned vegetables (that meet the above fat and sodium guidelines).⁹

Portion Sizes:

- Limit portion sizes of foods and beverages sold individually to those listed below:
 - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
 - One ounce for cookies;
 - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
 - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
 - Eight ounces for non-frozen yogurt;
 - Twelve fluid ounces for beverages, excluding water; and
 - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

MARIN RECOMMENDATIONS
Foods and Beverages Sold Individually

According to the Marin Student Nutrition Survey nearly two in five high school students purchase soda from school vending machines, but a majority indicated that they would purchase water and 100% fruit juice if soda were not available. In recognition the impact of access to unhealthy foods sold on campus, the California state legislature has addressed a range of legislation aimed at limiting unhealthy foods from being sold on school campuses. School vending machines and school stores should:

- To the extent possible will emphasize fresh fruits, vegetables and dairy from local and organic farms.
- Provide healthy “grab and go” option for students who need nourishment before after school activities.
- Engage students in taste testing to help identify healthy foods that they would purchase from school vending machines or a school store.
- Provide nutrition information for all foods and beverages sold

⁹ Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

Fundraising Activities. To support children’s health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

MARIN RECOMMENDATIONS

Fundraising Activities

- Work closely with parent, student and other fundraising groups to identify fundraising alternatives that meet nutrition guidelines and are attractive to target audiences.
- Engage young people to identify healthy and creative student fundraisers that will appeal to their peers. **(See Step 7 of the Toolkit for more information on Healthy Fundraising Alternatives).**

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,¹⁰ and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

School-Sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

¹⁰ Unless this practice is allowed by a student’s individual education plan (IEP).

MARIN RECOMMENDATIONS

Snacks, Rewards, Celebrations, and School-Sponsored Events

Schools are encouraged to develop policy recommendations that relate to healthy snacks, rewards, celebrations, and school-sponsored events. As much as possible, school should:

- consider ways to include students and parents in the planning and preparation of healthy snacks and celebrations through hands on preparation of foods.
- develop creative ways to partner with various nutrition education/cooking and culinary resources that exist in Marin County to engage students and parents in the preparation of healthy snacks and celebrations. [\(See Local Resources for more information on Nutrition Education/Community Cooking and Culinary Resources\).](#)

III. Nutrition and Physical Activity Promotion and Food Marketing

MARIN RECOMMENDATIONS

Nutrition and Physical Activity Promotion and Food Marketing

In 2003, State Superintendent Jack O'Connell issued the "Superintendent's Challenge", saying that, "Healthy, active, and well-nourished children are more prepared to learn, more likely to attend school and class, and able to take advantage of educational opportunities."

- Marin schools should begin to focus on nutrition and physical activity promotion by sharing with students, parents, and school staff the essential knowledge and skills they need to become "health literate".
- Schools should be prepared and organized to reinforce healthy behavior by supporting school staff and teachers to model healthy lifestyles and food choices.

Nutrition Education and Promotion. _____ School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;

- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

MARIN RECOMMENDATIONS

Nutrition Education and Promotion

There is a tremendous creative opportunity for schools to begin identifying school nutrition services as an integral part of the educational program. Schools may begin to encourage staff and food service to work cooperatively by linking and integrating nutrition education standards and promotion throughout the school. This will help to ensure that consistent nutrition education messages are conveyed in the classroom, the school meals programs and across the campus. The following are recommendations for building this comprehensive approach to nutrition education and promotion:

- Utilize local resources on nutrition education/garden coordination/cooking.
- Establish an instructional garden at schools of sufficient size to provide students with experiences in planting, harvesting, preparation, serving, and tasting foods, including ceremonies and celebrations that observe food traditions, integrated with nutrition education and core curriculum that meet state standards.
- Integrate hands-on experiences in gardens and kitchen classrooms with enriched activities such as farm field studies, farmers' markets tours, and visits to community gardens, so that students begin to understand how food reaches the table and the implications that has for their health and future. **(See Step 7 and Local Resources Section of Toolkit)**

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

MARIN RECOMMENDATIONS

Integrating Physical Activity into the Classroom Setting

Temperate weather throughout much of the school year in Marin County provides a wealth of opportunities for integrating physical activity into the classroom setting.

- Schools/ Teachers will be offered classroom activities through the County Safe Routes to Schools program that encourage walking and biking to school and instruct students in traffic safety and safe bicycling.

(See Local Resources/ Best Practices Section of Toolkit).

As the childhood obesity epidemic grows, it has become clear that Marin students need guidance for dealing with issues of weight. According to the Marin Student Nutrition Survey, four out of five high school students report that they know someone who is concerned about their weight and one in three report that they know someone who is currently on a diet or has been on a diet at some time in the past. It is important that school staff be well prepared to address the issue of weight and body image with students in a way that is safe and sensitive. Below are some related recommendations:

- Teach positive messages about eating healthy and being active.
- Teach health and physical education from a “health at any size approach”, using health-based rather than weight-based principles. Maintain sensitivity when taking height and weight measurements in physical education classes.
- Educate students, staff, and parents on physical changes that are part of normal adolescent development, and the impact of the media on body image.
- Develop and post resources and designate staff people to address these issues on campus. Partner with local resources on body image and eating disorders to prevent and intervene in major health issues before they arise.

(See Local Resources Section of Toolkit for more information on Body Image and Eating Disorders).

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).¹¹ School-based marketing of brands promoting predominantly low-nutrition foods and beverages¹² is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

¹¹ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

¹² Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

MARIN RECOMMENDATIONS

Food Marketing in Schools

Research on strategies that have been effective in prevention of tobacco use indicate that youth respond to efforts to raise awareness about ways that industries manipulate consumers.

- Schools should engage students to become media literate and understand the impact of fast food marketing on their food choices.
- Marketing efforts in schools should include students who are important partners in marketing healthy foods to their peers.

Staff Wellness. _____ School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity

(e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

There is significant research that recognizes the positive benefits of physical activity for student health and academic achievement. It is important for districts to provide opportunities for students to engage in healthful levels of vigorous physical activity to promote and develop their physical, mental, emotional, and social well being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities can also teach students how to cooperate in the achievement of common goals.

MARIN RECOMMENDATIONS

Daily Physical Education (P.E.) K-12

Marin is rich with a variety of physical activity opportunities and resources. Schools are encouraged to partner with community resources to plan a physical education program that connects and demonstrates the interrelationship between physical activity, good nutrition, and health. The following are recommendations for daily physical education:

- Districts will encourage students to walk and bike to school where safe routes are available and assist parents in organizing adult supervised groups.
- Districts are encouraged to enhance the quality of physical education curricula and increase training of physical education teachers through site-based and district-wide staff development.
- Consider physical education programs that include team, individual, and cooperative sports and physical activities, as well as less traditional physical education opportunities such as dance, yoga or the martial arts.
- Students may be given opportunities for physical activity through a range of before-and/or after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion;

Daily Recess. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

Safe Routes to School. The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

MARIN RECOMMENDATIONS

Safe Routes to School

While Marin County has a number of transportation concerns, there has been increasing funding in the County to improve routes for safe walking and biking.

- Districts should encourage parents and students to walk and bike to school where safe routes are available and assist parents in organizing adult supervised groups.
- Parent and student groups may also consider assessing walking and biking access to their school and apply for funding to improve this access. **(See Local Resources Section of Tool Kit for More Information on Safe Routes to School).**

Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school’s compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district’s established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review. To help with the initial development of the district’s wellness policies, each school in the district will conduct a baseline assessment of the school’s existing nutrition and physical activity environments and policies.¹³ The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

MARIN RECOMMENDATIONS

Monitoring and Policy Review

The Collaborative recognizes the need for ongoing monitoring of policy recommendations as there are often fiscal ramifications to new policy development. Therefore it is recommended to:

- Include a fiscal plan and timeframe for implementing and monitoring policy including additional in kind resources/revenue and funding sources (e.g. increasing revenue with increased participation in the school breakfast program.)

¹³ Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

VI. Resources for Local School Wellness Policies on Nutrition and Physical Activity

Crosscutting:

- *School Health Index*, Centers for Disease Control and Prevention, <<http://apps.nccd.cdc.gov/shi/>>
- Local Wellness Policy website, U.S. Department of Agriculture, <<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>>
- *Fit, Healthy, and Ready to Learn: a School Health Policy Guide*, National Association of State Boards of Education, <www.nasbe.org/HealthySchools/fithealthy.mgi>
- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <www.iom.edu/report.asp?id=22596>
- *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*, Action for Healthy Kids, <www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204_final.pdf>
- *Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs*, Centers for Disease Control and Prevention, <www.cdc.gov/healthyyouth/publications/pdf/ten_strategies.pdf>
- *Health, Mental Health, and Safety Guidelines for Schools*, American Academy of Pediatrics and National Association of School Nurses, <<http://www.nationalguidelines.org>>
- *Cardiovascular Health Promotion in Schools*, American Heart Assoc. [link to pdf]

School Health Councils:

- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils*, American Cancer Society [link to PDF]
- *Effective School Health Advisory Councils: Moving from Policy to Action*, Public Schools of North Carolina, <www.nhealthyschools.org/nhealthyschools/htdocs/SHAC_manual.pdf>

Nutrition:

General Resources on Nutrition

- *Making it Happen: School Nutrition Success Stories*, Centers for Disease Control and Prevention, U.S. Department of Agriculture, and U.S. Department of Education, <<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/>>

- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/Healthy/changing.html>
- *Dietary Guidelines for Americans 2005*, U.S. Department of Health and Human Services and U.S. Department of Agriculture, <www.health.gov/dietaryguidelines/dga2005/document/>
- *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, <www.cdc.gov/mmwr/pdf/rr/rr4509.pdf>
- *Healthy Food Policy Resource Guide*, California School Boards Association and California Project LEAN, <www.csba.org/ps/hf.htm>
- *Diet and Oral Health*, American Dental Association, <<http://www.ada.org/public/topics/diet.asp>>

School Meals

- *Healthy School Meals Resource System*, U.S. Department of Agriculture, <<http://schoolmeals.nal.usda.gov/>>
- *School Nutrition Dietary Assessment Study–II*, a U.S. Department of Agriculture study of the foods served in the National School Lunch Program and the School Breakfast Program, <www.cspinet.org/nutritionpolicy/SNDAllfind.pdf>
- *Local Support for Nutrition Integrity in Schools*, American Dietetic Association, <www.eatright.org/Member/Files/Local.pdf>
- *Nutrition Services: an Essential Component of Comprehensive Health Programs*, American Dietetic Association, <www.eatright.org/Public/NutritionInformation/92_8243.cfm>
- *HealthierUS School Challenge*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/HealthierUS/index.htm>
- *Breakfast for Learning*, Food Research and Action Center, <www.frac.org/pdf/breakfastforlearning.PDF>
- *School Breakfast Scorecard*, Food Research and Action Center, <www.frac.org/School_Breakfast_Report/2004/>
- *Arkansas Child Health Advisory Committee Recommendations* [includes recommendation for professional development for child nutrition professionals in schools], <www.healthyarkansas.com/advisory_committee/pdf/final_recommendations.pdf>

Meal Times and Scheduling

- *Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute (NFSMI) [Attach PDF file]
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, <www.nfsmi.org/Information/Newsletters/insight24.pdf>

Nutrition Standards for Foods and Beverages Sold Individually

- *Recommendations for Competitive Foods Standards* (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy, <www.publichealthadvocacy.org/school_food_standards/school_food_standards/Nutrition%20Standards%20Report%20-%20Final.pdf>
- State policies for competitive foods in schools, U.S. Department of Agriculture, <www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm>
- *Nutrition Integrity in Schools*, (forthcoming), National Alliance for Nutrition and Activity
- *School Foods Tool Kit*, Center for Science in the Public Interest, <www.cspinet.org/schoolfood/>
- *Foods Sold in Competition with USDA School Meal Programs* (a report to Congress), U.S. Department of Agriculture, <www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf>
- *FAQ on School Pouring Rights Contracts*, American Dental Association, <http://www.ada.org/public/topics/softdrink_faq.asp>

Fruit and Vegetable Promotion in Schools

- *Fruits and Vegetables Galore: Helping Kids Eat More*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/Resources/fv_galore.html>
- *School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$29.95 at <www.shop5aday.com/acatalog/School_Food_Service_Guide.html>.
- *School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$9.95 at <www.shop5aday.com/acatalog/School_Food_Service_Guide.html>

- National Farm-to-School Program website, hosted by the Center for Food and Justice, <www.farmtoschool.org>
- Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association, <<http://www.uffva.org/fvpilotprogram.htm>>
- Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at <www.5aday.org>

Fundraising Activities

- *Creative Financing and Fun Fundraising*, Shasta County Public Health, <www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>
- *Guide to Healthy School Fundraising*, Action for Healthy Kids of Alabama, <www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2031%20-%20Fundraising.pdf>

Snacks

- *Healthy School Snacks*, (forthcoming), Center for Science in the Public Interest
- Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center, <www.frac.org/html/building_blocks/afterschsummertoc.html>

Rewards

- *Constructive Classroom Rewards*, Center for Science in the Public Interest, <www.cspinet.org/nutritionpolicy/constructive_rewards.pdf>
- *Alternatives to Using Food as a Reward*, Michigan State University Extension, <www.tn.fcs.msue.msu.edu/foodrewards.pdf>
- *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]

Celebrations

- *Guide to Healthy School Parties*, Action for Healthy Kids of Alabama, <www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2032%20-%20parties.pdf>
- *Classroom Party Ideas*, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign, <<http://ucce.ucdavis.edu/files/filelibrary/2372/15801.pdf>>

Nutrition and Physical Activity Promotion and Food Marketing:

Health Education

- *National Health Education Standards*, American Association for Health Education, <http://www.aahperd.org/aahe/pdf_files/standards.pdf>

Nutrition Education and Promotion

- U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them), <www.fns.usda.gov/tn/Educators/index.htm>
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service, <www.fns.usda.gov/tn/resources/power_of_choice.html>
- *Nutrition Education Resources and Programs Designed for Adolescents*, compiled by the American Dietetic Association, <www.eatright.org/Public/index_19218.cfm>

Integrating Physical Activity into the Classroom Setting

- *Brain Breaks*, Michigan Department of Education, <www.emc.cmich.edu/brainbreaks>
- *Energizers*, East Carolina University, <www.ncpe4me.com/energizers.html>

Food Marketing to Children

- *Pestering Parents: How Food Companies Market Obesity to Children*, Center for Science in the Public Interest, <www.cspinet.org/pesteringparents>
- *Review of Research on the Effects of Food Promotion to Children*, United Kingdom Food Standards Agency, <www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf>
- *Marketing Food to Children* (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO), <<http://whqlibdoc.who.int/publications/2004/9241591579.pdf>>
- *Guidelines for Responsible Food Marketing to Children*, Center for Science in the Public Interest, <<http://cspinet.org/marketingguidelines.pdf>>
- *Commercial Activities in Schools*, U.S. General Accounting Office, <www.gao.gov/new.items/d04810.pdf>

Eating Disorders

- Academy for Eating Disorders, <www.aedweb.org>
- National Eating Disorders Association, <www.nationaleatingdisorders.org>
- Eating Disorders Coalition, <www.eatingdisorderscoalition.org>

Staff Wellness

- *School Staff Wellness*, National Association of State Boards of Education [link to pdf]
- *Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small*, Partnership for Prevention, <www.prevent.org/publications/Healthy_Workforce_2010.pdf>
- *Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program*, Wellness Councils of America, <www.welcoa.org/wellworkplace/index.php?category=7>
- *Protecting Our Assets: Promoting and Preserving School Employee Wellness*, (forthcoming), Directors of Health Promotion and Education (DHPE)

Physical Activity Opportunities and Physical Education:

General Resources on Physical Activity

- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*, Centers for Disease Control and Prevention, <www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>
- *Healthy People 2010: Physical Activity and Fitness*, Centers for Disease Control and Prevention and President's Council on Physical Fitness and Sports, <www.healthypeople.gov/document/HTML/Volume2/22Physical.htm#_Toc490380803>
- *Physical Fitness and Activity in Schools*, American Academy of Pediatrics, <<http://pediatrics.aappublications.org/cgi/reprint/105/5/1156>>

Physical Education

- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368§ion=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726§ion=5>>
- *Opportunity to Learn: Standards for High School Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727§ion=5>>
- *Substitution for Instructional Physical Education Programs*, National Association for Sport and Physical Education, www.aahperd.org/naspe/pdf_files/pos_papers/substitution.pdf>
- *Blueprint for Change, Our Nation's Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together*, PE4life, www.pe4life.org/articles/blueprint2004.pdf>

Recess

- *Recess in Elementary Schools*, National Association for Sport and Physical Education, www.aahperd.org/naspe/pdf_files/pos_papers/current_res.pdf>
- *Recess Before Lunch Policy: Kids Play and then Eat*, Montana Team Nutrition, www.opi.state.mt.us/schoolfood/recessBL.html>
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, www.nfsmi.org/Information/Newsletters/insight24.pdf>
- The American Association for the Child's Right to Play, <http://www.ipausa.org/recess.htm>>

Physical Activity Opportunities Before and After School

- *Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education, www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf>
- *The Case for High School Activities*, National Federation of State High School Associations,

www.nfhs.org/scriptcontent/va_custom/vimdisplays/contentpagedisplay.cfm?content_id=71>

- *Rights and Responsibilities of Interscholastic Athletes*, National Association for Sport and Physical Education, www.aahperd.org/naspe/pdf_files/pos_papers/RightandResponsibilities.pdf>

Safe Routes to School

- *Safe Routes to Schools Tool Kit*, National Highway Traffic Safety Administration, www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/>
- *KidsWalk to School Program*, Centers for Disease Control and Prevention, www.cdc.gov/nccdphp/dnpa/kidswalk/>
- *Walkability Check List*, Pedestrian and Bicycle Information Center, Partnership for a Walkable America, U.S. Department of Transportation, and U.S. Environmental Protection Agency, www.walkinginfo.org/walkingchecklist.htm>

Monitoring and Policy Review:

- *School Health Index*, Centers for Disease Control and Prevention (CDC), <http://apps.nccd.cdc.gov/shi/>>
- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, www.fns.usda.gov/tn/Healthy/changing.html>
- *Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, www.actionforhealthykids.org/docs/specialreports/report_small.pdf>
- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368§ion=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726§ion=5>>
- *Opportunity to Learn: Standards for High School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727§ion=5>>