

Espiritu Schools Wellness Policies on Physical Activity and Nutrition

Academic Year 2022 - 2023

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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- 1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights: 1400 Independence Avenue, SW. Washington, D.C. 20250-9410;*
- 2. fax: (202) 690-7442; or*
- 3. email: program.intake@usda.gov.*

This institution is an equal opportunity provider.

ESPIRITU

COMMUNITY DEVELOPMENT CORPORATION

Preamble

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

Whereas, good health fosters student attendance and education;

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

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

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

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

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

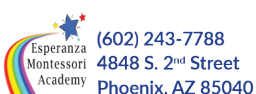
Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

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

Thus, the Espiritu CDC Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of Espiritu Schools that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic,



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and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Schools will provide nutrition, physical, and healing 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 Wellness Committee

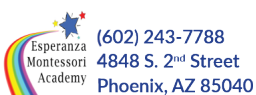
The school district and/or individual schools within the district will create, strengthen, or work within the existing school wellness committee to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committee will also serve as a resource to school sites for implementing those policies.

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

School Meals

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

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;



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- offer a variety of fruits and vegetables;¹
- serve only low-fat (1%) and fat-free milk² and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that served grains meet the correct percentage of whole grain.³

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

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

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

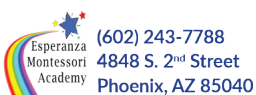
Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to - and prevent the overt identification of - students who are eligible for free and reduced-price school meals³. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Summer Food Service Program. Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of

¹ To the extent possible, schools will offer at least one non-fried vegetable and one fruit option 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.

² As recommended by the *Dietary Guidelines for Americans 2005*.

³ 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.



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the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Meal Times and Scheduling. Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will 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).

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.⁴

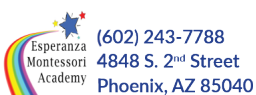
Sharing of Foods and Beverages. Schools should carefully regulate students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually

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

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

⁴ School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.



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

Beverages

- **Encouraged:** water or seltzer water⁵ 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);
- **Discouraged:** soft drinks containing caloric sweeteners; drinks over 50g of sugar per bottle; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding drinks which contain trivial amounts of caffeine (45mg or less per 8oz).

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;⁶
 - 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 per serving of sodium for pizza, sandwiches, and main dishes.⁷

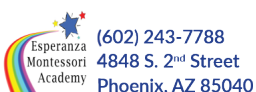
Portion Sizes

- Limit portion sizes of foods and beverages sold individually to those listed below:

⁵ 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).

⁶ 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 sugar limit.

⁷ Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.



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- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

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

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

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

Rewards. Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or flattering behavior,⁸ and will not withhold food or beverages (including food served through school meals) as a punishment.

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

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). School-sponsored events outside the school day will be given a list of healthy snacks ideas to use in their sales.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Espiritu CDC School's aim is to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion

⁸ Unless this practice is allowed by a student's individual education plan (IEP).

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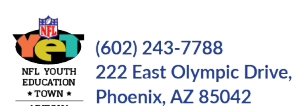
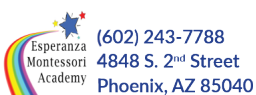
that:

- is offered at each grade level towards a goal of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of the cafeteria, and aims to be included in classroom subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

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 promotion 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;
- when relevant, opportunities for physical activity will be incorporated into other subject lessons; and
- as appropriate, classroom teachers will provide short physical activity breaks between lessons or classes.

Communication with Parents. Espiritu CDC Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer parent education which could include healthy eating seminars for parents, sending home nutrition information, posting nutrition tips on school websites, or providing nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and



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snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. Espiritu CDC Schools will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, Espiritu CDC Schools will provide opportunities for parents to share their healthy food practices with others in the school community.

Espiritu CDC Schools will provide parents with 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 could include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

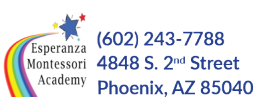
Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).⁹ School-based marketing of brands promoting predominantly low-nutrition foods and beverages¹⁰ is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

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

Staff Wellness. Espiritu CDC Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each Espiritu CDC School should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, or employee benefits specialist. 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 Wellness Committee annually.

⁹ 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.

¹⁰ 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.



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IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will be offered daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. 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 15 minutes a day of supervised recess, preferably outdoors, during which schools should verbally encourage moderate to vigorous physical activity and through the provision of space and equipment.

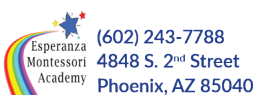
Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged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

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

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

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

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



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transportation when available and appropriate for travel to school and will work with the local transit agency to provide transit passes for students.

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

V. Monitoring and Policy Review

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

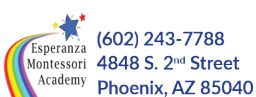
School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). If the district has not received a USDA School Meals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

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

Policy Review. To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.¹¹ The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and

¹¹ 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.



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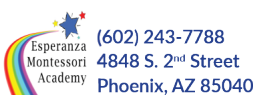


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physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.



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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/fitthealthy.mqi>
- *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, <<https://www.cdc.gov/healthyyouth/publications/pdf/pp-ch7.pdf>>
- *Health, Mental Health, and Safety Guidelines for Schools*, American Academy of Pediatrics and National Association of School Nurses, <<http://www.nationalguidelines.org>>

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>

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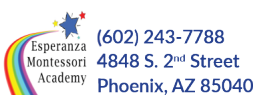
Nutrition:

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>
- *Healthier US 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>



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- *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.healthyarkansas.com/advisory_committee/pdf/final_recommendations.pdf>

Meal Times and Scheduling

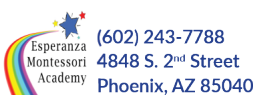
- *Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute (NFSMI) [Attach PDF file]
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, <www.nfsmi.org/Information/Newsletters/insight24.pdf>

Nutrition Standards for Foods and Beverages Sold Individually

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

Fruit and Vegetable Promotion in Schools

- *Fruits and Vegetables Galore: Helping Kids Eat More*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/Resources/fv_galore.html>



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- *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

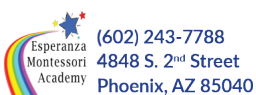
- *Creative Financing and Fun Fundraising*, Shasta County Public Health, www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf
- *Guide to Healthy School Fundraising*, Action for Healthy Kids of Alabama, www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2031%20-%20Fundraising.pdf

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

- *Healthy Non-Food Rewards*, https://www.actionforhealthykids.org/wp-content/uploads/2019/05/Healthy-Non-Food-Rewards-Tip-Sheet_English.pdf
- *Constructive Classroom Rewards*, Center for Science in the Public Interest, www.cspinet.org/nutritionpolicy/constructive_rewards.pdf



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- *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

- *Healthy Celebrations*, Action for Healthy Kids, <<https://www.actionforhealthykids.org/healthy-celebrations/>>
- *Birthdays, Celebrations, and Family Events*, <https://www.actionforhealthykids.org/wp-content/uploads/2019/07/TS_Celebrations_v2.pdf>
- *Healthy Active Parties*, (Full List at Bottom of Page) Action for Healthy Kids, <<https://www.actionforhealthykids.org/activity/healthy-active-parties/>>
- *Classroom Party Ideas*, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign, <<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/46/classroompartyideas.pdf>>

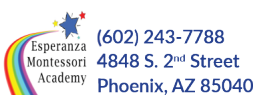
Nutrition and Physical Activity Promotion and Food Marketing:

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>



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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

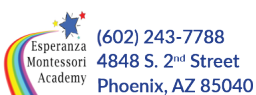
- *Pestering Parents: How Food Companies Market Obesity to Children*, Center for Science in the Public Interest, <www.cspinet.org/pesteringparents>
- *Review of Research on the Effects of Food Promotion to Children*, United Kingdom Food Standards Agency, <www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf>
- *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](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>



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- *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>



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- *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

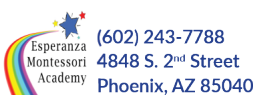
- *Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education, <www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf>
- *The Case for High School Activities*, National Federation of State High School Associations, <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/>
- *Kids Walk to School Program*, Centers for Disease Control and Prevention, <www.cdc.gov/nccddphp/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>



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