

## **SS. Philip and James School - Canal Fulton, OH**

**IRN 059634**

### **Wellness Policy**

#### **Rationale:**

The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, physical and mental growth, and lifelong health and well being. A healthy lifestyle and school environment goes beyond school meals in the cafeteria. A healthy lifestyle and maintaining a healthy body weight requires a combination of healthy food choices and the appropriate amount of physical activity. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases, like Type 2 diabetes. Schools have a responsibility to help students learn, establish and maintain lifelong healthy eating and activity patterns. These efforts involve parents and adults serving as role models and community members being informed of the policies that improve the long term health and well being of students. Well planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

#### **Goal:**

SS. Philip and James School is committed to providing a school environment that promotes and protects children's health, well-being, and the ability to learn by supporting healthy eating and physical activity. It is the ultimate goal for the school community to possess the knowledge and skills necessary to make healthy choices for a lifetime.

#### **Nutrition:**

##### *Minimum Requirements*

- SS. Philip and James School implements health objectives relating to diet, nutrition, and exercise as stated in the 2002 Archdiocesan Graded Course of Study for Science and Health.
- SPJ will offer a school lunch program that meets the meal patterns and nutrition standards established by the U.S. Dept. of Agriculture and Ohio Dept. of Education - Office of Child Nutrition Programs.
- SPJ will operate child nutrition programs with school staff who have been thoroughly trained.
- SPJ will establish food safety as a key component of school food operations and ensure that the food service permit is current for the Food Service school site.
- All lunches will be served with reduced fat milk either flavored or white.

- Provide adequate time for students to eat and enjoy school meals (minimum of 18-25 minutes for lunch).
- Provide options for handwashing (restroom, hand sanitizers in the cafeteria).
- Establish a cafeteria environment conducive to a positive dining experience with socializing among students and supervision of eating areas by adults whom model proper conduct and voice level.
- Drinking water will be available to all day students all day.
- Nutritional guidelines, food charts, and other health related written and visual information will be visible and created by students or purchased and posted near and in the cafeteria and accessible through newsletters and the school website.
- Provide additional health information whenever possible from the local nutrition agencies as an extension of the curriculum.
- Encouraged use of non-food rewards for student behavior.
- Encouragement of teachers and parents to provide healthy snacks and to minimize sugary treats for classroom celebrations.
- Parent education on nutrition and physical activity will be provided to the parents through newsletters and parent meetings.
- Soda machines and vending machines with unhealthy snacks will not be permitted on school property.
- The school will provide healthy and appealing food options (fruit, vegetables, yogurt, water, granola bars, and juice bars) for snack and a la carte items.
- The school will limit and consider healthy food or non-food fundraisers.
- Salads will be offered for teachers in lieu of the regular lunch menu.
- The school will provide food choices for parents whose children pack lunches.

#### **Physical Activity:**

- All students will participate in the school's physical education program.
- Physical education programs will implement the objectives of the 2006 Archdiocesan Graded Course of Study for Physical Education, one time per week for 1 hour.
- SPJ has daily recess time for PreK through 8 students..
- Discipline will be administered in ways other than depriving a student of recess of physical education class.
- Students will be encouraged to participate in school and community sports programs and to be physically active outside of school (school might consider offering 6 week classes outside of traditional sports, karate, walking/jogging, tennis).
- SPJ will provide opportunities and information for staff to maintain healthy lifestyles.
- SPJ will incorporate 5-10 minutes of physical activity sessions in classrooms to teach
- SPJ will provide staff-monitored recreational activities that promote moderate physical activity during all outdoor and indoor recess times.

- Students in after school childcare will have opportunities for physical activity.

#### **School Based Activities:**

- School and committee will provide community/ parent health screenings and written information during parent meetings.
- SPJ students will have time for a healthy mid-morning snack daily.
- SPJ staff will provide positive, motivating messages, both verbal and non-verbal, about healthy lifestyle practices throughout the school setting. All school personnel will help reinforce these positive messages.
- SPJ will promote healthful eating, physical activity, and healthy lifestyles to students, parents, teachers, administrators, and the community at school events (school registration, parent-teacher conferences, PTA meeting, open houses, health and school fairs, teacher in-services, school website, and other events).

#### **Nutrition Guidelines:**

- School lunch programs will follow nutritional guidelines established by the Ohio Department of Education, Office of Child Nutrition Services.
- SPJ will continually evaluate food products sold on the premises of the school and set nutritional guidelines for all food and beverages.
- Drinking fountains are available to students in all buildings at SPJ.

#### **School Health/ Wellness Council:**

The school health/wellness council will create and strengthen the existing health providers in the school. The council will work to develop, implement, monitor, review, and as necessary, revise school nutrition and physical activity policies. The council consists of a group of individuals representing the school and community and included parents, school administrator, teachers, health professionals, food service authorities, physical education professionals, and members of the public.

#### **Monitoring and Policy Review:**

The designee of the building will ensure compliance with the nutrition and physical activity wellness policies. The principal or designee will report on the school's compliance to the superintendent or designee.

The school/ health council will revisit the wellness policy annually to revise, update, or amend the policy as needed.

#### **Measuring/ Implementing School Wellness Policy:**

Self-assessment tools such as the School Health Index will be utilized to evaluate and monitor progress yearly. Parent and student needs assessment will be distributed as needed to further update extra curricular activities and possible menu choices.

Provide a ledger of new program and information to educators on wellness issues per school calendar year.

Provide activity logs for students to monitor themselves for physical fitness (<http://www.presidentschallenge.org>).

### **Non-Food Rewards for Students**

(Taken from *Clemson University's College of Agriculture, Forestry and Life Science*) Kids naturally enjoy eating healthy and being physically active. Parents, schools and communities should provide kids with an environment that supports healthy behaviors and teaches them lifelong healthy eating habits.

Parents can provide non-food rewards at home. Respect and words of appreciation can go a long way. Saying "You did a great job" or "I appreciate your help" is often underestimated. Simply recognizing kids for good work or behavior is a great motivator and is always appreciated. Here are other ways to reward a child's good behavior and academic excellence while generating fun and great results:

- Allow your child to have a few friends over after school to play sports or watch a video.
- Invite a few of their friends to a sleepover.
- Let the child help plan a special outing.
- Read a bedtime story of your child's choice.
- Have a family game night, and let the child choose the game(s).
- Allow the child to pick a movie that the family will watch together or an outdoor sport that the family will play together.
- Keep a box of special toys, computer games or art supplies that can only be used on special occasions.
- Set up a system so that the child can earn movie tickets, coupons, gift certificates or discounts to skating rinks, bowling alleys, and other entertainment outlets.

### **At School**

Food is commonly used to reward students for good behavior and academic excellence. It brings about an immediate behavior change in kids.

If this food reward system is working, then why does it need to be changed? In addition to the many reasons already mentioned, giving students food rewards during class reinforces the bad habit of eating outside of meal or snack times.

Rewarding kids with food also can contribute to obesity, Type 2 diabetes, high blood pressure, heart disease and other health problems. Non-food items or activities, on the other hand, can support good health while recognizing kids for their achievements or good behavior.

Here are some non-food alternatives that students can enjoy as rewards at school.

**Zero-Cost Alternatives:**

- sit by friends
- watch a video
- read outdoors
- teach the class
- earn extra credit
- get extra art time
- have an extra recess
- receive verbal praise
- enjoy class outdoors
- play a computer game
- read to a younger class
- go on a walking field trip
- get a “no homework” pass
- make deliveries to the office
- take care of the class animal
- listen to music while working
- read morning announcements
- play a favorite game or puzzle
- be a helper in another classroom
- eat lunch outdoors with the class
- walk with a teacher during lunch
- eat lunch with a teacher or principal
- design a class/school bulletin board
- be recognized during announcements
- be featured on a photo recognition board
- dance to favorite music in the classroom
- earn play money to be used for privileges
- get “free choice” time at the end of the day
- listen with a headset to a book on audiotape
- have teacher share a special skill (e.g. sing)
- receive a note of recognition from the teacher or principal

- go to the library to select a book to read
- have a teacher read a special book to the entire class
- receive a 5-minute chat break at the end of the class or at the end of the day
- earn points for good behavior to “buy” unique rewards (e.g. autographed items with special meaning or lunch with the teacher)

#### **Low-Cost Alternatives:**

- select a paper back book
- enter a drawing for donated prizes among students who meet certain grade standards
- earn a trophy, plaque, ribbon or certificate
- get a video store or movie theatre coupon
- earn a pass to the zoo, aquarium, or museum
- earn a free pass to a school event or game
- get a flash cards set printed from a computer
- receive a “mystery pack” (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
- earn a gift certificate to the school store or book fair
- receive a plant, seeds and a pot for growing
- earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
- take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo’s, bubbles, spider rings, charms and pencil toppers)
- receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies

### School Wellness Assessment

Date: \_\_\_\_\_ School: \_\_\_\_\_

Assessors' name(s): \_\_\_\_\_

<b>Comprehensive Learning Environment</b>	<b>Fully in Place</b>	<b>Partly in Place</b>	<b>Not in Place</b>	<b>Not Applicable</b>
Nutrition promotion is offered at each grade level designed to provide students with knowledge and skills to promote and protect their health.	2	1	0	N/A
Education and Promotion is part of physical education and health education classes and linked to standards in other classes.	2	1	0	N/A
Education is enjoyable, developmentally appropriate, culturally-relevant, and includes participatory activities.	2	1	0	N/A
Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products.	2	1	0	N/A
Links with school meal programs, other school foods, and nutrition-related community services.	2	1	0	N/A
Includes training for teachers and other staff to learn about nutrition and physical activity, including how to integrate them into core instruction.	2	1	0	N/A
Provide parent's information about physical education and other school based physical opportunities before, during, and after school.	2	1	0	N/A
Advertisements within the school reinforce the goals of health education and nutrition standards.	2	1	0	N/A
School spaces and facilities are available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations to offer physical activity and nutrition programs.	2	1	0	N/A
Activities and policies planned and implemented for staff members that support personal efforts by staff to maintain a healthy lifestyle.	2	1	0	N/A
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.	2	1	0	N/A

**Total score:** \_\_\_\_\_ / 22 = \_\_\_\_\_ %

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<b>Healthy Eating Opportunities &amp; Practices</b>	<b>Fully in Place</b>	<b>Partly in Place</b>	<b>Not in Place</b>	<b>Not Applicable</b>
Students have access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.	2	1	0	N/A
Students are provided clean, safe, and pleasant settings and adequate time for students to eat.	2	1	0	N/A
<b>Nutritional quality includes:</b> <ul style="list-style-type: none"> <li>• Elementary Schools: food in elementary schools should be sold as balanced meals. Foods and beverages sold individually shall include (but not be limited to) low-fat and non-fat milk, fruits, and non-fried vegetables.</li> <li>• Middle and High Schools: All foods and beverages sold individually outside the reimbursable meal programs will meet nutrition and portion size standards.</li> </ul>	2	1	0	N/A
Sugar sweetened beverages, such as soda, are prohibited from the cafeteria.	2	1	0	N/A
Foods and beverages offered over the course of a school week should be nutrient-dense, including whole grain products and fiber-rich fruits and vegetables.	2	1	0	N/A
Choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on a school site where foods are sold.	2	1	0	N/A
Foods and beverages available during the school day include products that are zero transfat and minimized saturated fats, sodium, and sugar.	2	1	0	N/A
Ala Carte foods include a variety of choices of nutritious foods, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.	2	1	0	N/A
Nutrition information is provided for products offered in snack bars, ala carte, vending, and school stores.	2	1	0	N/A
Foods and beverages offered are modest portion sizes and age-appropriate for elementary, middle and high school students.	2	1	0	N/A

**Total Score:** \_\_\_\_\_ / 20 = \_\_\_\_\_ %

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<b>Physical Activity</b>	<b>Fully in Place</b>	<b>Partly in Place</b>	<b>Not in Place</b>	<b>Not Applicable</b>
All students in grades K – 12 will have opportunities, support, and encouragement to be physically active on a regular basis.	2	1	0	N/A
Students with disabilities, special health-care needs, and in alternative educational settings, will have access to physical activity.	2	1	0	N/A
Physical education will be taught by a certified physical education teacher.	2	1	0	N/A
Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.	2	1	0	N/A
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.	2	1	0	N/A
Schools discourage extended periods of inactivity (i.e. periods of two or more hours).	2	1	0	N/A
Physical activity is promoted in after-school programs, such as intramurals, interscholastic athletics, and physical activity clubs.	2	1	0	N/A
After school child care and enrichment programs will provide and encourage daily periods of moderate to vigorous physical activity.	2	1	0	N/A

**Total score:** \_\_\_\_\_ /16 = \_\_\_\_\_ %

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## HEALTHY SCHOOL PARTIES

Schools can play a major role in helping students become fit, healthy and ready to learn. One way to accomplish this is for foods offered in schools to support lessons learned in the classroom regarding nutrition and physical activity. What better venue than schools, which have a great impact on children, to support the message that proper nutrition and physical activity are a key part of a healthy lifestyle? Positive examples of making healthy eating choices and encouraging physical activity should be visible throughout the school. Parties, as well as cafeterias, school stores, vending machines, and after-school events offer opportunities for schools to reinforce the message that making healthy food choices and being physically active means a healthier body and a sharper mind.

### Snack Ideas for School and Classroom Parties

Of course, the foods offered at school parties should add to the fun, but try to avoid making them the main focus. Remember, schools are responsible for helping students learn lessons about good nutrition and healthy lifestyles and students should practice these lessons during school parties. For example, consider combining student birthday parties into one monthly event that incorporates physical activities as well as healthy snacks. Also, be sure to consider ethnic and medical food restrictions and allergies when providing classroom snacks.

Here is a list of healthy snack choices to consider for classroom events. Serving all healthy foods and incorporating physical activities make a powerful statement. Actions speak louder than words. Lead by example.

- Fresh fruits and vegetables—Buy locally when possible
- Yogurt
- Bagels with lowfat cream cheese
- Baby carrots and other vegetables with lowfat dip
- Trail mix
- Nuts and seeds
- Fig cookies
- Animal crackers
- Baked chips
- Lowfat popcorn
- Granola bars\*
- Soft pretzels and mustard
- Pizza (no extra cheese and no more than one meat)
- Pudding
- String cheese
- Cereal bar
- Single-serve lowfat or fat free milk (regular or flavored)
- 100% fruit juice (small single-serve)
- Bottled water (including flavored water)

\*May be allergens and/or a choking risk for some people. Please check with a health care provider.

[www.newenglanddairycouncil.org/PDF/alternativefoodrewards.pdf](http://www.newenglanddairycouncil.org/PDF/alternativefoodrewards.pdf)

Texas Department of Agriculture

[www.squaremeals.org/vgn/tda/files/983/1034\\_NonFoodRewards.pdf](http://www.squaremeals.org/vgn/tda/files/983/1034_NonFoodRewards.pdf)

Friday Free Time: "I give my students thirty minutes at the beginning of the week and they can earn or lose free time according to their behavior. I use a timer and turn it on (they can hear it) if they are too loud working, lining up, etc. I add time when their behavior is good. Adding time is the most effective. I save time by not waiting for them to settle down so I don't feel bad about the free time."

# APPENDIX C: HEALTHY FUNDRAISING

## FUNDRAISING ALTERNATIVES

Many school fundraising strategies are being developed with school financial needs and concerns about student nutrition in mind. Instead of candy, schools are selling:

- Fresh and exotic fruit, like cases of citrus fruit
- High quality potatoes, onions, or other produce items
- Nuts and trail mix
- Popcorn

Schools are also selling an ever-expanding variety of non-food items such as:

- Gift wrap
- Magazine subscriptions
- Garden seeds
- Candles
- Discount coupon books
- Raffles of gift baskets
- Plants and flowers
- School spirit items

Schools are also utilizing a wide variety of traditional and non-traditional fundraising events such as:

- Car washes
- Walk-a-thons, bike-a-thons, jog-a-thons, skate-a-thons, etc.
- Family game nights
- “Hire a student day” for odd jobs (with proceeds going to the school)
- 3-on-3 basketball tournaments
- Silent auctions
- Talent shows

Additional online resources for healthy fundraising ideas:

Connecticut Team Nutrition

[www.state.ct.us/sde/deps/Student/NutritionEd/Healthy\\_Fundraising\\_Color.pdf](http://www.state.ct.us/sde/deps/Student/NutritionEd/Healthy_Fundraising_Color.pdf)

Montana Office of Public Instruction

[www.opi.state.mt.us/pdf/MBI/fundraiser.pdf](http://www.opi.state.mt.us/pdf/MBI/fundraiser.pdf)

Parents Advocating School Accountability

[http://pasaorg.tripod.com/nonfood\\_fundraising.pdf](http://pasaorg.tripod.com/nonfood_fundraising.pdf)

[www.afrds.org/homeframe.html](http://www.afrds.org/homeframe.html)

Association of Fund-Raising Distributors and Suppliers. Site includes a toolbox with “Fundraising Fundamentals,” a checklist for evaluating fundraising companies, and a resource on product fundraising issues and trends.

[www.PTOtoday.com](http://www.PTOtoday.com)

Lists fundraising activities by categories, has a “work vs. reward” equation, contains a parent sharing section on “what works, what doesn’t and why.”

[www.fundraising-ideas.com](http://www.fundraising-ideas.com)

Offers a free newsletter with programs, services, and press releases. Links to [www.amazon.com](http://www.amazon.com) with books on fundraising.

## Appendix D: Outdoor recess

According to Trost, having recess may actually be able to help children perform academically.

"There is research to support that kids who have recess display better time on task, are less fidgety in the classroom and better behaved," he said. "They tend to do better when they've had some moving around."

In addition to benefits in the classroom, recess is important to the overall development of children, Trost said. "Physical activity is essential to the physical and social development of kids," he said. "Fundamental movement skills can be acquired through moving. Also, during play, they take roles, learn to negotiate and deal with conflict."

The National Association for the Development of Young Children tells us: Play is an active form of learning that unites the mind, body, and spirit. Until at least the age of nine, children's learning occurs best when the whole self is involved.

Play reduces the tension that often comes with having to achieve or needing to learn. In play, adults do not interfere and children relax.

Children express and work out emotional aspects of everyday experiences through unstructured play.

Children permitted to play freely with peers develop skills for seeing things through another person's point of view--cooperating, helping, sharing, and solving problems.

The development of children's perceptual abilities may suffer when so much of their experience is through television, computers, books, work-sheets, and media that require only two senses. The senses of smell, touch, and taste, and the sense of motion through space are powerful modes of learning.

Children who are less restricted in their access to the outdoors gain competence in moving through the larger world. Developmentally, they should gain the ability to navigate their immediate environs (in safety) and lay the foundation for the courage that will enable them eventually to lead their own lives.

If recess must be taken away alternatives may be:

- Students are required to walk laps during recess
- Use a work out video during their recess time
- Running errands while in the school office
- Engaging younger children during recess in physical activities

The American Association for the Child's Right to Play  
<http://www.ipausa.org/recess.htm>

\* Trost reference



## APPENDIX E

### Physical Education and Activity Resources

#### Cross-Curricular Instruction: Integrating Physical Activity into Classroom Subjects:

Cross-curricular integration of lessons will help students to see connections among the subject areas and provide opportunities for teachers to work together. Below are several ideas for integrating physical movement into various subject areas:

- Physical activity guides for elementary classroom teachers that integrate physical movement into classroom subjects; language arts, math, science and social studies.
  - Brain Breaks: [www.emc.cmich.edu/BrainBreaks](http://www.emc.cmich.edu/BrainBreaks)
  - Energizers: [www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)
  - Take Ten: [www.take10.net](http://www.take10.net)
- Michigan Team Nutrition booklist: The list contains short, one-paragraph annotations for over 300 books about food, healthy eating, and physical activity for children in pre-school through third grade. [www.tn.fcs.msue.msu.edu/booklist.html](http://www.tn.fcs.msue.msu.edu/booklist.html)
  - Examples:
    - Get Moving: Tips on Exercise, Feeney, Kathy, Bridgestone Books, 2002
    - Let the Games Begin, Ajmera, Maya and Michael J. Regan Charlesbridge, 2000.
- Display poster or banners with physical activity themes:  
[www.nal.usda.gov/wicworks/Sharing\\_Center/KYactivitypyramid.pdf](http://www.nal.usda.gov/wicworks/Sharing_Center/KYactivitypyramid.pdf)

#### Using Physical Activity to Reward Students

Have an extra recess; Walk with a teacher during lunch; Dance to favorite music in the classroom; Hold Friday Physical Activity Time where students earn extra physical activity time based on their good behaviors during the week; and challenge another homeroom to a sport or activity.

#### Ideas for School Parties

Make your party a dance; modify traditional games for classroom use; hold contests or relays.

#### Resources

- All Children Exercising Simultaneously (ACES) day: A one-day event where millions of children of all ages exercise at the same time worldwide in a symbolic event of fitness and unity. [www.michiganfitness.org](http://www.michiganfitness.org)
- Hoops for Heart: Engages student in playing basketball while learning the lifelong benefits of physical activity, volunteering, and fundraising. [www.americanheart.org](http://www.americanheart.org)

- Jump Rope for Heart: Engages students in jumping rope while learning the lifelong benefits of physical activity, the seriousness of heart disease and stroke, volunteering and fundraising. [www.americanheart.org/jump](http://www.americanheart.org/jump)
- Walk to School Day/Safe Routes to School: Join in the effort to promote walking to school as a way to provide an opportunity for more physical activity!  
[www.michiganfitness.org/](http://www.michiganfitness.org/)

### **Recess before Lunch**

Recess Before Lunch gives students the opportunity to excel in both health and academics. Find everything you need to establish a recess before lunch program including how to implement, resources, and supporting information, and educational and marketing materials.  
[www.opi.state.mt.us/schoolfood/index.html](http://www.opi.state.mt.us/schoolfood/index.html)

### **Physical Activity Resources**

American Alliance for Health, Physical Education, Recreation, and Dance  
<http://www.aahperd.org/>

The latest resources for health, physical activity, recreation, and dance professionals, including presentations from February 2005 conference on relationship of physical activity in relationship to No Child Left Behind.

California Dept. of Education: Academic Achievement and Physical Fitness  
[www.cde.ca.gov/nr/ne/vr02/vr02rel37.asp](http://www.cde.ca.gov/nr/ne/vr02/vr02rel37.asp)

This study, released in December 2002, supports the connection between physical fitness levels of students in grades 5, 7, and 9—and student performance of CA Department of Education Achievement Tests.

Centers for Disease Control and Prevention (CDC)  
[www.cdc.gov/nccdphp/dnpa/](http://www.cdc.gov/nccdphp/dnpa/)

The CDC site is an essential resource for nutrition and activity issues. Search for surveillance data (including maps of obesity prevalence); pediatric growth charts; and several national activity campaigns, like Kids Walk-to-School and Turn Off Your TV.

Montana Team Nutrition Resources  
[www.opi.state.mt.us/](http://www.opi.state.mt.us/)

Search on-site for PDF of physical activity resources from Big Sky country, including Mind and Body: Activities for the Elementary Classroom, and Recess Before Lunch: A Guide for Success.

PE4life  
<http://pe4life.org/>

This organization inspires active, healthy living by advancing the development of quality, daily physical education programs for all children. The site features a free newsletter and action kit, as well as information about PEP grants and National PE Day.

President's Challenge—You're It. Get Fit!

[www.presidentschallenge.org/](http://www.presidentschallenge.org/)

Physical activity and awards program for Americans for ALL ages. Site offers activity logs for kids, teens, and adults (you can register your whole school), as well as cool online tools and ways to win awards for activity.

Take 10!

[www.take10.net/](http://www.take10.net/)

Take 10 is a classroom-based physical activity program for kindergarten to fifth grade students, which is linked to academic learning objectives. The goal is to get American kids moving more—ten minutes at a time.

## 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.mqi](http://www.nasbe.org/HealthySchools/fithealthy.mqi)>
- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <[www.iom.edu/report.asp?id=22596](http://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](http://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](http://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 Association [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.nchealthyschools.org/nchealthyschools/htdocs/SHAC\\_manual.pdf](http://www.nchealthyschools.org/nchealthyschools/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/>](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>](http://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/>](http://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>](http://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>](http://www.csba.org/ps/hf.htm)
- *Diet and Oral Health*, American Dental Association, [<http://www.ada.org/public/topics/diet.asp>](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/>](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>](http://www.cspinet.org/nutritionpolicy/SNDAllfind.pdf)
- *Local Support for Nutrition Integrity in Schools*, American Dietetic Association, [<www.eatright.org/Member/Files/Local.pdf>](http://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>](http://www.eatright.org/Public/NutritionInformation/92_8243.cfm)
- *HealthierUS School Challenge*, U.S. Department of Agriculture, [<www.fns.usda.gov/tn/HealthierUS/index.htm>](http://www.fns.usda.gov/tn/HealthierUS/index.htm)

- *Breakfast for Learning*, Food Research and Action Center,  
<[www.frac.org/pdf/breakfastforlearning.PDF](http://www.frac.org/pdf/breakfastforlearning.PDF)>
- *School Breakfast Scorecard*, Food Research and Action Center,  
<[www.frac.org/School Breakfast Report/2004/](http://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.healthylarkansas.com/advisory\\_committee/pdf/final\\_recommendations.pdf](http://www.healthylarkansas.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](http://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](http://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](http://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/](http://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](http://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](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](http://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](http://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](http://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](http://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](http://www.5aday.org)>

## **Fundraising Activities**

- *Creative Financing and Fun Fundraising*, Shasta County Public Health, <[www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/proilean/fundraiser1.pdf](http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/proilean/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](http://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](http://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](http://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](http://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](http://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](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](http://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](http://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](http://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](http://www.emc.cmich.edu/brainbreaks)>
- *Energizers*, East Carolina University, <[www.ncpe4me.com/energizers.html](http://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](http://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](http://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](http://www.gao.gov/new.items/d04810.pdf)>

## **Eating Disorders**

- Academy for Eating Disorders, <[www.aedweb.org](http://www.aedweb.org)>
- National Eating Disorders Association, <[www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)>
- Eating Disorders Coalition, <[www.eatingdisorderscoalition.org](http://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](http://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](http://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](http://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](http://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&section=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&section=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&section=5>>
- *Substitution for Instructional Physical Education Programs*, National Association for Sport and Physical Education, [www.aahperd.org/naspe/pdf\\_files/pos\\_papers/substitution.pdf](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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/](http://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/](http://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>](http://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/>](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>](http://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>](http://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&section=5>](http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368&section=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&section=5>](http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726&section=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&section=5>](http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727&section=5)

**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>](http://www.actionforhealthykids.org/AFHK/team_center/team_public_view.php?team=IL&Submit=Go)

Advocacy Institute

[<www.advocacy.org>](http://www.advocacy.org)

Advocates for Better Children's Diets

[<www.nchapman.com/abcd.html>](http://www.nchapman.com/abcd.html)

American Cancer Society

[<www.cancer.org>](http://www.cancer.org)

American Dental Association

[<www.ada.org/public/topics/diet.asp>](http://www.ada.org/public/topics/diet.asp)

American Diabetes Association

[<www.diabetes.org>](http://www.diabetes.org)

American Dietetic Association

[<www.eatright.org>](http://www.eatright.org)

American Public Health Association

[<www.apha.org>](http://www.apha.org)

American School Health Association

[<www.ashaweb.org>](http://www.ashaweb.org)

American Society of Bariatric Physicians

[<www.asbp.org>](http://www.asbp.org)

Association of State and Territorial Public Health Nutrition Directors

[<www.astphnd.org>](http://www.astphnd.org)

Be Active New York State

[<www.BeActiveNYS.org>](http://www.BeActiveNYS.org)

California Center for Public Health Advocacy

[<www.publichealthadvocacy.org>](http://www.publichealthadvocacy.org)

California Food Policy Advocates

[<www.cfpa.net>](http://www.cfpa.net)

Center for Behavioral Epidemiology and Community Health

[<www.cbeach.org>](http://www.cbeach.org)

Center for Informed Food Choices  
<[www.informedeating.org](http://www.informedeating.org)>

Center for Science in the Public Interest  
<[www.cspinet.org/nutritionpolicy](http://www.cspinet.org/nutritionpolicy)>

Chronic Disease Directors  
<[www.chronicdisease.org](http://www.chronicdisease.org)>

Community Food Security Coalition  
<[www.foodsecurity.org](http://www.foodsecurity.org)>

Community Health Partnership (OR)  
<[www.communityhealthpartnership.org](http://www.communityhealthpartnership.org)>

Council of Chief State School Officers  
<[www.ccsso.org/schoolhealth](http://www.ccsso.org/schoolhealth)>

Elyria City Health District (OH)  
<[www.elyriahealth.com](http://www.elyriahealth.com)>

Fitness Forward Foundation  
<[www.fitnessforward.org](http://www.fitnessforward.org)>

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

George Washington Cancer Institute  
<[www.gwumc.edu/gwci](http://www.gwumc.edu/gwci)>

Harvard Prevention Research Center  
<[www.hsph.harvard.edu/prc](http://www.hsph.harvard.edu/prc)>

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

Healthy Schools Campaign  
<[www.healthyschoolscampaign.org](http://www.healthyschoolscampaign.org)>

Howard University Cancer Center  
<[www.med.howard.edu/hucc](http://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](http://www.hunter.cuny.edu/schoolhp/nfs/index.htm)>

Institute for America's Health  
<[www.healthy-america.org](http://www.healthy-america.org)>

I4 Learning  
<[www.i4learning.com](http://www.i4learning.com)>

Kids First  
<[www.kidsfirstri.org](http://www.kidsfirstri.org)>

Louisiana Public Health Institute  
<[www.lphi.org](http://www.lphi.org)>

Muskegon Community Health Project (MI)  
<[www.mchp.org](http://www.mchp.org)>

National Association for Health and Fitness  
<[www.physicalfitness.org](http://www.physicalfitness.org)>

National Association for Sport and Physical Education (NASPE)  
<[www.naspeinfo.org/template.cfm?template=policies.html](http://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](http://www.nasbe.org/HealthySchools)>

National Center for Bicycling and Walking  
<[www.bikewalk.org](http://www.bikewalk.org)>

National Education Association – Health Information Network  
<[www.neasmartbody.org](http://www.neasmartbody.org)>

National PTA  
<[www.pta.org](http://www.pta.org)>

National Research Center for Women and Families  
<[www.center4research.org](http://www.center4research.org)>

National School Boards Association (NSBA)  
<[www.nsba.org/schoolhealth](http://www.nsba.org/schoolhealth)>

New York State Department of Health  
<[www.health.state.ny.us/nysdoh/chronic/obesity/](http://www.health.state.ny.us/nysdoh/chronic/obesity/)> and  
<[www.health.state.ny.us/nysdoh/nutrition.index.htm](http://www.health.state.ny.us/nysdoh/nutrition.index.htm)>

New York State Nutrition Council

North Dakota Dietetic Association  
<[www.eatrightnd.org](http://www.eatrightnd.org)>

Parents' Action for Children  
<[www.parentsaction.org](http://www.parentsaction.org)>

PE4life  
<[www.pe4life.org](http://www.pe4life.org)>

Prevention Institute  
<[www.preventioninstitute.org/sa/enact.html](http://www.preventioninstitute.org/sa/enact.html)>

Produce for Better Health Foundation  
<[www.5aday.org](http://www.5aday.org)>

Produce Marketing Association  
<[www.pma.com](http://www.pma.com)>

Samuels and Associates  
<[www.samuelsandassociates.com](http://www.samuelsandassociates.com)>

Society for Nutrition Education  
<[www.sne.org](http://www.sne.org)>

SPARK PE  
<[www.sparkpe.org](http://www.sparkpe.org)>

Sportime  
<[www.sportime.com](http://www.sportime.com)>

Stark County Health Department (OH)  
<[www.starkhealth.org](http://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](http://www.steptogethernola.org/home)>

United Fresh Fruit and Vegetable Association  
<[www.uffva.org](http://www.uffva.org)>

University of Arkansas for Medical Sciences College of Public Health  
<[www.uams.edu/coph](http://www.uams.edu/coph)>

U.S. Water Fitness Association  
<[www.mwaquatics.com](http://www.mwaquatics.com)>

Women's Sports Foundation  
<[www.womenssportsfoundation.org](http://www.womenssportsfoundation.org)>

Young People's Healthy Heart Program at Mercy Hospital (ND)  
<[www.healthyheartprogram.com](http://www.healthyheartprogram.com)>



# Comparison of Menu Patterns

	Preschool			Grades K-3		Grades 4-12	
	Ages 1-2	Ages 3-4	Ages 5-8	Ages 9 & over	Ages 12 & over		
<b>Meat or Meat Alternate</b> *Must be served in the main dish or the main dish and only one other menu item *Vegetable Protein products, cheese alternate products, and enriched macaroni with fortified protein may be used to meet part of the meat requirement.	1 oz.	1-1/2 oz.	1-1/2 oz.	2 oz.	3 oz.		
<b>Fruits and Vegetables</b> *No more than one-half of the total requirement may be met with full strength juice. *Cooked dry beans or peas may be used as a meat alternate or as a vegetable but not as both in the same meal. *Two or more servings of fruit and or vegetable (must be different foods)	1/2 cup	1/2 cup	1/2 cup	3/4 cup	3/4 cup		
<b>Bread or Bread Alternate</b> *At least 1/2 serving of bread for group 1, and 1 serving for groups 2-5 must be served daily. *Protein fortified macaroni may be used as a bread or meal but not as both in the same meal.	5 per week	8 per week	8 per week	8 per week	10 per week		
<b>Milk</b> *Must offer whole milk *unflavored lowfat milk	3/4 cup (6 fl oz)	3/4 cup (6 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)		

Proposed Food Based Menu Pattern						
	Ages 1-2	Preschool Ages 3-4	Grades K-6	Grades 7-12	Option for Grades K-3	
<b>Meat or Meat Alternate</b>	1 oz	1-1/2 oz	2 oz	2 oz	1 1/2 oz	
<b>Fruits and Vegetables</b>	1/2 cup	1/2 cup	3/4 cup plus additional 1/2 cup over a week	1 cup	3/4 cup	
<b>Grains and Bread</b> (note new title)	5 servings per week minimum of 1/2 per day	8 servings per week minimum of 1 per day	12 servings per week minimum of 1 per day	15 servings per week minimum of 1 per day	10 servings per week minimum of 1 per day	
<b>Milk</b>	6 oz (3/4 cup)	6 oz (3/4 cup)	8 oz (1 cup)	8 oz (1 cup)	8 oz (1 cup)	

Week equals 5 days. Up to one grain/bread per day may be dessert.