

# ROGERSVILLE CITY SCHOOL'S

## WELLNESS POLICY

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*Endorsed by:*  
**ROGERSVILLE CITY**  
*Board of Education*

*Reed Matney, Board Chairman*  
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Revised January, 2019

## Preamble

Rogersville City School recognizes that:

- Children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive.
- Good health fosters student attendance and education.
- 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.
- 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.
- Only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid/MyPyramid/Dietary Guidelines.
- 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.
- School districts/LEAs around the country are facing significant fiscal and scheduling constraints.
- Community participation is essential to the development and implementation of successful school wellness policies.

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

- The school district will engage students, parents, teachers, school nutrition professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- Opportunities for nutrition education will be provided and promoted.
- Opportunities for physical activity will be supported and encouraged as a daily component of the school day as well as outside the parameters of the school day.
- Foods and beverages sold or served at school will meet the recommendations of the *U.S. Dietary Guidelines for Americans* and the Nutritional Standards set forth by the Tennessee State Board of Education.
- 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.

- Our district will participate in the available federal school meal programs including the School Breakfast Program and National School Lunch Program, and such programs will comply with federal, state, and local requirements.
- Our district will participate in the Coordinated School Health initiative as funding allows.

## TO ACHIEVE THESE POLICY GOALS:

The school district will establish a healthy school team consisting of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public. This team will work to develop, implement, monitor, review, and, revise school wellness policies and will serve as a resource to for implementing those policies.

These policies will address four components:

1. Nutrition Education
2. Physical Activity
3. Nutrition Standards
4. Other School-Based Activities

## COORDINATED SCHOOL HEALTH MISSION:

The RCS Coordinated School Health initiative is dedicated to improving the lives of staff, students, and their families through the CSH eight component model. Connecting health and learning will constitute a systems change evident by improved health and academic achievement.

## COMPONENT 1 – NUTRITION EDUCATION

- Students in grades pre-K-8 are offered nutrition education that is part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Nutrition education is integrated into the core curriculum, including math, science and language arts;
- Nutrition education will be included as a part of school field trips that are enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste-testing, farm visits, and school gardens;
- Consistent nutrition messages will be evident in the cafeteria/lunchroom setting by bulletin boards, posters, and menus that promote fruits, vegetables, whole grain products, and low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

- School will provide community outreach through the use of the district's website, parent menus and flyers, articles in district and school newsletters, and other available media;
- Staff who provide nutrition education will have appropriate training;
- School will continue to be enrolled as a Team Nutrition School, and will conduct nutrition education and promotions that involve parents, students, and the community; and
- The school district will provide opportunities for on-going professional training and development for foodservice staff and teachers in the area of nutrition.

## COMPONENT 2 – PHYSICAL ACTIVITY

- Daily Recess:
  - All elementary school students will have daily, supervised recess in compliance with the T.C.A. § 49-6-1021 Physical Activity Law.
  - Given the value of recess in a student's physical and social development, and the need for periodic breaks from classroom instruction, using recess as punishment is inappropriate. Listed below are some examples of discipline alternatives which teachers may choose to incorporate into their classrooms:

### **Discipline Alternatives**

- Write a letter of apology to the person who has been wronged and discuss with teaching the importance of apologies
- Write a letter to parents/guardians explaining why behavior is inappropriate or disruptive and stating what student will try to do to change behavior
- Take away privilege of choice for class or individual activity when choice is built into activity
- Do make up work during free choice time
- Have students sit away from the group to do class work and have them “earn” their way back into the group activities
- Have student work with teacher to develop a plan for behavior change tied to incremental privileges
- Create a behavior charts with students that identifies a target behavior and agreed upon reinforcements and rewards for chronic behavior issue
- The school district 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.
- Integrating Physical Activity into the Classroom Setting:
  - 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.

- Opportunities for physical activity will be incorporated into other subject lessons.
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
- Grades K-5 will be provided resources by Coordinated School Health to incorporate physical activity into their subject lessons.

#### Tennessee Physical Activity Law

- **Physical Activity Law: Public Chapter 669 TCA 49-6-1021**

During this legislative session, the General Assembly passed Public Chapter 669, which makes changes to T.C.A. § 49-6-1021, or the 90-minute physical activity law. Specifically, Public Chapter 669 makes the following changes:

**The number of minutes of physical activity has been broken out by the following grade spans:**

- Kindergarten through first grade (K–1): a minimum of three (3) fifteen-minute periods of non-structured physical activity per day
- Second grade through sixth grade (2–6): a minimum of two (2) twenty-minute periods of non-structured physical activity at least four (4) days a week
- Seventh grade through twelfth grade (7–12): a minimum of ninety (90) minutes of physical activity per week (same as current law)
- Physical activity has been changed to “non-structured physical activity,” which is defined as a “temporary withdrawal or cessation from usual school work or sedentary activities during which an opportunity for rigorous physical activity is provided. ‘Non-structured physical activity’ does not mean walking to and from class.”

Based on this definition, “non-structured physical activity” is any type of activity that takes away from usual school work **or** from sedentary behavior.

**Guidelines for implementation:**

All activities used to implement Public Chapter 669 shall promote fitness and well-being. Non-structured activity should include:

- Activities that respect and encourage children’s individual abilities and interests; and
- Teacher engagement with children, support for free play, and gentle prompts and encouragement by teachers, when appropriate, to stay physically active.

Recess and free play activities may be used to meet the requirements of this legislation. These activities may include running, walking jumping rope, playing volleyball, or other activities that don’t require direct instruction.

- Physical Activity Opportunities Before and After School:

- 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.
- School staff will encourage parents and guardians to support their children’s participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Training:
  - The school district will provide opportunities for on-going professional training and development for teachers in the area of physical education.

### COMPONENT 3 – NUTRITION STANDARDS

- 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 requirement established by local, state, and federal regulations;
  - offer a variety of fruits and vegetables
  - serve a variety of milk, including fat-free, 1% lowfat, flavored and unflavored, on a daily basis; and
  - offer whole grain foods at all grade levels whenever possible to meet grain/bread requirements.
- School will utilize USDA-approved nutritional software to analyze menus.
  - 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:
    - School will operate the School Breakfast Program.
    - School will notify parents and students of the availability of the School Breakfast Program.
    - School will encourage students to eat a healthy breakfast daily
    - School will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
    - School will offer a Grab-n-Go breakfast which can be eaten in the classroom as appropriate.
  - The school district shall have procedures in place for providing to families, on request, information about the ingredients and nutritional value of foods served.
  - Minimum Nutritional Standards – Foods and Beverages Sold Individually:
    - The school district will follow the standards established by the State Board of Education (Chapter 0520-1-6.04 Child Nutrition Programs – Minimum Nutritional Standards for Individual Food Items Sold or Offered for Sale to Pupils in Grades

- Pre-Kindergarten through Eight) for foods and beverages sold in a la carte sales, vending machines, school stores, fund raising and concession stands on the school campus during the school day.
- Nutrition standards for food sold/marketed during the school day will be followed in accordance to the Smart Snacks guidelines.

## COMPONENT 4 – OTHER SCHOOL-BASED ACTIVITIES

- Comprehensive Health Education
  - Comprehensive Health Education will be taught in grades pre-k through 8<sup>th</sup> grades according to the Tennessee Academic Standards.
  - Research based curriculum will be utilized in grades K-8 for health education by teachers, physical education instructors, and the school guidance counselor throughout the school year.
  - Periodic training will be provided to teachers in the area of health education.
- Cafeteria Atmosphere:
  - School dining areas have sufficient space for students to sit and consume meals.
  - School dining areas are clean, safe, and pleasant environments that reflect the value of the social aspects of eating.
  - Enough serving areas are provided to ensure student access to school meals with a minimum of wait time.
  - Meal times are scheduled near the middle of the day.
  - Students are given adequate time to enjoy eating healthy meals with friends.
  - The school district encourages all students to participate in the school meals programs and protect the identity of students who eat free and reduced-price meals.
  - Time is allowed and facilities are available for students to wash their hands before and after meals.
- Meal Times and Scheduling:

School:

  - will ensure an adequate time (at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch) for students to enjoy eating healthy foods with friends in school;
  - will schedule lunch time as near the middle of the day as possible;
  - should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities; and,
  - will not allow food/drinks from commercial restaurants or soft drinks to be brought or delivered to the cafeteria dining area by adults or students.
- Fundraising Activities:
  - To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the

- above nutrition and portion size standards for foods and beverages sold individually.
- Schools will encourage fundraising activities that promote physical activity.
- The school district will make available a list of ideas for acceptable fundraising activities.
- Snacks:
  - Snacks served during the school day or in after-school enrichment/tutoring programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.
  - Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
  - The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.
  - In an effort to maintain the health and protect the safety of children who have life-threatening food allergies, homemade foods may not be distributed class-wide for snacks and/or parties during the school day. Pre-packaged food items are the best choice.
- Reward and/or Punishment:
  - Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment. Many of our students have life-threatening food allergies and/or health issues in which food rewards could cause harm or be detrimental to the student's health.
  - Schools will not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time.
  - Schools will not use physical activity as a punishment.
- Celebrations:
  - A list of 'suggested' party food items will be listed on the school web-site.
  - When celebrations occur, parents should bring non-homemade pre-packaged foods that are nutritious and safe.
- School-Sponsored Events (examples: athletic events, dances, or performances):
  - Foods and beverages offered or sold at school-sponsored events outside the school day should include healthy choices.
  - Teachers will be encouraged to utilize the school cafeterias student sack lunch program for field trips.
- Communications with Parents:
  - The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children by:
    - sending home nutrition information;
    - posting nutrition tips on school websites;
    - providing parents with a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities;

- providing information about physical education and other school-based physical activity opportunities before, during, and after the school day; and,
  - supporting parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.
- Use of School Facilities Outside of School Hours:
  - The school district will make efforts to keep school or district-owned physical activity facilities open for use by students, staff, and community members during, after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.
- The school district encourages parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active both in school and at home.
- School will ensure that the required food safety practices are followed in the receiving, storage, preparation, and service of all foods at school or school-sponsored events.

## Monitoring and Policy Review

Monitoring: The **Coordinated School Health Director** of the **ROGERSVILLE CITY** School will ensure Wellness Policy review and updates every three years or as needed during the school year.

The Coordinated School Health Director 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.

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

Public Participation: The school Wellness Policy will be available for public review on the school web-site. The general public is encouraged to participate in implementing our school wellness policy, as well as provide in-put during the school year.

## 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](http://www.nasbe.org/HealthySchools/fithealthy.mgi)>
- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <[www.iom.edu/report.asp?id=22596](http://www.iom.edu/report.asp?id=22596)>
- *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*, Action for Healthy Kids, <[www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204\\_final.pdf](http://www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204_final.pdf)>
- *Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs*, Centers for Disease Control and Prevention, <[www.cdc.gov/healthyyouth/publications/pdf/ten\\_strategies.pdf](http://www.cdc.gov/healthyyouth/publications/pdf/ten_strategies.pdf)>
- *Health, Mental Health, and Safety Guidelines for Schools*, American Academy of Pediatrics and National Association of School Nurses, <<http://www.nationalguidelines.org>>
- *Cardiovascular Health Promotion in Schools*, American Heart Association [link to pdf]

### **School Health Councils:**

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

### **Nutrition:**

#### **General Resources on Nutrition**

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

### **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](http://www.cspinet.org/nutritionpolicy/SNDAllfind.pdf)>
- *Local Support for Nutrition Integrity in Schools*, American Dietetic Association, <[www.eatright.org/Member/Files/Local.pdf](http://www.eatright.org/Member/Files/Local.pdf)>
- *Nutrition Services: an Essential Component of Comprehensive Health Programs*, American Dietetic Association, <[www.eatright.org/Public/NutritionInformation/92\\_8243.cfm](http://www.eatright.org/Public/NutritionInformation/92_8243.cfm)>
- *HealthierUS School Challenge*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/HealthierUS/index.htm](http://www.fns.usda.gov/tn/HealthierUS/index.htm)>
- *Breakfast for Learning*, Food Research and Action Center, <[www.frac.org/pdf/breakfastforlearning.PDF](http://www.frac.org/pdf/breakfastforlearning.PDF)>
- *School Breakfast Scorecard*, Food Research and Action Center, <[www.frac.org/School\\_Breakfast\\_Report/2004/](http://www.frac.org/School_Breakfast_Report/2004/)>
- *Arkansas Child Health Advisory Committee Recommendations* [includes recommendation for professional development for child nutrition professionals in schools],

[www.healthyarkansas.com/advisory\\_committee/pdf/final\\_recommendations.pdf](http://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](http://www.nfsmi.org/Information/Newsletters/insight24.pdf) >

### **Nutrition Standards for Foods and Beverages Sold Individually**

- *Recommendations for Competitive Foods Standards* (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy, [www.publichealthadvocacy.org/school\\_food\\_standards/school\\_food\\_standards/Nutrition%20Standards%20Report%20-%20Final.pdf](http://www.publichealthadvocacy.org/school_food_standards/school_food_standards/Nutrition%20Standards%20Report%20-%20Final.pdf)
- State policies for competitive foods in schools, U.S. Department of Agriculture, [www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state\\_policies\\_2002.htm](http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm)
- *Nutrition Integrity in Schools*, (forthcoming), National Alliance for Nutrition and Activity
- *School Foods Tool Kit*, Center for Science in the Public Interest, [www.cspinet.org/schoolfood/](http://www.cspinet.org/schoolfood/)
- *Foods Sold in Competition with USDA School Meal Programs* (a report to Congress), U.S. Department of Agriculture, [www.cspinet.org/nutritionpolicy/Foods\\_Sold\\_in\\_Competition\\_with\\_USDA\\_School\\_Meal\\_Programs.pdf](http://www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf)
- *FAQ on School Pouring Rights Contracts*, American Dental Association, [http://www.ada.org/public/topics/softdrink\\_faq.asp](http://www.ada.org/public/topics/softdrink_faq.asp)

### **Fruit and Vegetable Promotion in Schools**

- *Fruits and Vegetables Galore: Helping Kids Eat More*, U.S. Department of Agriculture, [www.fns.usda.gov/tn/Resources/fv\\_galore.html](http://www.fns.usda.gov/tn/Resources/fv_galore.html)
- *School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$29.95 at [www.shop5aday.com/acatalog/School\\_Food\\_Service\\_Guide.html](http://www.shop5aday.com/acatalog/School_Food_Service_Guide.html).

- *School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$9.95 at [www.shop5aday.com/acatalog/School\\_Food\\_Service\\_Guide.html](http://www.shop5aday.com/acatalog/School_Food_Service_Guide.html)>
- National Farm-to-School Program website, hosted by the Center for Food and Justice, <[www.farmtoschool.org](http://www.farmtoschool.org)>
- Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association, <<http://www.uffva.org/fvpilotprogram.htm>>
- Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at <[www.5aday.org](http://www.5aday.org)>

### **Fundraising Activities**

- *Creative Financing and Fun Fundraising*, Shasta County Public Health, <[www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf](http://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](http://www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2031%20-%20Fundraising.pdf)>

### **Snacks**

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

### **Rewards**

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

### **Celebrations**

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

## **Nutrition and Physical Activity Promotion and Food Marketing:**

### **Health Education**

- *National Health Education Standards*, American Association for Health Education, <[http://www.aahperd.org/aahe/pdf\\_files/standards.pdf](http://www.aahperd.org/aahe/pdf_files/standards.pdf)>

### **Nutrition Education and Promotion**

- U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them), <[www.fns.usda.gov/tn/Educators/index.htm](http://www.fns.usda.gov/tn/Educators/index.htm)>
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service, <[www.fns.usda.gov/tn/resources/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/resources/power_of_choice.html)>
- *Nutrition Education Resources and Programs Designed for Adolescents*, compiled by the American Dietetic Association, <[www.eatright.org/Public/index\\_19218.cfm](http://www.eatright.org/Public/index_19218.cfm)>

### **Integrating Physical Activity into the Classroom Setting**

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

### **Food Marketing to Children**

- *Pestering Parents: How Food Companies Market Obesity to Children*, Center for Science in the Public Interest, <[www.cspinet.org/pesteringparents](http://www.cspinet.org/pesteringparents)>
- *Review of Research on the Effects of Food Promotion to Children*, United Kingdom Food Standards Agency, <[www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf](http://www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf)>
- *Marketing Food to Children* (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health

Organization (WHO),  
<<http://whqlibdoc.who.int/publications/2004/9241591579.pdf>>

- *Guidelines for Responsible Food Marketing to Children*, Center for Science in the Public Interest, <<http://cspinet.org/marketingguidelines.pdf>>
- *Commercial Activities in Schools*, U.S. General Accounting Office, <[www.gao.gov/new.items/d04810.pdf](http://www.gao.gov/new.items/d04810.pdf)>

### **Eating Disorders**

- Academy for Eating Disorders, <[www.aedweb.org](http://www.aedweb.org)>
- National Eating Disorders Association, <[www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)>
- Eating Disorders Coalition, <[www.eatingdisorderscoalition.org](http://www.eatingdisorderscoalition.org)>

### **Staff Wellness**

- *School Staff Wellness*, National Association of State Boards of Education [link to pdf]
- *Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small*, Partnership for Prevention, <[www.prevent.org/publications/Healthy\\_Workforce\\_2010.pdf](http://www.prevent.org/publications/Healthy_Workforce_2010.pdf)>
- *Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program*, Wellness Councils of America, <[www.welcoa.org/wellworkplace/index.php?category=7](http://www.welcoa.org/wellworkplace/index.php?category=7)>
- *Protecting Our Assets: Promoting and Preserving School Employee Wellness*, (forthcoming), Directors of Health Promotion and Education (DHPE)

## **Physical Activity Opportunities and Physical Education:**

### **General Resources on Physical Activity**

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

## Physical Education

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

## Recess

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

## Physical Activity Opportunities Before and After School

- *Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/intramural\\_guidelines.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf)>
- *The Case for High School Activities*, National Federation of State High School Associations,

[www.nfhs.org/scriptcontent/va\\_custom/vimdisplays/contentpagedisplay.cfm?content\\_id=71](http://www.nfhs.org/scriptcontent/va_custom/vimdisplays/contentpagedisplay.cfm?content_id=71)>

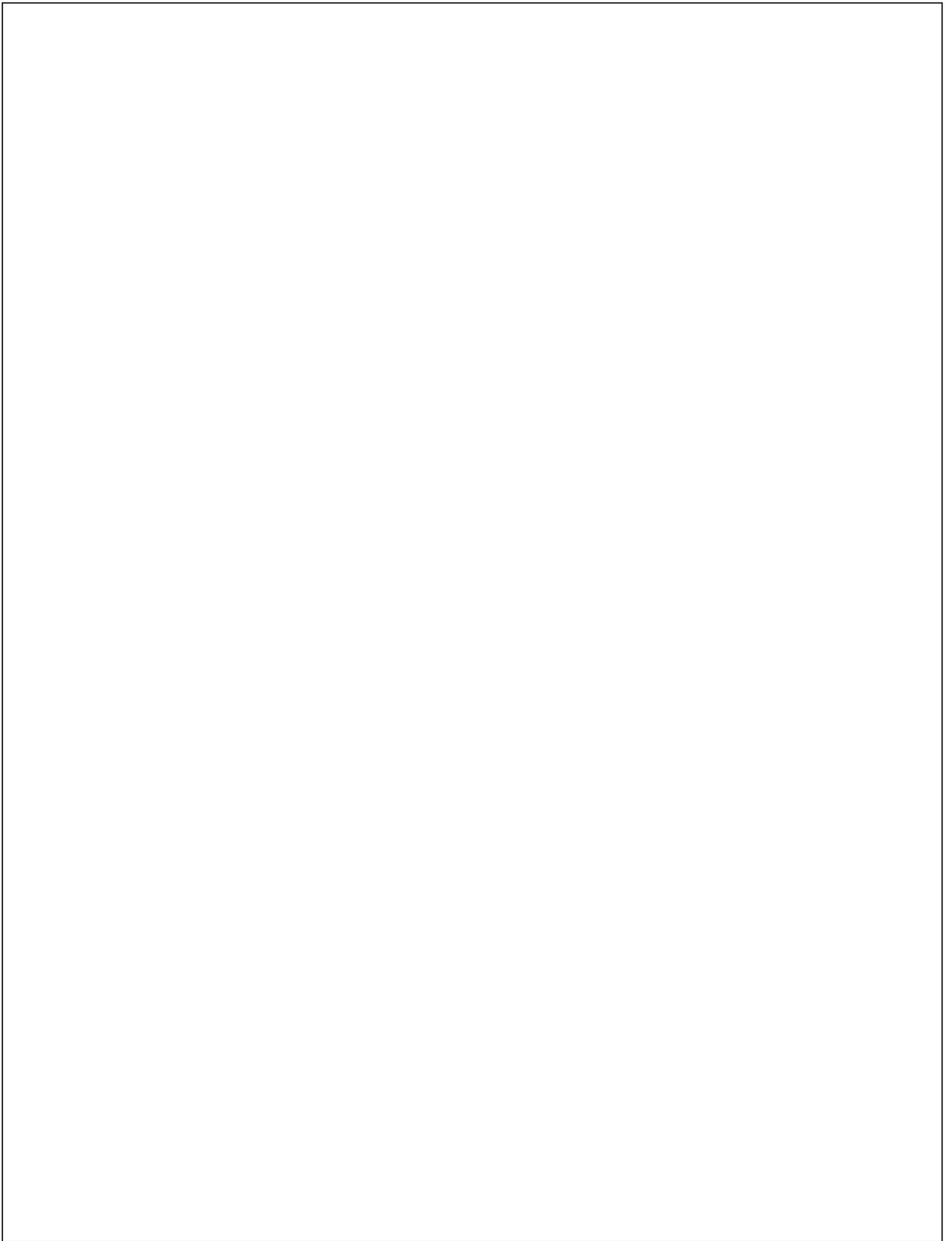
- *Rights and Responsibilities of Interscholastic Athletes*, National Association for Sport and Physical Education, [www.aahperd.org/naspe/pdf\\_files/pos\\_papers/RightandResponsibilities.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/RightandResponsibilities.pdf)>

### **Safe Routes to School**

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

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

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



## WELLNESS POLICY CHECKLIST FOR MONITORING GOALS

### COMPONENT 1: Nutrition Education

<b>GOAL</b>	<b>Person(s) Responsible</b>	<b>Date(s) Complete</b>	<b>Documentation Evaluation Tools</b>

## WELLNESS POLICY CHECKLIST FOR MONITORING GOALS

### COMPONENT 2: Physical Activity

<b>GOAL</b>	<b>Person(s) Responsible</b>	<b>Date(s) Complete</b>	<b>Documentation Evaluation Tools</b>

## WELLNESS POLICY CHECKLIST FOR MONITORING GOALS

### COMPONENT 3: Nutrition Standards

<b>GOAL</b>	<b>Person(s) Responsible</b>	<b>Date(s) Complete</b>	<b>Documentation Evaluation Tools</b>

## WELLNESS POLICY CHECKLIST FOR MONITORING GOALS

### COMPONENT 4: Other School-Based Activities

<b>GOAL</b>	<b>Person(s) Responsible</b>	<b>Date(s) Complete</b>	<b>Documentation Evaluation Tools</b>

