

Washington Park Community School 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 principals of the U.S. Dietary Guidelines for Americans and My Plate.

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, Washington Park Community School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of Washington Park Community School that:

- The school 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-8 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; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, Washington Park Community School will participate in the National School Lunch Program and the School Breakfast Program.
- The school 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.

TO ACHIEVE THESE POLICY GOALS:

I. School Health Councils

Washington Park Community School will create, strengthen, or work within existing school health council to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council will also serve as a resource 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.)

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

School Meals

Meals served through the National School Lunch Program 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 vegetables¹; and
- serve only low-fat (1%) and fat-free milk²
- ensure that half of the served grains are whole grain.^{3, 4}

3

²To the extent possible, the school will offer at least one non-fried vegetable and one fruit 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 labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient.

Washington Park Community School should engage students and parents, through surveys, in selecting foods sold through the school meal program in order to identify new, healthful, and appealing food choices. In addition, information about the nutritional content of meals may be made available to parents and students upon request to the school office.

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:

- The school will, to the extent possible, operate the School Breakfast Program.
- The school will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the "grab-and-go" breakfast.
- The school will notify parents and students of the availability of the School Breakfast Program.
- The school 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. Washington Park Community School 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 meals⁴. Toward this end, Washington Park Community will utilize a card system where all students will receive the same color card and a payment system that is confidentially predetermined by the food program administrator; and promote the availability of school meals to all students.

Meal Times and Scheduling. Washington Park Community School:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch
- will 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 a 20 minute recess period to follow lunch periods (in Kindergarten through Fifth Grades);
- 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).

⁴ 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.

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of Washington Park Community School's responsibility to operate a food service program, we will contract with an approved vendor with the Ohio Department of Education. The catering service will be responsible for adhering to guidelines set forth for the School Food Service Program. Any Washington Park Community School staff member assisting in the distribution of the food will have training according to their levels of responsibility.⁵

Sharing of Foods and Beverages. Washington Park Community School discourages 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 School. The school food service program will approve and provide food and beverage sales to students in the elementary school. Given young children's limited nutrition skills, food in the elementary school will be sold as a balanced meal. If available, beverages sold individually will be limited to low-fat (1%) milk or fat-free milk.

Middle/Junior High and High Schools. In middle school, food will also be sold as a balanced meal. If available, beverages sold individually will be limited to low-fat (1%) milk or fat-free milk.

If there are 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, the items will meet the following nutrition and portion size standards:

Beverages

Allowed: water or seltzer water⁶ 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).

⁵ School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

⁶ 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).

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;⁷
 - 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 fruits and/or non-fried vegetables should be offered for sale at school sponsored events. 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 canned vegetables (that meet the above fat and sodium guidelines).⁸

Portion Sizes:

- Limit portion sizes of food 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
 - Fruits and non-fried vegetables are exempt from portion-size limits.

⁷ 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.

⁸ 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 within the school setting should not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Washington Park Community School will encourage fundraising activities that promote physical activity. The school will make available a list of ideas for acceptable fundraising activities upon request.

Snacks. Snacks served during the school day or in after-school 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. The school will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. Washington Park Community School will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

Rewards. Washington Park Community school 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,⁹ and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Washington Park Community School limits 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). Washington Park Community School 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).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Washington Park Community School aims to teach, encourage, and support healthy eating by students. The school will 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;

⁹ Unless this practice is allowed by a student’s individual education plan (IEP).

- is part of not only health education classes, but also classroom instruction subjects such as math, science, language arts, social sciences;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, hands-on activities;
- 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.

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 or playing video games;
- 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.

Communications with Parents. Washington Park Community School will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school will send home nutrition information, may post nutrition tips on school web sites or letters, and could provide nutrient analyses of school menus upon request. Washington Park Community School encourages 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 school can provide parents with a list of foods that meet the school's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the school will

provide opportunities for parents to share their healthy food practices and ideas with others in the school community.

Washington Park Community 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 web site, 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, Washington Park Community School will limit food and beverage marketing promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).¹⁰ School-based marketing of brands promoting predominantly low-nutrition foods and beverages¹¹ 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; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness. Washington Park Community School 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. Washington Park Community School should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, dietitian or other health professional, recreation program 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.

¹⁰ 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.

¹¹ 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.

IV. Physical Activity Opportunities and Physical Education

Physical Education (P.E.) K-8. All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education (or its equivalent of 90 minutes/week for elementary and middle school students) for the entire school year. All physical education will be taught by a certified teacher. Student involvement in other activities involving physical activity (e.g., recess) 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.

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

Washington Park Community School discourages 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, students should be given periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. All elementary and middle school students are encouraged to be involved with extracurricular physical activity programs, such as physical activity clubs or community sponsored athletic events. These organizations should 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.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) as punishment.

Safe Routes to School. Washington Park Community School 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. Crossing guards will be utilized at the two main crosswalks in front of the school building.

Use of School Facilities Outside of School Hours. Washington Park Community School will allow for its facilities to be utilized by community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times. The school retains the right to deny access to organizations that do not abide by all school rules and conditions of use of facilities.

V. Monitoring and Policy Review

Monitoring. The Director of Education or designee will ensure compliance with established nutrition and physical activity wellness policies.

School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Director of Education or designee.

The Director of Education or designee will develop a summary report every three years on school-wide compliance with the school's established nutrition and physical activity wellness policies, based on input from schools within the district. The report will be provided to the school board and also distributed to the school health council, other school administration, and school health services personnel.

Policy Review. Washington Park Community School will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.¹² The assessment results will be compiled to identify and prioritize needs.

Assessments will be repeated every four years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, Washington Park Community School will review the 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 school will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

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>

¹² 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.

- *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 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.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.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>

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>>
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Ideas for Healthy Fundraising at Washington Park Community School

Non-Food Fundraising

Create a school cookbook. Ask families and staff to submit their favorite healthy recipe to compile in a cookbook and involve students with illustration and writing. Sell the finished product to parents and community members. Ask local businesses to join in the effort and feature the cookbook in their store for a period of time. If a professional look is preferred, personalized cookbooks can be printed through companies like Cookbook Publishers, Inc. (cookbookpublishers.com) and G & R Publishing (gandrpublishing.com).

Sell flower-grams. Sell flowers and cards on holidays such as Valentine's Day and Mother's Day for students and staff to give to friends or family. This is a great way to acknowledge a holiday without candy or treat sales.

Hold a [fill in the blank!]-a-thon. From Bowl-a-thons and Math-a-thons many activities can be turned into school fundraisers. Students can get sponsorship for each lap walked, bowling frame completed, or math problem solved.

Host a book fair. Holding a book fair at school can accomplish the two important goals of fundraising and literacy promotion at the same time. Hosting schools receive a percentage of the profit from all book sales. See www.scholastic.com/bookfairs for more information.

Students can wear casual clothes instead of their uniforms for the day with a donation of \$1.

Back to school sale. Order school supplies in bulk for discounts. Have parents purchase packages of supplies directly from the school or PTO.

Healthy Food Fundraising

Sell do-it-yourself fruit baskets. Buy assorted fruit, dried fruit, nuts, and decorative supplies in bulk at large discount stores. Ask student groups and parent volunteers to assemble baskets. Sell the fruit baskets around holidays or raffle them off at school events.

Switch out the bake sale for a smoothie sale. Instead of the traditional school bake sale, try selling smoothies during or after the school day. This does not require many materials: a few donated blenders, cups, and smoothie ingredients. Include a variety of fresh or frozen fruits and low-fat and low-sugar yogurts for children to design their own creations.

Create a school "farm stand." During the fall months, highlight seasonal produce like pumpkins, gourds, and squash. Students can bring these home for cooking or decorating.

Sell culinary herbs and spice sets. Herbs and spice sets make great gifts for the holidays and year round while promoting cooking and healthy family meals.

*These are just some possible ideas for healthy fundraisers.

Grants: Another Way to Go

Grant funding is another way to raise money for your school. In "Secure Funding

Through Grants,” author Marilyn Ferdinand for The Parent Teacher Association explains the steps involved in finding and applying for grants. “Literally thousands of organizations offer grants ranging from a few hundred dollars to six-figure amounts or even more,” says Ferdinand, “and many of these organizations never award all of the money they have to give.” Ferdinand’s article gives advice for researching grants, approaching donors, and writing and submitting proposals, and includes a list of resources. You can find the entire article on PTA’s website at www.pta.org/archive_article_details_1142627325265.html. PE4Life’s guide titled “Seeking Donor Support for Your School Wellness Program,” also provides extensive instructions for applying for grant funding. Go to www.pe4life.org/UserFiles/File/Seeking_Support_handbook.pdf.

Ideas for Healthy Celebrations and Snacks at Washington Park Community School

HEALTHY SNACK LIST/SPECIAL OCCASIONS

- Raw vegetable sticks* or slices with low fat dressing or yogurt dip
- Fresh fruit wedges*: watermelon, cantaloupe, honeydew, pineapple, oranges, etc.
- Sliced fruit*: apples, pears, peaches, plums, nectarines, etc.
- Dried fruits*: raisins, cranberries, apples, apricots
- Single serving apple sauce
- Trail mix*†
- Pretzels or reduced fat crackers
- Goldfish or Wheat Thins
- Granola bars*, graham crackers, fig bars
- Fat free or low fat pudding cups
- Water or skim milk

Snacks that do not meet nutritional standards will NOT be served to students. Such items include, but are not limited to, cake, cupcakes, cookies, and candy.

Allergy Alert: Before bringing in peanuts, peanut butter, or other nuts as a snack, check to make sure none of the children has an allergy.

Choking Hazard Alert: According to the American Academy of Pediatrics, these otherwise healthy foods can be choking hazards for children under the age of four: nuts and seeds, chunks of meat or cheese, whole grapes, popcorn, chunks of peanut butter, raw vegetables, fruit chunks, such as apple chunks. To reduce the chance that a young child will choke, please slice carrots and celery into thin sticks, cut grapes, cherry tomatoes, and melon balls into quarters, and cut meats and cheeses into very small pieces

* Choking hazard for children under age 4 unless properly prepared.

† Known food allergen. Do not serve to child who is allergic to this food.

Food-free Celebration Ideas

The Massachusetts Public Health Association offers these ideas to help parents and school staff think beyond food when it comes to recognizing children's efforts, or celebrating birthdays and holidays.

General activities to recognize children

Children's efforts can be recognized without a food-based celebration.

- Celebrate with physical activity - allow them an extra recess or gym class. Have the children design, build, and run an obstacle course.
- Celebrate with art and music — have an art party. Divide the classroom into 4 stations and at each station have a craft activity. Play music in the background.

Birthday Parties

There are many ways of making the birthday child feel special.

- Single out the birthday boy or girl with a "V.I.P." button/badge or crown.
- Allow the birthday child to be the first to do each classroom activity and/or be the line leader for the day.
- Donate a book - A great way to build up the classroom library and recognize the child. Have the child's family donate a book and inside label it "This book was donated to Mrs. Smith's classroom in honor of John Jones' 8th birthday."
- Sing the birthday song!

Christmas, Hanukah, Kwanzaa

These holidays provide the opportunity to focus on community outreach. Instead of throwing a party, have each class pool its efforts in honor of a worthy cause.

- Decorate pillowcases to give to a homeless shelter.
- Make holiday cards for a nursing home.
- Collect animal treats for the humane society.
- Hold a food drive for Village Grace Church

Easter

- Decorate plastic or rubber eggs with paints, stickers and glitter.
- Hide small toys or coins inside plastic eggs for Easter egg hunting.
- Fill Easter baskets with books, Legos™, art supplies, washable stuffed animals, or other smaller trinkets.

Halloween

There is more to Halloween than just candy.

- Make Halloween into a drama day where kids get to make their own costumes or masks and write and perform in their own plays.
- Explore the history and legends behind Halloween.

St. Patrick's Day

- Teach an Irish step dance.

Thanksgiving

Thanksgiving is about giving thanks for what we have and for the people we have in our lives.

- Encourage students to share what they are thankful for by writing a poem, drawing a picture, or telling a story.
- Re-create the first Thanksgiving.

Valentine's Day

- Invite students to write down one positive comment about each classmate, e.g., “you’re a good friend, you have a nice smile, or you’re smart” and pass them out as valentines.
- Ask students to write poems and read them aloud to the class. Vote on the best one and have a Valentine’s Day assembly showcasing each classroom winner.

Adapted excerpt from Community Action to Change School Food Policy: An Organizing Kit (p. 63-64). Friedman, R. (2005). Boston, MA: Massachusetts Public Health Association. www.mphaweb.org.

REWARDS

The value of rewarding children (with non-food rewards)

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior. The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary. If non-food rewards are given, here are possible items that could be used:

- Pencils
- Erasers
- Good note home
- Books
- Lunch with the teacher
- Dress down day