



ACADEMY FOR URBAN LEADERSHIP | CHARTER SCHOOL
A Public School

Wellness Policy on Nutrition and Physical Activity

Academy For
Urban Leadership
Charter School

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**Coordinated by Mary Dickens
Food Services Director**



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INTRODUCTION

Academy For Urban Leadership Charter School (AUL) is committed to providing and promoting children's health, well-being, and the ability to learn by engaging in healthy eating and physical activity. Children will receive access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

GOALS INCLUDE:

- AUL will engage students, parents, teachers, food service professionals, and health professionals in developing, implementing, monitoring, and reviewing district wide nutrition and physical activities policies.
- All students in grades 8th-12th will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified food services professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. Meals will be provided in a clean, safe, and pleasant setting with adequate time for students to eat.
- AUL will provide nutrition education and physical education to all students (8-12) to enhance lifelong habits of healthy eating and physical activity.

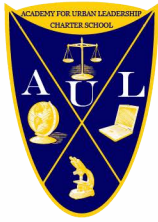
HOW TO ACHIEVE THESE GOALS:

I. Nutritional Quality of Foods and Beverage (School Meals Served Through the School Breakfast and Lunch Program)

- Appealing meals to all children (presentation of foods).
- Offer fresh fruits and healthy snacks.
- Share information about nutritional content of meals with parents and students (cafeteria boards and website,)
- Free and reduced priced meals (use electronic identification to eliminate any social stigma attached to student eligibility).

II. Meal Times and Scheduling

- Provide students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes after lunch.
- Schedule meals at appropriate times.
- Students must eat during any activity, meetings, or tutoring conducted during meal times.



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- Hand washing or hand sanitizing before all meals and snacks.
- Snacks served during the school day, in aftercare, or in the enrichment program will make a positive health contribution to children's diets and wellness.
- Children will be advised not to share their foods or beverages with one another during meal or snack times, due to allergies and health restrictions.

III. Qualifications of School Food Service Staff

- Only qualified nutrition professionals will administer the school meal programs.
- Include all certificates and/or certifications from trainings and workshops of cafeteria workers and aides.

IV. Nutrition and Physical Activity Promotion

- AUL will provide health education classes (may be conducted in classrooms and the gymnasium).
- School visits to farms
- Provide menus to parents

V. Physical Activity Opportunities

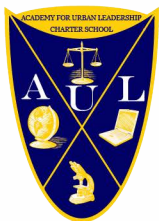
- All students 8-12 including students with disabilities, special health care needs, and alternative educational settings will receive physical education for the entire school year.
- Certified physical education instructor.
- Daily recess (Indoor or Outdoor).

VI. Monitoring and Policy Review

- School food service staff will ensure all nutrition policies within the school food service areas are in compliance by USDA school meal program.
- Yearly monitoring and performance reviews of food service staff.

Any questions or concerns regarding this policy should be directed to the Director of the Food Service Program at 848-203-3742 ext. 105





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NUTRITION ■ PHYSICAL ACTIVITY ■ SCHOOL CLIMATE

The *NJ School Boards Association* published specific findings in the areas of Nutrition, Physical Activity, and Student Climate. These evidence-based findings are the foundation of this curriculum.

Nutrition

- There is firm evidence linking healthy eating and physical activity to academic achievement.
- Skipping breakfast is associated with decreased cognitive performance: alertness, attention, memory, processing of complex visual display, and problem-solving.
- Lack of certain foods, such as fruit, vegetables, and dairy products, is associated with lower grades.
- Lack of specific nutrients, like vitamins A, B6, B12, folate, zinc, and calcium, is associated with lower grades and higher risks of absenteeism and tardiness.
- Hunger due to insufficient food intake is associated with lower grades, absenteeism, repeating a grade, and inability to focus.

Physical Activity

- Physically active students tend to have better grades, school attendance, cognitive performance, and classroom behaviors.
- Higher levels of physical activity and physical fitness levels are associated with improved cognitive performance, including concentration and memory.
- Time spent in physical education classes and recess improves student well being.
- Brief breaks in seated classroom work are associated with improved cognitive performance.

School Climate

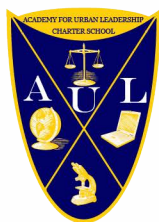
The strong and positive relationships that students forge with adults – and observe among adults – in the school setting are critical to developing social competencies that enable them to confront challenges and learn from them

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Comprehensive Health and Physical Education in the 21st Century

Health literacy

Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the



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state's initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission

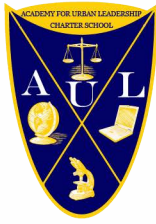
Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision

A quality comprehensive health and physical education program fosters a population that:

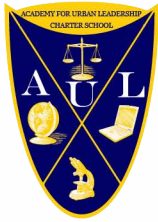
- Engages in physically active lifestyle
- Is knowledgeable about health and wellness and how to access health resources
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		A. Personal Growth and Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and



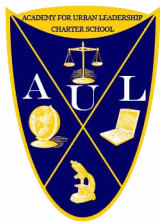
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			when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply <u>Health Data</u> to enhance each dimension of personal wellness.
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
12	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.



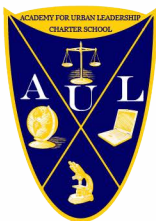
	behaviors accordingly.	2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
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Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		C. Diseases and Health Conditions	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.
		2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life



			stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
		2.1.4.C.3	Explain how mental health impacts one's wellness.
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
		2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
		2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
12	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
		2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

Content Area	Comprehensive Health and Physical Education
Standard	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
Strand	B. Nutrition



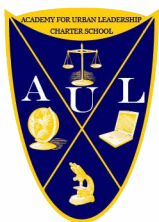
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
		2.1.4.B.4	Interpret food product labels based on nutritional content.
6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
		2.1.6.B.4	Compare and contrast nutritional



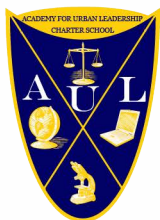
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			information on similar food products in order to make informed choices.
8	Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
		2.1.8.B.4	Analyze the nutritional values of new products and supplements.
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
		2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
		2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		B. Decision-Making and Goal Setting	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and



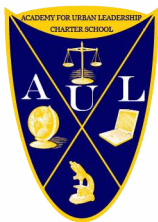
			others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		2.2.4.B.4	Develop a personal health goal and track progress.
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
		2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
12	Developing and implementing an effective personal wellness plan contributes to healthy	2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends,



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	decision-making over one's lifetime.		family, and others.
		2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		A. Movement Skills and Concepts	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
		2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.



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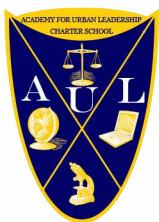
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		2.5.2.A.4	Correct movement errors in response to feedback.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	Explain and perform <u>movement skills</u> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
		2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat,



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By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
			rhythm, and music (creative, cultural, social, and fitness dance).
	Performing <u>movement skills</u> effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
8	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	Explain and demonstrate the transition of <u>movement skills</u> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
		2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
		2.5.8.A.4	Detect, analyze, and correct errors and apply to refine <u>movement skills</u> .
12	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.12.A.1	Explain and demonstrate ways to apply <u>movement skills</u> from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
		2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
		2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative,

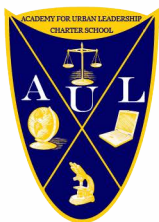


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By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
			cultural, social, and fitness dance).
		2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

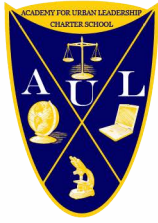
Content Area		Comprehensive Health and Physical Education	
Standard		2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand		A. Fitness and Physical Activity	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address



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			each component of health-related and <u>skill-related fitness</u> .
		2.6.4.A.3	Develop a <u>health-related fitness</u> goal and track progress using health/fitness indicators.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
		2.6.6.A.2	Determine to what extent various activities improve <u>skill-related fitness</u> versus <u>health-related fitness</u> .
		2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
		2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
		2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (<u>FITT</u>) to improve personal fitness.
		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
		2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
		2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
		2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
		2.6.8.A.5	Use the primary principles of training (<u>FITT</u>) for the purposes of modifying personal levels of fitness.
		2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
12	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.	2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
		2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (<u>FITT and additional training principles</u>)
		2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
		2.6.12.A.4	Compare and contrast the impact of <u>health-related fitness</u> components as a measure of fitness and health.
		2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal



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By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
			substances) to improve performance.



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