

# School Nutrition and Physical Activity Implementation Guide



APS Physical  
Activity & Nutrition  
Advisory Committee



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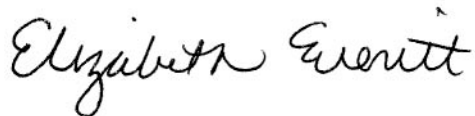
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## Message from the Superintendent

It is my pleasure to share this guide with you. The APS Wellness Policy was developed by input from many staff, parents and community members. It is a balanced policy that supports good nutrition, adequate physical exercise and healthy learning environments. This guide provides guidelines and ideas to implement the policy. It is filled with great tips and strategies gathered from nutrition professionals, physical fitness experts, researchers and practitioners at the schools. I hope you use and enjoy this resource as you take steps to create a healthier school environment.



Elizabeth Everitt, Ph.D.

## Acknowledgements

The work and passion of the APS Physical Activity & Nutrition Advisory Committee is greatly appreciated. This group of volunteers deserves a huge thank you for developing the content for this guide. Precious time was spent researching, reviewing, and discussing best practices.

Thank you also to all reviewers, especially Yvonne Garcia, Ann Holmes and Denise Brigman.

Lastly, the efforts of the elementary and middle schools that participated in the nutrition pilot must also be acknowledged. These schools are recognized for leading the way in promoting nutrition and physical activity among students. Their actions have provided many lessons learned and helped us plan for district wide implementation.

## **APS Physical Activity & Nutrition Advisory Committee (PANAC)**

This committee was formed in the fall of 2003 and is composed of parents, district administrators, teachers, staff, school nurses, health professionals, and community leaders dedicated to creating a healthy school environment in all APS schools.

### **VISION**

Healthy, educated children are the foundation of a strong community.

### **MISSION**

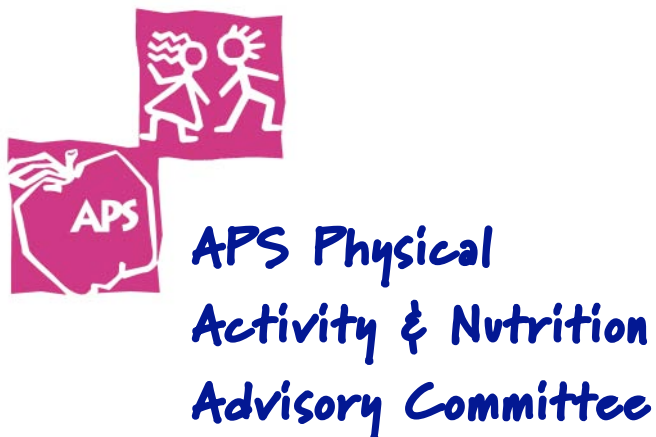
To increase opportunities for healthy choices by creating health-promoting school environments that support sound nutrition and physical activity.

### **GOALS**

All Albuquerque Public Schools students shall acquire the knowledge and skills necessary to make nutritious and enjoyable food choices for optimum growth and academic success.

Every student shall be physically educated and develop the skills and knowledge needed to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, and value physical activity as an ongoing part of a healthful lifestyle.

To involve family members and the community in supporting and reinforcing nutrition and physical education and the promotion of healthy eating and physical activity at all schools in APS.



# Introduction

## Local School Wellness Policy Requirement

In 2004, Congress added a new requirement to the Child Nutrition and WIC Reauthorization Act that all school districts receiving U.S. Department of Agriculture funds for school meals have an approved wellness policy in place no later than the 2006-07 school year (Public Law 108-265, Sec 204, See Appendix).

In March 2006, the NM Public Education Department released a set of rules that provide additional requirements for local school wellness policy (6.12.5 and 6.12.6 NMAC, See Appendix).

On May 24, 2006, the APS Board of Education approved the district wellness policy addressing nutrition and physical activity (See Appendix).

## Purpose

The goal of the district wellness policy is to provide a comprehensive learning environment for developing and practicing lifelong health behaviors contributing to students' wellness and academic performance.

## How to Use This Guide

This implementation guide provides schools with resources to help implement the APS wellness policy nutrition and physical activity components, and offers ideas for best practices.

This guide is divided up into seven chapters with various topics covered under each. Each chapter starts with a goal and required activities that are a part of the APS procedures for the district wellness policy. Other considerations and best practices are provided as well as several resources to help meet the required activities.



## Background

Today the number of overweight children in the United States is the highest in history. The prevalence of overweight among children aged 6 to 11 more than doubled in the past 20 years, going from 7% in 1980 to 18.8% in 2004. The rate among adolescents aged 12 to 19 more than tripled, increasing from 5% to 17.1%.<sup>i</sup> In 2005, 27% of New Mexico high school students were overweight or at risk of overweight.<sup>ii</sup> The physical, emotional, social, and economic costs of overweight children can be overwhelming. An increasing number of children are being diagnosed with Type 2 diabetes, 85% of which are overweight.<sup>iii</sup> There is also evidence that overweight children face social stigmatization and have low self-esteem.<sup>iv</sup> All of which can impact their success in school. Taxpayers are also feeling the burden of overweight children. In a two year period, \$127 million was spent by U.S. taxpayers on hospital costs related to overweight children and adolescents.<sup>v</sup> Overweight children and adolescents are at risk for becoming overweight and obese adults and have an increased risk of developing chronic diseases like heart disease, stroke, hypertension, diabetes, and some cancers. Poor diet and inactivity, two modifiable lifestyle factors contributing to overweight and obesity, cause 300,000 deaths in the U.S. every year.<sup>vi</sup>

## Nutrition

Improper nutrition is one factor contributing to the increase in the number of overweight children and adolescents in the US. Only 2% of school-aged children meet the Food Guide Pyramid serving recommendations for all the five major food groups. Added sugars contribute an average of 20% of total energy intake, and teens drink twice as much soda as milk.<sup>vii,viii</sup>

Children and adolescents spend the majority of their day at school and may eat two or more meals and snacks from school offerings. Schools are in the unique position to positively influence student health behaviors by teaching about nutrition and health and providing a supportive environment for students to practice healthy eating behaviors. Unfortunately many school environments are reinforcing poor eating habits. More students are choosing to purchase foods from “competitive” sources such as a la carte and vending, which unlike the National School Lunch Program have no federal nutrition guidelines.<sup>ix</sup> A nationwide survey of vending machines in secondary schools revealed that 75% of drinks and 85% of snacks sold are of poor nutritional value.<sup>x</sup> In addition, 67% students surveyed by a national Gallup Youth Survey reported they buy junk food or soda from vending machines at school. With no regulated nutritional standards, competitive foods are relatively low in nutrient density and are relatively high in fat, added sugars and calories. When less nutritious foods replace school meals, students are at increased risk for inadequate intakes of key nutrients essential for growth and learning.

Providing students with nutrition education and a healthy school nutrition environment leads to healthy students and improved academic achievement. A study examining fourth grade students found those having the lowest amount of protein in their diet had the lowest achievement scores.<sup>xi</sup> Other studies found that students participating in the School Breakfast Program had increased composite math and reading scores, improved behavior, reduced morning trips to the nurse, and increased student attendance and test scores.<sup>xii,xiii</sup>



Schools can still meet revenue goals by supporting healthy eating and expanding access to healthful foods and beverages. Several school administrations across the US report sustained or increased profits from the switch to health-promoting foods and drinks.<sup>xiv,xv</sup>

## Physical Activity

Another factor contributing to overweight and earlier onset of diabetes in children and adolescents in the U.S. is decreased physical activity. Fewer than 1 in 4 children get 20 minutes of vigorous physical activity per week, and less than 1 in 4 get at least 30 minutes of any type of physical activity per day.<sup>xvi</sup> Children's activity levels continue to decline as they age. Almost 50% of US teens are not vigorously active on a regular basis, and over 33% of adolescents aged 12-17 are physically active less than 3 out of 7 days a week.<sup>xvii</sup>

Children and adolescents spend the majority of their day at school participating in sedentary activities and opportunities for physical activity at school are decreasing. Due to various distance, safety, and time issues, the majority of students travel to school by bus or car and only 13% walk or ride to school.<sup>xviii</sup> Many schools are eliminating recess to allow for more classroom instruction. Currently only 4% of states require and only 22% of states recommend that elementary schools provide students with regularly scheduled recess.<sup>xix</sup> The number of students participating in physical education classes is also declining. Between 1991 and 1999, the percentage of students taking physical education on a daily basis dropped from 42% to 29%.<sup>xx</sup> In the state of New Mexico 48% of high school students did not take physical education class in 1999 and approximately 41% of middle school students attended physical education classes less than 3 days per week in 2000.<sup>xxi,xxii</sup>

Providing students with opportunities for physical activity during school leads to higher academic achievement. Numerous studies indicate that physical activity supports learning. A study examining the correlation between SAT-9 test and Fitness program results found that students with the highest fitness scores had the highest test scores.<sup>xxiii</sup> Reducing classroom instruction time for increased physical education time does not lower academic achievement. A reduction of 240 minutes per week in academic class time to allow for increased physical activity actually led to consistently higher math scores.<sup>xxiv,xxv</sup> In addition, students participating in daily physical education exhibit better attendance, a more positive attitude to school, superior academic performance and healthier habits of an active lifestyle.<sup>xxvi</sup>

Creating partnerships between the school administration, policy makers, and the community ensures that student's health is a top priority in schools. Schools can lead the way in preventing and decreasing the prevalence of overweight in children and adolescents by providing opportunities to learn and practice sound nutrition habits and participate in physical activity. The following Wellness Policy provides all APS schools with a model for creating a healthy school environment to support a healthy student population.



# School Health Advisory Councils

## Component: Family, School & Community Involvement

**Goal:** The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that is conducive to student health and academic achievement.

### *Required Activities*

The district shall establish a School Health Advisory Council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), community member(s), and a representative from each of the components of the coordinated school health program.\*

The APS School Health Advisory Council shall have the responsibility to make recommendations to the Board of Education in the development, revision, implementation, monitoring and evaluation of the school district wellness policy.

The APS School Health Advisory Council shall meet for this purpose a minimum of two times annually, and report to the board of education a minimum of one time per year.

Each school will develop and submit a wellness policy implementation plan. Each school principal will designate a committee charged with operational responsibility for ensuring that their school fulfills the district's wellness policy.

## Steps to school-level School Health Advisory Councils

### Creating the Team...

1. *Is there already a school committee addressing health, nutrition or physical activity issues?* Consider working with an existing committee, council or group at your school. Some schools have had success turning their safety committee into the health and safety committee. Recruit individuals - you cannot do it alone. Include a wide variety of members:

- Principal or assistant principal
- Foodservice manager
- Teachers and other staff
- Physical Educators
- School nurse
- School counselor
- Parents
- Students
- Dietitians and nutritionists
- Health professionals
- Cooperative Extension educators
- Community and business members. *There are many people in your community concerned and willing to be a part of your team - consider Join-A-School partners.*



2. Spread the word. Use event calendars, daily announcements, bulletin boards and e-mail to communicate with others.

3. Get buy-in. Research clearly shows that good nutrition and physical activity is linked to learning and academic achievement. Creating improvements in the school health environment is a positive step and an opportunity to be a model for your cluster and the district.

### The FIRST Steps...



1. Assess your school's needs. Even if you know areas that need improvement and what your team wants to work on, a pre-assessment helps you prioritize and document the need. Use the simple assessment survey in the Appendix. Other resources include *Changing the Scene Checklist*, [www.fns.usda.gov/tn/healthy/changing.html](http://www.fns.usda.gov/tn/healthy/changing.html) and the *School Health Index* [www.cdc.gov/nccdphp/dash/SHI/index.htm](http://www.cdc.gov/nccdphp/dash/SHI/index.htm).
2. Educate school staff, parents and students on the assessment results to gain their support.

### The NEXT Steps...

1. Develop a Plan for Improvement (see “School Wellness Plan” in Appendix). Based on your team's pre-assessment, decide where to build on existing strengths and where to create new activities. Using this as a guide, develop strategies and activities to support student academic success. Include nutrition and physical activity-related strategies in your EPSS.
2. Keep your plan “do-able”. Start slow and decide what to tackle first and what to save for later. Determine resources you will need, who is responsible and what your timeframe will be. Set times to review your plan as it may need to be revised as you put it into action.
3. Get Feedback. As your plan is put into action, consider evaluating the effectiveness of your efforts. The results will support your work and improve your program.
4. Use available resources. Incorporate new projects and ideas into existing programs. Network with other schools to share ideas. You can use the APS Nutrition and Physical Activity Advisory Council as a resource.
5. Celebrate and share success! Let others know about your activities. This will help you gain recognition for your school and encourage others to join the team.

### Keeping It Going...



Creating a team and keeping the momentum going is a challenge. However, with some planning and help you can do it successfully. Remember the reasons for your time and hard work – the students. As you begin, focus on one small goal and achieve it. Nothing motivates more than early success!

Join USDA Team Nutrition for inspiration and ideas (see resource list). Talk with other schools to share your successes and struggles to get ideas from others.

Finally, reassess school policies, programs and your school team's progress on a regular basis using provided resources.

### **School Health Advisory Council & Policy Web Resources**

- *Making It Happen!* School Nutrition Success Stories, <http://www.fns.usda.gov/tn/resources/makingithappen.html>
- *Fit, Healthy and Ready to Learn: A School Health Policy Guide* – NASBE. [www.nasbe.org/HealthySchools/fithealthy.html](http://www.nasbe.org/HealthySchools/fithealthy.html)
- *The School Health Index: A Self-Assessment and Planning Guide* – CDC. [www.cdc.gov/nccdphp/dash/SHI/index/htm](http://www.cdc.gov/nccdphp/dash/SHI/index/htm)

## **Student Wellness Councils**

### ***Getting Students Involved***

The best way to create positive change in the school community is by involving students. Student Wellness Councils are similar to other school clubs and organizations, but brings students together to learn and spread the word about the importance of good nutrition and physical activity to health and wellness. This group also serves as the link between students, school foodservice, administration, school staff members, and the community.

#### **Benefits of a Student Wellness Council:**

- Leadership opportunities for students and adults.
- Students learn lifelong healthy nutrition and physical activity habits.
- Students contribute to a healthy school environment.

#### **Possible Student Wellness Council Activities:**

- Hold monthly meetings to discuss nutrition and physical activity topics.
- Help decorate the cafeteria with nutrition posters.
- Distribute nutrition and physical activity information in the cafeteria or during school events.
- Help foodservice personnel develop menus.
- Taste test new food products.
- Design a school wellness program.

- Survey other students about nutrition and physical activity practices.
- Conduct a school wellness fair.
- Hold a walk or run-a-thon to raise money for charity.

### **Ingredients for Creating a Student Wellness Council:**

***A group of enthusiastic students.*** Recruit students who are interested in learning about nutrition, physical activity, and promoting wellness in their school. Use health classes and PE classes to inform students about the council.

***A motivated advisor.*** This advisor could be a teacher, administrator, foodservice professional, or parent who can dedicate time and energy to advising the student wellness council.

***A support administration.*** The administration should support the formation and activities of the student wellness council and provide recognition of accomplishments.

***Fresh ideas and common goals.*** The activities of the student wellness council are determined by its members. Students learn how to make healthy living fun and easy.

#### **Student Wellness Council Resources**

APS Food and Nutrition Services Registered Dietitians are available to support Student Wellness Council activities, 345-5661.

School Nutrition Association, [www.asfsa.org/childnutrition/education/sags.asp](http://www.asfsa.org/childnutrition/education/sags.asp)  
Provides a handbook to assist in developing a Student Wellness Council

Team Nutrition, [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)  
Provides resources for teaching students about sound nutrition and physical activity practices.

Changing the Scene, <http://www.fns.usda.gov/tn/Resources/changing.html>  
Provides a guide and toolkit for schools to develop a healthy school environment.



## Educating and Engaging Families & the Community

Families are the foundation for building healthy eating and physical activity habits in youth. More than anyone, parents influence how physically active kids are and how well they eat by establishing routine. Parents may not know what their kids are eating at school or what opportunities there are to engage in physical activity. Engaging them through education, newsletters, and their kids is a way to help them find out and to ensure a consistent message of health is being delivered and reinforced at home and school.

A parent may be willing to volunteer their time to conduct school physical activity and nutrition activities or events, or serve on the school's health advisory council.

### Ideas for educating parents:

- Identify parents who might be interested in the issue and personally invite them to join your effort. The district School Health Advisory Council or school committee is a great way to get involved!
- Host parent workshops on physical activity and nutrition at family nights and other school evening events; involve students in the workshop.
- Take part in promotions, such as National School Breakfast Week.
- Ask parents to provide healthy classroom snacks; provide the suggested list included in this guide. (See Resources, p.60)
- Include parent-child interactive homework activities that incorporate nutrition, physical activity, and wellness into assignments.
- Include tips and short articles on nutrition, physical activity, and other wellness-related topics in school staff and parent newsletters, and on the website. Here are some free resources you can use:
  - Monthly article inserts are sent to principals via e-mail.
  - Utilize articles in the Healthy Times newsletter put out by APS Food & Nutrition Services (FANS). They are mailed to every school and are available on the district website.
  - Daily Tips from the American Dietetic Association are available at [www.eatright.org](http://www.eatright.org).
  - Healthy K.I.D.S Newsletter, <http://www.childrenshealthfund.org/publications/healthed.php#kids>
  - FREE English and Spanish handouts are available from Center for Disease Control and Prevention at <http://www.cdc.gov/healthyyouth/publications/index.htm>, and from USDA Food and Nutrition Services Team Nutrition at [www.fns.usda.gov](http://www.fns.usda.gov).
- Send home the parent handouts in the Resource section of this Guide, such as the recommended snack list.





# Nutrition Standards for Competitive Foods

## Component: Nutrition

Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate nutrition opportunities.

### *Required Activities*

All foods and beverages made available through vending machines, a la carte, student stores, food vendors, snack bars, and school-sponsored fundraisers before, during and after normal school hours shall minimally meet nutrition standards set forth in Subsection B and C in the New Mexico Public Education Department's Competitive Foods Nutrition Regulations (6.12.5.8 NMAC). See Appendix: Nutrition Rule Grid.

Foods and beverages sold or served in the school meal programs shall be in compliance with the Dietary Guidelines for Americans and the USDA regulations for the National School Lunch and Breakfast Programs set forth under the 7 CFR Part 210 and Part 220.

## Other "Best Practices" Considerations

- School cafeterias will be available for nutrition education activities.
- Foods and beverages offered over the course of a school week are nutrient-dense, include whole grain products and fiber-rich fruits and vegetables to provide students a variety of choices to maintain a balanced diet.
- Fruits and veggies are offered for sale at sites where foods are sold and served.
- Nutrition information for products offered in snack bars, a la carte, vending, school stores, and from food vendors is readily available near the point of purchase.
- Schools develop a "Healthy Classroom Snacks" and "Healthy Celebrations" policy that reinforces the importance of healthy choices, including age-appropriate portion sizes.
- Families receive guidance from the school on foods that are appropriate, affordable, and follow food safety standards for such celebrations.
- School fundraisers solely rely on non-food items and support participation in physical activity events.

# Food & Beverage Policy and Recommendations

**For meeting the New Mexico Nutrition Rules  
for Competitive Foods**

*Vending machines, a la carte sales and fundraisers*



**APS Food & Nutrition Services**





APS Food & Nutrition Services is pleased to offer these food and beverage ideas to help you implement the New Mexico Nutrition Standards for Competitive Foods. This list is not exhaustive, but serves to get you started.

The product list provides specific examples of foods and beverages meeting the guidelines. Different brands and manufacturers of similar products may or may not meet the guidelines. In addition, products change and nutrient profiles will change as more products are developed to meet the needs of consumers trying to eat healthier. Be sure to examine each product's nutrition label. Work with your local vendor or distributor to identify specific products meeting the guidelines that are available to you.

Another great resource on school nutrition success stories is “Making it Happen!” It is available at [www.fns.usda.gov/tn/resources/makingithappen](http://www.fns.usda.gov/tn/resources/makingithappen).

If you have any questions, please contact us at 345-5661.

# Beverages

## *Vending, a la carte & fundraisers*

### ***Policy Requirements***

#### **Elementary\***

milk, 2% fat or less  
soy milk  
water

*\*allowed after last lunch period*

#### **Middle School**

milk, 2% fat or less  
soy milk  
water

100% fruit juice that has:

- no added sweeteners
- ≤ 125 calories/container
- ≤ 20 oz. serving size

#### **High School**

milk, 2% fat or less  
soy milk  
water

At least 50% fruit juice that has:

- no added sweeteners
- ≤ 20 oz. serving size

***Allowed after last lunch period in High School vending only:***

Sugar free & caffeine free soft drinks  
Non-carbonated flavored water with no added sweeteners  
Sports drinks

### ***What this means***

- Elementary schools can only vend beverages after the last lunch period.
- The above beverages can be sold a la carte only during the lunch period in all school levels.
- Carbonated soft drinks cannot be sold during school hours, except in high schools after the last lunch period.
- Whether flavored or unflavored, 8, 10 or 16 ounce, milk can be no more than 2% fat.
- Soy milk, flavored or unflavored, 8, 10 or 16 ounce, is allowed; however, you are encouraged to compare labels to obtain products fortified with at least 300 mg of calcium.
- Juice regulations are different for middle and high schools.
- Beverages are allowed as fundraisers except during the lunch period.

### **Example Products**

#### ***Vending, a la carte & fundraisers***

Water – all brands

Milk, 2% fat or less, white or flavored

Soy Milk – look for brands fortified with calcium

#### **Middle & High School only**

100% fruit juice

Tropicana 6 oz. carton (Apple, Orange), Tropicana 100% 6.75 oz Pouch (Apple, fruit medley), Tropicana 10 oz. 100% (Ruby Red Grapefruit), Minute Maid 100% 200mL drink boxes (all flavors), Juicy Juice

#### **High School only after the last lunch period in vending machines**

Sugar free & Caffeine free soft drinks:

Diet Caffeine Free Pepsi, Caffeine Free Diet Mountain Dew, Sierra Mist Free, Diet Mug Root Beer, Diet Mug Cream Soda, Tropicana Twister Diet Orange, Tropicana Sugar Free Lemonade, Sugar Free Fruit Punch, Sugar Free Orangeade

Caffeine Free Diet Coke, Diet Sprite Zero, Fresca Diet Black Cherry, Fresca Diet, Fresca Diet Peach, Barq Diet Root Beer

Sports drinks

Gatorade, Gatorade All-Stars, Powerade, Powerade Option

# Food Vending

## ***Policy Requirements***

### **Elementary**

No food vending allowed

### **Middle School**

*After the last lunch period only*

Foods that meet the following:

- ≤ 200 calories/pkg
- ≤ 8 grams fat/pkg
- ≤ 2 grams saturated and trans fat/pkg
- ≤ 15 grams sugar/pkg

### **High School**

*Allowed anytime*

Foods that meet the following:

- ≤ 200 calories/pkg
- ≤ 8 grams fat/pkg
- ≤ 2 grams saturated and trans fat/pkg
- ≤ 15 gms sugar/pkg

*Foods exempt from these guidelines: nuts, seeds, cheese, yogurt and fruit*

## ***What this means***

- Vending machines selling food are not allowed in elementary schools.
- Vending machines selling food are allowed in middle schools only after the last lunch period.
- Vending machines selling food are allowed in high schools at anytime.
- All foods sold in vending machines must meet the same nutrition criteria in middle and high schools.
- Nuts, seeds, cheese, yogurt and fruit can be sold even if they don't meet the nutrition criteria.
- Stocking machines with single serving packages will ensure they meet the nutrition criteria.

## **Example Products**

Animal crackers  
Baked chips  
Beef jerky  
Cereal bars  
Cereal mix (i.e., Chex Mix)  
Cheese sticks or single-serving packages  
Corn nuts  
Crackers  
Dried fruit  
Granola bars\*  
\*look for oats as the first ingredient, not sugar

Graham crackers  
Fresh fruit & veggies  
Fruit cups or bowls  
Fruit snacks  
Nuts  
Pickles  
Pretzels  
Pudding  
Rice cakes  
Seeds  
Trail mix  
Yogurt

# A la Carte Foods & Beverages

## *Policy Requirements*

Food products sold in elementary, middle, and high schools only during the lunch period as a la carte sales must meet the following guidelines:

- No more than 400 calories per container or package or amount served; and \*\*
- No more than 16 grams of fat, no more than 2 grams of saturated and trans fat combined per container or per package or amount served; and \*\*
- No more than 30 grams of total sugar per container or per package or amount served.\*\*

\*\* *with the exception of nuts, seeds, cheese, yogurt, and fruit*

The following beverages can be sold a la carte during the lunch period:

### Elementary

milk, 2% fat or less  
soy milk  
water

### Middle School

milk, 2% fat or less  
soy milk  
water  
100% fruit juice that has:  
- no added sweeteners  
- ≤ 125 calories/container  
- ≤ 20 oz. serving size

### High School

milk, 2% fat or less  
soy milk  
water  
At least 50% fruit juice that has:  
- no added sweeteners  
- ≤ 20 oz. serving size

## *What this means*

“A la carte” is a beverage or food product sold in schools to students during the lunch period that is not regulated by the United States Department of Agriculture’s school meal programs.

- A la carte foods have a higher calorie, fat, and sugar allowance because they are often intended or sold as main dish entrées.
- When evaluating a product containing nuts, seeds, cheese, yogurt, or fruit; subtract out the calories, fat, saturated fat, and sugars contributed by the exempted ingredient and then determine if the product meets the guidelines. For example, the cheese in a slice of pizza is not counted toward the calorie, fat, and sugar limit; only the crust, sauce, and additional toppings.
- A la carte beverages sold in elementary, middle, and high school must meet guidelines for vended beverages:
  - The only beverages elementary schools may sell a la carte during the lunch period are milk, 2% fat or less, soy milk, and water.
  - Juice regulations for a la carte beverages are different for middle and high schools.
  - Carbonated drinks, flavored water, and sports drinks may not be sold a la carte.

# A la Carte Foods

## Example Products

### Grains (whole grain, low-fat, baked, single servings)

Whole grain muffins (1-3 oz)  
Whole grain bagels (1-3 oz)  
Baked tortilla chips (< 1.5 oz)  
Baked chips (≤ 1.5 oz)  
Rice cakes (≤ 1.5 oz)  
Pretzels (≤ 1.5 oz)  
Soft Pretzels (≤ 3 oz)  
Popped popcorn without butter (≤ 3 cups)  
Low-fat crackers (≤ 1.25 oz)  
Low-fat granola bars (1-2 oz)  
Cereal bars (1-2 oz)  
Low-sugar cereals (1-2 oz)  
Animal crackers (≤ 2 oz)

### Meats, Beans, Nuts & Seeds (lean meats, single servings)

Almonds or Pecans (1 oz)  
Peanuts (1 oz)  
Pistachios (1 oz)  
Walnuts (1 oz)  
Sunflower seeds (1 oz)  
Soy nuts (1 oz)  
Corn nuts (1 oz)  
Hummus Dip (2 oz)  
Bean Dip (2 oz)  
Peanut or nut butters (2 Tbsp)  
Trail mix, nuts & fruit (≤ 1.75 oz)  
Beef jerky (≤ 1 oz)

### Combination Foods (contain 2 or more food groups, low-fat, non-fried, whole grain)

Bagels with low-fat cream cheese or nut butter (3 oz)  
Sandwiches with whole grain bread, lean meats, low-fat cheese, &/or vegetables (no mayo or high fat sauce)  
Tortilla wraps with lean meats, low-fat cheese, &/or vegetables  
Pizza with low-fat cheese &/or vegetable toppings (≤ 5 oz)  
Burritos with lean meats, low-fat cheese, beans, &/or vegetables (≤ 5 oz)  
Chef salads with vegetables, lean meats, low-fat cheese, & 1 oz low-fat dressing  
Hamburgers/Cheeseburgers with lean meat, whole grain bun, & vegetable garnish (no mayo or high fat sauce)  
Grilled/baked chicken sandwiches on whole grain bun, & vegetable garnish (no mayo or high fat sauce)  
Baked & low-fat chicken nuggets (≤ 3 oz)  
Baked potato with vegetable or chili topping (no sour cream or butter)  
Pasta with marinara sauce (≤ 1½ cup)  
Bread sticks with marinara sauce (2 breadsticks)  
Grilled or baked quesadilla with vegetables &/or low-fat cheese (no sour cream)  
Fruit parfaits with fruit, low-fat yogurt, & granola  
Tuna or chicken & crackers (light mayo)  
Peanut butter & crackers (≤ 1.5 oz)  
Soup (8 oz)

### Dairy Products (low-fat or non-fat, single servings)

Low-fat or non-fat fruit or plain yogurt (6-8 oz)  
Low-fat or non-fat cottage cheese (1/2 cup)  
Low-fat cheese (1 oz)  
String cheese (1 oz)  
Low-fat pudding cups (4 oz)  
Low-fat frozen yogurt bars (≤ 3 oz)  
Low-fat yogurt smoothies (≤ 10 fl. oz)

### Fruits & Vegetables (no added fat, no added sugar)

Fresh fruits (apples, bananas, oranges, pears, grapes)  
Fruit salad (cut-up fresh fruit served with low-fat yogurt dip or cottage cheese)  
Canned fruit (packed in water or natural juices)  
Unsweetened applesauce (4 oz)  
Dried fruit (≤ 2 oz)  
Fruit leather (½ -1 oz)  
Frozen juice bars (≤ 3 oz)  
Vegetables (baby carrots, celery sticks, broccoli with 1 oz low-fat dip)  
Salad bowls (lettuce mix, carrots, cucumbers, tomatoes with 2 oz low-fat dressing)

# Foods for Fundraisers

## ***Policy Requirements***

### **Elementary\***

Not allowed during normal school hours

### **Middle School\***

During normal school hours, except during the lunch period, foods that meet the following:

- ≤ 200 calories/pkg
- ≤ 8 grams fat/pkg
- ≤ 2 grams saturated and trans fat/pkg
- ≤ 15 grams sugar/pkg

### **High School\***

During normal school hours, except during the lunch period, foods that meet the following:

- ≤ 200 calories/pkg
- ≤ 8 grams fat/pkg
- ≤ 2 grams saturated and trans fat/pkg
- ≤ 15 grams sugar/pkg

*\* Outside of normal school hours, on-campus food products may be sold as fundraisers by elementary, middle, and high schools provided that at least 50% of the offerings meet the above requirements. **Fundraising off-campus is not regulated by PED's rule.***

*Foods exempt from these guidelines: nuts, seeds, cheese, yogurt and fruit*

## ***What this means***

- Elementary schools can only sell foods as fundraisers outside of normal school hours.
- Outside of normal school hours, products that would not meet these guidelines could be sold, provided half of the foods offered meet the guidelines, and therefore provide a “healthy” option.
- Outside of normal school hours, fundraisers, such as meals, can meet these guidelines by creating a balanced meal. For example: Spaghetti or Pizza Dinner, include a tossed salad and fruit or salad and milk or water. Even if the entrée and a dessert do not meet the guidelines, the menu meets the 50% criteria.
- Beverages are allowed as fundraisers except during the lunch period.
- Nuts, seeds, cheese, yogurt and fruit can be sold even if they don't meet the nutrition criteria.
- When checking product labels it is important to look for items that contain single servings.

## **Example Products**

*See also foods for vending*

Low-fat pretzels  
Fat free popcorn/popcorn balls  
Trail mix, seeds or nuts  
Granola bars  
Crackers (whole grains are encouraged, i.e., whole wheat or graham)  
Crackers, cheese or peanut butter  
Fruit, fresh or dried  
Fruit roll-ups  
100% juice bars  
Vegetable or fruit dippers with salsa, cheese, or yogurt sauce as dip  
Cheese sticks  
Yogurt  
Beef jerky  
Pickles

### Example meals:

Sub sandwiches & fruit  
Baked potato bar  
Soup, salad, whole grain bread  
Chili & cornbread

### *Reminders on campus liabilities:*

- Prepare and store foods properly to prevent food borne illness.
- Severe food allergies affect 4-8% of children. The most common allergies are to milk, egg, soy, wheat, peanuts, tree nuts, fish, and shellfish.



# Fundraisers

## Examples of Non-food Products for Fundraisers

*Use the following ideas to identify fundraising ideas that contribute to a healthier lifestyle.*

### Things that Promote the School

T-shirt/sweat shirt sale  
Bumper stickers or decals  
Student art sale  
Cookbook made by the students/school  
Coffee mugs or cups  
Student directories or school calendars  
School frisbees  
License plates or holders with school logo  
Wrist/sweat bands  
Stationary  
Pet toys

### Things You Can Sell

Candles	Greeting cards	Giftwrap, bags
Coupon books	Holiday items	Cookbooks
Magazine subscriptions	Flowers, bulbs, plants	Balloon bouquets
House decorations	Books, calendars	Buttons, pins
Customized stickers	Football seats	Plants
Animal rides	Pet treats/toys	Tupperware
Ornaments	Crafts, craft kits	Emergency kits
Batteries	Stone memorials	Seasonal flags
Gift baskets	Hats	Jewelry
Valentine/Birthday flowers	Mistletoe	Stationary
Newspaper space ads	Garage sales	Bath accessories
Music CDs, videos, DVDs	Entertainment books	Engraved bricks
Pedometers	Luminarias	Discount cards to businesses
Rent a special parking space		

### Things You Can Do

Wrap gifts	Fun runs	Walk/Bike-a-thons
Sports clinic/camp	Jump rope-a-thons	Car wash (pre-sell tickets)
Singing telegrams	Carnival	Rent-a-teen helper
Penny wars (collect the most)	Dances	Recycling cans/paper
Festivals	Golf tournament	Bowling night/bowl-a-thon
Skate night/skate-a-thon	Craft fair	Talent show
Grocery refund programs	Recycle cell phones	Family dinners
Silent auction	School job fair	Car magnets
Read-a-thon	Poetry slams	Battle of the bands contest
Balloon Fiesta parking	Spelling Bee	Family/glamour portraits

## Things to remember if you sell food:

- Prepare and store food properly to prevent food borne illness.
- Remember severe food allergies affect 4-8% of children. The most common allergies are to cow's milk, egg, soy, wheat, peanuts, tree nuts, fish, and shellfish. All items should be labeled with the name of the product and ingredients.
- The City Environmental Health Department Food Sanitation Ordinance requires anyone selling or giving away food, snacks, or beverages or offering samples at a school sponsored event to obtain a food permit.
- Bake sales require a food permit. Only home baked or commercially packaged baked goods made with non-potentially hazardous frostings and fillings are allowed.
- Contact the Albuquerque Environmental Health Department, Consumer Health Protection Division to obtain a food permit application (505) 768-2600.



### Fundraisers Web Resources

- [www.fundraising-ideas.com](http://www.fundraising-ideas.com)
- [www.fund-raising.com](http://www.fund-raising.com)
- [www.5aday.org/html/educators/options.php](http://www.5aday.org/html/educators/options.php)
- [www.fundraiser-finder.com/fundraising-cat/healthy.php](http://www.fundraiser-finder.com/fundraising-cat/healthy.php)
- [www.americanteachers.com](http://www.americanteachers.com)
- [www.afrds.org/homeframe/html](http://www.afrds.org/homeframe/html)

# Food & Nutrition Environment

## Pleasant Eating Environments

Students will enjoy their food more and may try healthy options if they can relax, eat and socialize without feeling rushed. Taking time to fuel their body will also support their school performance. A positive eating environment has a powerful influence on behavior. Here are some ideas for creating a more pleasant eating environment.

### Other “Best Practices” Considerations

- Schedule recess before lunch. Studies (including APS’ own research!) show students who have recess before lunch are more focused to eat and finish their lunch and show improvements in attention in afternoon class.
- Allow enough time for students to eat their meals without feeling rushed (at least 10 minutes after receiving breakfast and 20 minutes after receiving lunch).
- Encourage students to socialize with each other and adults.
- Use creative and innovative solutions to monitor noise level; avoid “eating in silence” and whistles.
- Make the cafeteria a place where students want to be. The color of the walls, sound-proofing, amount of lighting, decorations and space in the cafeteria can all contribute to giving it a relaxing and comfortable atmosphere. Local businesses might contribute paint and construction materials as well as free labor. Parents also may have skills in these areas and be willing to donate their labor.
- Consider placing a bulletin board in the cafeteria that promotes healthy eating and physical activity tips and messages.
- Analyze the serving line and determine what might be done to improve efficiency so students aren’t spending too much time in line.
- Encourage adults to model healthy habits in school, talk about importance of healthy eating during meals, speak well of the student nutrition program meals, and encourage kids to try new foods.
- Survey students on ideas for making the school dining experience more enjoyable.

Source: *Changing the Scene*, USDA Team Nutrition

# School Meal Programs

## *APS Food & Nutrition Services*

APS Food & Nutrition Services provides breakfast and lunch meals to all traditional high, middle, and elementary schools in the district. Breakfast and lunch meals are governed by the National School Meal Program, administered by the United States Department of Agriculture (USDA). Every student who completes a family eligibility application will be considered for free, reduced, or regularly priced meals. All APS schools participating in the National School Meal Programs must follow federal regulations set by the USDA.

The APS Food & Nutrition Services Department operates completely independently of the district's operational fund. Revenue is generated through cash payments for food, contracted services, and reimbursement funds from the USDA for meals served. The department is also supported by the federal commodity foods program and receives foods purchased from the US agriculture industry.

### **Feeding Programs Administered by APS Food & Nutrition Services**

- School Lunch Program
- School Breakfast Program
- Snack Program
- Summer Feeding Program

### **Federal Regulations for National School Meal Programs**

- Meals served under the National School Meal Program must meet U.S. Department of Agriculture nutrition standards, conforming to good menu planning principles, and featuring a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.
- Subsidized meals served under the National School Meal Program are required to meet the following over the course of a week:
  - The Dietary Guidelines for Americans, including a variety of foods moderate in sugar and salt and high in fruits and vegetables and whole grains are offered.
  - Total fat is less than 30% total calories and saturated fat less than 10%
  - Breakfast provides  $\frac{1}{4}$ , and lunch provides  $\frac{1}{3}$ , of the Recommended Daily Allowance (RDA) for calories, protein, calcium, iron, vitamin A, vitamin C.

### **Snack Bars/A la Carte Sales**

Foods sold by APS Food & Nutrition Services that are not served under the National School Meal Program must meet the New Mexico Competitive Foods Standards for a la carte foods and beverages.

## Alternatives to Using Food as a Reward

Teachers, administration, parents, and the community often offer kids food as a reward for “good” behavior. Typically “food rewards” have little or no nutritional value but are used because they are easy, inexpensive treats that are thought to bring about short-term behavior change. **Teachers and staff are encouraged to reward students with non-food items.**

### Disadvantages of Using Food as a Reward

- It sends a mixed message between nutrition education taught in the classroom and the school environment.
- It encourages over consumption of foods high in added sugar and fat.
- It may displace more nutritious foods offered in the school meal program.
- It teaches kids to eat when they are not hungry to reward themselves.

### Zero Cost Alternatives

Verbal praise  
Recognize over announcements  
Sit at the teacher’s desk  
Sit by friends  
Take a walk with teacher/principal  
Eat lunch with the teacher/principal  
Make a delivery to the office  
Be the classroom helper  
No homework pass  
Teach class or help teacher teach  
Read or eat lunch outside  
Read to a younger class  
Extra recess time  
Class walking break  
Listen/Dance to music  
Note of recognition from teacher/principal  
Free choice time  
Game day  
Listen to a book on tape  
Extra computer time  
Teacher performs special skill (i.e. sing, dance)  
Teacher reads a special book to the class  
Read morning announcements  
Go to library to select a book to read  
Design a class/school bulletin board  
Take care of class animal  
Play a game  
Walking field trip  
Photo recognition board

### Low-Cost Alternatives

Books  
Bookmarks  
Pencils, pens, and erasers  
Notepads/notebooks  
Trophy, plaque, ribbon, certificate  
Stickers, temporary tattoos  
Sidewalk chalk  
Movie/Video coupons  
Trading cards  
Drawing for donated prizes  
Stencils  
Stamps  
Trip to the treasure box  
Coloring books  
Art supplies  
Rulers  
Glitter  
Gift certificate to school store or  
book fair  
Paddleballs, Frisbees, hula hoops,  
jump rope  
Water bottles  
Toys/trinkets: Yo-yos, playing cards  
Key chains  
Plant, seeds & a pot for growing  
Point/token system for privileges  
or prizes  
Pedometers  
Pass to zoo, aquarium, museum

## Ideas for Classroom Snacks & Parties

Snacks are important for providing children with nutrients to support growth and learning. Parties can be a fun opportunity to celebrate. However, school snacks and parties don't always have to be cupcakes, ice cream, potato chips, and soda pop. With a little imagination snacks and parties be fun and still provide healthy, nutrient rich foods. Shift the focus from food to the child and let students choose a variety of activities, games, and crafts. Give healthy partying and snacking a try with the following foods:

- ☺ Low-fat milk (flavored) – plain, chocolate, strawberry, vanilla
- ☺ 100% juice – orange, apple, grape, cranberry
- ☺ Water (flavored)
- ☺ Fresh fruit with yogurt dipping sauce
- ☺ Apples with caramel dip
- ☺ Fruit and cheese kabobs
- ☺ Fruit with whipped topping – strawberries with whip cream
- ☺ 100% fruit snacks
- ☺ Fruit crisps or bakes (made with little added sugar and whole grain toppings)
- ☺ Vegetable tray with low-fat dip
- ☺ Celery sticks with peanut butter
- ☺ String cheese
- ☺ Low-fat pretzels or popcorn
- ☺ Graham or animal crackers
- ☺ Pizza with low-fat toppings – veggies, lean ham
- ☺ Sandwiches – ham, turkey, cheese (low fat condiments)
- ☺ Low-fat pudding cups
- ☺ Low-fat yogurt
- ☺ Yogurt & fruit smoothies
- ☺ Yogurt parfaits – layered fruit, yogurt, and granola
- ☺ Quesadillas with salsa
- ☺ Granola bars or breakfast bars
- ☺ Trail mix or cereal mixes
- ☺ Angel food cake with fruit toppings
- ☺ Nuts, seeds



### *What about Cake?*

Once in awhile a piece of birthday cake can fit into a healthy diet. However, if each student brings in cake for their birthday, eating cake becomes a regular occurrence. Keep cake a sometimes food by having all students with birthdays in the same month celebrate on one day. Try to limit parties with cake and other sugary or high fat foods to less than once per month.

# Classroom Food Safety

During the school year food may be frequently stored, prepared, or eaten in the classroom. Snacks are important for providing energy for learning. In addition, preparing or tasting foods can be valuable teaching activities. However, improper handling of food can cause food borne illness. Symptoms may resemble the stomach flu and are caused by eating contaminated food. Food borne illness can be prevented. Help protect your students by following these simple rules.

## KEEP ALL FOOD CLEAN

Keep everything that comes in contact with food clean.

- **Always wash hands!** Before eating and handling foods. Wash your hands thoroughly in warm, sudsy water (at least 20 seconds). Repeat washing between food handling.
- Use clean towels, dish cloths, cooking dishes, and utensils. Consider using paper towels for cleaning surfaces and drying dishes.
- Scrub work surfaces and disinfect cutting boards.
- Avoid cross contamination of foods by using separate cutting boards and cutting utensils for meat and fruits/vegetables.
- Never taste with the stirring spoon!
- Wash dishes in hot (140° F) soapy water, then rinse well.
- Avoid chipped or cracked dishes that can harbor bacteria.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten. Use friction to clean produce thoroughly.

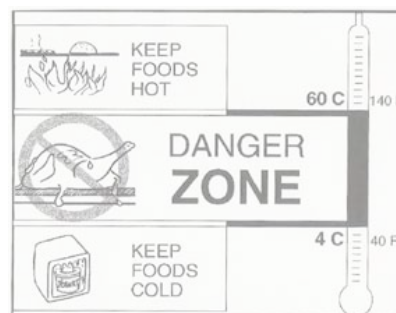
### *Have you ever heard that life begins at 40?*

Between 40° and 140° F, a single bacterium will double every 20 to 30 minutes.

## KEEP HOT FOODS HOT

- Cooked foods should be held at temperatures higher than 140°F to prevent bacteria growth.
- High temperatures (160° to 212°F), kill most bacteria. That is the reason, meats, such as ground meat and poultry, should register an internal temperature of 160°F when cooking.

- Re-heat foods to the proper temperature. When cooking in a microwave, make sure there are no cold spots in food where bacteria can survive. Cover food, stir and rotate for even cooking.
- Heat leftovers thoroughly to at least 165°F; bring sauces, soups and gravy to a boil when reheating.



## KEEP COLD FOODS COLD

- Foods should be refrigerated between 34° and 40° F.
- Rapidly cool any cooked foods and never leave foods at room temperature.
- Refrigerate or freeze perishables, prepared foods and leftovers within 2 hours.
- Below 32°F, which is freezing, bacteria will not grow, but will survive. Frozen foods should be stored at 0°F for long term storage.
- Thaw food in the refrigerator, under cold running water or in the microwave rather than at room temperature. Marinate foods in the refrigerator.

### Web Resources

- [www.foodsafeschools.org](http://www.foodsafeschools.org)
- [www.cfsan.fda.gov/~dms/educate.html](http://www.cfsan.fda.gov/~dms/educate.html)
- <http://itsasnap.org/index.asp>
- <http://www.fightbac.org>





# Nutrition Education

## Component: Nutrition

Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate nutrition opportunities.

### *Required Activities*

All schools will provide nutrition education activities that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Nutrition education programs should focus on students' eating behaviors. Behavior-focused nutrition education integrated into curriculum K-12 will equip students with the knowledge, skills and motivation to provide a foundation for a lifetime of healthy eating.

## Other "Best Practices" Considerations

- Nutrition education should be delivered as part of a comprehensive school health education curriculum. Nutrition topics can be integrated into other subject areas to reinforce and support messages. It can also be provided in after school programs.
- Nutrition education activities should stress the appealing aspects of healthy eating. Positive messages motivate students to make a change.
- Professional development opportunities focusing on nutrition education should be made available for staff providing nutrition education.
- Nutrition education activities and programs should involve families and home activities as often as possible.
- Teachers are encouraged to collaborate with cafeteria staff in nutrition education activities and programs. And school cafeterias made available for nutrition education activities.
- Schools are encouraged to collaborate with agencies and groups conducting nutrition education in the community and providing opportunities for student volunteer work related to nutrition.

## Nutrition Education Resources

Below is a list of resources and materials that are available for free or for purchase for K-12.

### Elementary Schools

- *Kids Cook!* A multicultural food education program that involves hands-on classroom cooking lessons. For more information, contact Hope Miner, Coordinator - [www.aps.edu](http://www.aps.edu) – click on *Departments* → *Food and Nutrition Services* → scroll down to files.
- *CATCH*, Coordinated Approach to Child Health is an evidence-based coordinated school health program that teaches children to identify, practice and adopt healthy eating and physical activity practices. There is funding through the NM Department of Health, Chronic Disease Prevention & Control Bureau to implement CATCH. For more information, contact Carol Marr at [carol.marr@state.nm.us](mailto:carol.marr@state.nm.us).
- *MyPyramid* Nutrition Lessons and materials, [www.mypyramid.gov](http://www.mypyramid.gov).
- *Eat Well. Keep Moving* . A program with classroom and physical education lessons. Available at [http://www.hsph.harvard.edu/prc/proj\\_eat.html](http://www.hsph.harvard.edu/prc/proj_eat.html)
- *Eat Smart. Play Hard.*™ Promotional Kit – USDA Team Nutrition. Available at [www.fns.usda.gov/eatsmartplayhard](http://www.fns.usda.gov/eatsmartplayhard)
- *Nutrition Explorations* – National Dairy Council. Lessons and activity ideas available at [www.nutritionexplorations.com](http://www.nutritionexplorations.com).
- *5 A day for Better Health*. Lessons available at [www.5aday.com](http://www.5aday.com), [www.5aday.gov](http://www.5aday.gov) and *There's a Rainbow on My Plate* [www.dole5aday.com](http://www.dole5aday.com).
- Good 2 Go Program. Stonyfield Farm. Lessons and activity ideas available at [www.stonyfield.com/MenuForChange/](http://www.stonyfield.com/MenuForChange/)
- Leafy Greens Council. Downloadable lesson plans related to leafy greens and their nutritional benefits available at [www.leafygreens.org/lessonplans.html](http://www.leafygreens.org/lessonplans.html).

### Middle Schools

- *Planet Health* interdisciplinary curriculum. Classroom and physical education activities designed to fit within existing curricula. Available at [www.hsph.harvard.edu/prc/proj\\_planet.html](http://www.hsph.harvard.edu/prc/proj_planet.html)
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions* – USDA Team Nutrition. Lessons and activity ideas intended for after-school programs. Available at [www.fns.usda.gov/tn/Resources/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/Resources/power_of_choice.html)

- Food and Nutrition Resources for Grades 7-12 - Food and Nutrition Information Center. Available at <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html#Curriculums>
- *Eat Smart. Play Hard.*™ Promotional Kit - USDA Team Nutrition. Available at [www.fns.usda.gov/eatsmartplayhard](http://www.fns.usda.gov/eatsmartplayhard)
- *Body Talk: Teens Talk about Their Bodies, Eating Disorders and Activism.* Available at [www.durrinproductions.com](http://www.durrinproductions.com).
- TEENS: Teens Eating for Energy and Nutrition at School. This curriculum is comprised of ten 45-minute sessions designed to be implemented over five weeks. Downloadable lesson plans available at [www.epi.umn.edu/cyhp/r\\_teens2.htm](http://www.epi.umn.edu/cyhp/r_teens2.htm).
- *Hands –On Health: The Activity Guidebook for Working with Teens* [www.foodplay.com](http://www.foodplay.com)

### High Schools

- Food and Nutrition Resources for Grades 7-12 - Food and Nutrition Information Center. Available at <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html#Curriculums>
- *Body Talk: Teens Talk about Their Bodies, Eating Disorders and Activism.* Available at [www.durrinproductions.com](http://www.durrinproductions.com).
- *Generation Fit* [http://www.cancer.org/docroot/PED/content/PED\\_1\\_5X\\_Generation\\_Fit.asp](http://www.cancer.org/docroot/PED/content/PED_1_5X_Generation_Fit.asp)

### General Resources

- NM Media Literacy Project offers *Media & Wellness*, a K-12 curriculum that teaches students to challenge media messages shaping our attitudes, actions and lifestyles in our media-saturated society, [http://www.nmmlp.org/store/media\\_wellness.html](http://www.nmmlp.org/store/media_wellness.html), 505-828-3129.
- Media Awareness Network. Downloadable lesson plans related to food and the media available at [www.media-awareness.ca/english/teachers/index.cfm](http://www.media-awareness.ca/english/teachers/index.cfm)
- Team Nutrition, free educational materials, posters, brochures, [www.fns.usda.gov/tn/resources](http://www.fns.usda.gov/tn/resources)
- *MyPyramid* information, handouts, and online tools, [www.mypyramid.gov](http://www.mypyramid.gov)
- Food labels, [www.cfsan.fda.gov/~dms/lab-gen](http://www.cfsan.fda.gov/~dms/lab-gen)

- Action for Healthy Kids, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- 5 a day, [www.5aday.gov](http://www.5aday.gov)
- Food, Land, and People. Lessons available at [www.foodlandpeople.org](http://www.foodlandpeople.org)
- Food and Nutrition Information Center (FNIC) has nutrition education materials and AV resources, (301) 504-5719, [www.nal.usda.gov/fnic](http://www.nal.usda.gov/fnic).
- Ag in the Classroom. Lessons available at [www.agclassroom.org](http://www.agclassroom.org).
- The American Heart Association has curriculum materials that address heart healthy eating. [www.americanheart.org](http://www.americanheart.org), (800) AHA-USA1.
- Tufts University Nutrition Navigator. Use this online rating and review guide to quickly find accurate, useful nutrition information, <http://navigator.tufts.edu/index.html>
- Farm to Schools. <http://schoolmeals.nal.usda.gov/Resource/farmtoschool.htm>
- USDA Agricultural Research Service's Children's Nutrition Resource Center. Baylor College of Medicine, Houston, Texas. Lessons, activities, and materials available at [www.bcm.edu/cnrc/](http://www.bcm.edu/cnrc/)

## Community Resources

- APS Food and Nutrition Services, #345-5661, staffs registered dietitians who provide nutrition education resources to cafeterias, schools, teachers, and students. The department also administers several nutrition education programs and promotions including, school lunch week, breakfast week, fruit & vegetable week (5-A-Day), national nutrition month, and food tasting lessons. Registered dietitians are also available to conduct nutrition education activities for student classes, health fairs, teachers, parents/community, and staff.
- Bernalillo County NMSU Cooperative Extension Service's KIDs CAN Program (Kids' Ideas for Cooking and Nutrition) offers a series of food and nutrition youth activities, K-9<sup>th</sup> grade for schools with a student population qualified with 50% or more free and reduced-price school meals. Includes hands-on, fun activities and games, including food preparation. For more information, contact Virginia Alexander at 243-1386.
- Project CHOICE is a free health and cancer education program taught by Presbyterian professionals offered to all APS schools, K-12. For more information, contact Vicki Wilkinson, Coordinator at [VWilkins@phs.org](mailto:VWilkins@phs.org), 823-8014.

# Promotions & Marketing

## *Marketing the “Healthy” Message to Students*

One challenge schools often face is getting students to accept and adopt health messages to eat healthy foods and be more active. The following ideas and resources can help create student buy-in at school.

### General Principles

- If possible, get students involved in any environmental changes as soon as possible. Focus groups and written surveys are a great way to capture student feelings and ideas.
- Make students feel like they are making healthy lifestyle decisions by their own choice.
- Marketing nutrition and health messages to students should be consistent, developmentally-appropriate, culturally-relevant, and engaging.

### Ideas for Marketing to Students

- Contests (ex. recipe, marketing, poster)
- Taste testing (ex. healthy food tasting fair)
- Nutrition related field trips (ex. farm visit)
- School gardens
- Events or contests held around a health theme
- Health fair
- Family & community wellness night
- Student government activities
- Pricing strategies (price healthier foods lower)

### Medias for delivering Health Messages to Students

- Posters
- Television (ex. Channel One)
- Videos/DVDs
- Computers (ex. Internet, games)
- Billboards
- Music
- School PA/announcements

### Web Resources

- Changing the Scene – Improving the School Nutrition Environment Action Kit.
- Making It Happen! School Nutrition Success Stories.

Both are available from USDA Team Nutrition [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

## **Promotional Calendar**

Use the following calendar and promotional days to plan student, staff, parent, and community education and special events that promote nutrition, physical activity, and wellness.

### **August**

Watermelon Day; More Herbs, Less Salt Day

### **September**

National 5-A-Day Month and Week (Fruits & Vegetables), National Food Safety Education Month, National Organic Harvest Month, Potato Month, Rice Month, Family Health & Fitness Day

### **October**

Eat Better, Eat Together Month; National Chili Month; National Seafood Month; Health Literacy Month; National Dental Hygiene Month; Vegetarian Awareness Month; National School Lunch Week; National Health Education Week; World Food Day

### **November**

Peanut Butter Lovers' Month, National Fig Week, Sandwich Day, Homemade Bread Day

### **December**

National Hand Washing Awareness Week

### **January**

National Soup Month, Healthy Weight Week

### **February**

National Cherry Month

### **March**

National Nutrition Month, National School Breakfast Week, Johnny Appleseed Day

### **April**

National Pecan Month, National Youth Sports Safety Month, National Garden Week, World Health Day

### **May**

National Bike Month, National Egg Month, National Physical Fitness and Sports Month, National Salsa Month

## SUCCESS STORY: *Healthy Eating by Design* at Valle Vista Elementary School

### Promotional Activities

During 2005-2006, Healthy Eating by Design at Valle Vista Elementary School encouraged promotional activities in conjunction with increasing students' access to healthy foods and its *Fresh Snack* program. The Healthy Eating program was able to support a quarter-time program assistant who implemented many of these activities. The school nurse and principal were also active within the school setting. Other team members provided ideas and text for the printed materials.

### Family & Student Awareness

- Provide healthy eating message at school events. For example, read a related book at VVES Read-o-Ween; held a Wellness Fair, and a Farm Fair (invite local gardeners and farmers to visit the school or the classroom.)
- Produce a seasonal food checklist, delivered to all students to take home. Other information on wellness, events in school and neighborhood, recipes, and farmers' market locations was also provided. Healthy Eating provided issues for Winter (before winter break), Spring (after spring break), Summer (before end of school year). Autumn is also recommended, since many fresh, locally grown foods are available in September and October.
- Utilize the school newsletter, delivered by students to their homes. VVES students designed two during the after school program. They featured the snack program in the fall, and a Wellness Fair in the spring issue.
- Provide teachers with Fast Facts on special and unique foods served in the school - a one-page sheet describing source, history, and benefits of the Fresh Snack or other unique food served that week.
- Create a Healthy Eating Resource Binder, available in the Family Resource Center to educate parents and provide materials in both English and Spanish.
- Sponsor a Nutrition and Wellness class for parents and guardians with NMSU County Extension. 3-part course may be offered by Extension Nutritionist at weekly intervals.

### Staff Awareness

- One-page newsletter provided updates on fresh snacks served, classroom extension ideas, and the importance of healthy eating. 4 issues are recommended during year.
- Weekly memo to staff from Principal: include the new fruit item served that week whenever timing allows, or a wellness tip.
- Create a Healthy Eating Resource Binder & make available in the Teachers Lounge. Contents:
  - Fast Facts Fresh Snack
  - Nutrition-related curriculum – ideas and lesson plans.
  - Farm to School information
  - Puzzles and games related to nutrition and physical activity
  - Articles in the press
  - Farms to visit - Field trip information
  - Recipes

**Healthy Eating by Design** is a project of the Albuquerque Alliance for Active Living. A special grant for Healthy Eating was provided by the Robert Wood Johnson Foundation, [www.activelivingbydesign.org/index.php?id=397](http://www.activelivingbydesign.org/index.php?id=397). For more information, contact Jennie at #345-5661 ext. 26.

## Field Trips

Below is a list of field trip suggestions to local farms and food production sites. Schools are encouraged to consider selecting field trip locations that promote student wellness. The following provides educational opportunities regarding healthy foods grown in the Albuquerque region. These field trips provide great opportunities for students to learn where food comes from, what foods look like and how they grow. Some also provide opportunity for wildlife interaction, and education on where water is coming from and the ecological value of land.

- **Heritage Farm**, Albuquerque BioPark, 2601 Central Ave. NW. Contact admissions 843-7121 to let them know how many kids/adults for tour, interests and when. Then call Angela 848-7180 to make a tour request that will be led by a volunteer (must be at least 6 weeks in advance). For more information, contact Amy Henderson 848-7162
- **Rio Grande Community Farms**, Rio Grande near Montano Blvd. NW. Contact Sarah Gilstrap 401-6415, [ospintern@cabq.gov](mailto:ospintern@cabq.gov).
- **Petals and Pages, Hunger Grow Away** (also appropriate for family-oriented presentations, and school site visits can be arranged). Contact Hank Bruce at 980-8163.
- **Ferdinand's Farm**, PO Box 1064, Cedar Crest, NM 87008. Contact Valerie and Jerry at (505)281-0942, [Hertzlerneuber@msn.com](mailto:Hertzlerneuber@msn.com).
- **Los Poblanos Organics**, 4803 Rio Grande Blvd. NW. Contact Monte Skarsgard.
- **Erda gardens and learning center**, Call 610-1538, visits in October ONLY.
- **Chistas Farms**, Contact Eli Burd at 247-4088.
- **The Indo-Hispano Academy**, 1608 Isleta Blvd SW, Contact Joe Jaramillo at 869-6327
- **USDA**, Contact Dan Abeyta at [Dan.Abeyta@nm.usda.gov](mailto:Dan.Abeyta@nm.usda.gov).

This list is provided by the **Healthy Eating by Design** project described above.



# Physical Education

## *“Active Bodies, Active Minds”*

A high quality physical education program improves overall student health and fitness and enhances student academic achievement. APS recognizes that physical fitness is measurable and that physical education should be standards-based. To this end, APS employs a standards-based curriculum, and a standards-based report card that assesses students on effort, motor skills, learning concepts, active lifestyle, physical fitness, social skills, respect for diversity, and value placed on physical activity.

Every student, at the elementary and secondary level shall have opportunities to participate in physical education, including students with disabling conditions and those in alternative education programs. Ideally, this should be daily every year a child is in school.

## *“Best Practices” Considerations*

- Physical education classes will provide a variety of different physical activity choices that take into account gender and cultural difference, and feature cooperative as well as competitive physical activity choices.
- Physical education will be taught by certified physical education teachers.
- Physical education teachers encourage student accountability for their physical education through a variety of assessments, including self, peer, checklist, rubrics (mastery of techniques), portfolios, authentic (applying skills in a game) and others.
- Physical education classes will devote at least 50-70% of class time to actual moderate to vigorous physical activity.
- There are opportunities for physical education teachers to participate in regular professional development related to physical education instruction.
- National Association for Sport and Physical Education recommends a minimum of 150 minutes each week of physical education for grades K-5, and 225 minutes a week for grades 6-12.

## Quality Instructional Program Design

The learning objectives for physical education should align with goals set forth by state and district standards. A sequential, developmentally appropriate curriculum shall be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives.

The physical education program shall:

- emphasize knowledge and skills for a lifetime of regular physical activity
- provide a variety of different physical activity choices
- meet the needs of all students, especially those who are not athletically gifted
- take into account gender and cultural differences in students' interests, such as gathering information from families and other resources to encourage possibilities for multi-cultural activities
- teach self-management skills as well as movement skills
- actively teach cooperation, fair play, and responsible participation in physical activity
- promote participation in physical activity outside of school
- at the high school level, help adolescents make the transition to an active adult lifestyle
- be an enjoyable experience for students

Environment. Teachers shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.

Adapted physical education. Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activity.

Assessment. All students shall be assessed for attainment of the physical education learning objectives. Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in calculations of grade point average, and academic recognition programs such as honor roll.

Teaching Staff. Physical education shall be taught by well-prepared specialists who are certified by the state to teach physical education. Teachers will regularly participate in professional development activities that help increase one's instructional qualities

Supporting Physical Educators. Support is necessary in producing a quality program. Here are some ways to support your physical educator:

- Provide professional development opportunities to increase teaching effectiveness in the domain of physical education
- Provide adequate equipment and facilities
- Allow preparation time during the duty day
- Encourage networking with other physical education instructors
- Provide resources useful in building and maintaining a quality program

## The Value of Quality, Daily Physical Education

- The Center for Disease Control & Prevention (CDC) and the National Institutes of Health has called for more physical activity and physical education for all children. Daily, quality physical education in all schools is a sound investment in our nation's health and productivity (American School Board Journal, Oct. 2000).
- Helping children and youth find success, enjoyment, and confidence in their physical abilities is important. Helping students learn to be active early in their lives will provide an important foundation for lifetime physical activity (Educational Leadership, March 2000).
- Quality physical education helps students:
  - learn to set and work on goals
  - recognize the benefits of lifelong participation in physical activity
  - practice self-assessment
  - celebrate what they can do
  - value others' personal achievements
- Regular participation in physical education can:
  - enhance skeletal development
  - increase muscle and bone strength
  - manage weight control
  - reduce stress and anxiety
  - improve brain function
  - reduce the risk of heart disease, developing diabetes, colon cancer, depression, high blood pressure and much more
  - benefit students in the physical, emotional, cognitive, and affective domains. (CDC).

Physical education is a positive part of school curriculum. It enhances academic learning by reducing mental tension, building better communication in the brain processes, reduces sick days from school, improves circulation which carries energy to our working brain, helps us accomplish more work loads with less energy spent, better attitude toward self, improved confidence, improves reaction time, protects and builds brain neurons. These benefits help with better cognitive functioning and protect against cognitive functional losses (Charles Corbin, 1994. C.W. Cotman, 2002).

## What is Quality Physical Education?

The National Association for Sport and Physical Education (NASPE) believes that every student in our nation's schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so they may adopt healthy and physically active lifestyles. Today's quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning.

According to NASPE guidelines, a high quality physical education program includes the following components: opportunity to learn, meaningful content and appropriate instruction. Each of these areas is outlined in detail in NASPE's quality physical education (QPE) documents, available at [www.aahperd.org/naspe](http://www.aahperd.org/naspe), or call 1-800-321-0789. A small reference to these areas is made below.

### Opportunity to Learn:

- Instructional periods totaling 150 minutes per week in elementary and 225 minutes per week in secondary
- Qualified physical education specialist providing developmentally appropriate program
- Adequate equipment and facilities

### Meaningful Content:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skills and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

### Appropriate Instruction:

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- Not using physical activity as punishment
- Uses regular assessment to monitor and reinforce student learning

## **NM State Standards in Physical Education**

1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Students will apply movement concepts and principals to the learning and development of motor skills.
3. Students will exhibit knowledge and ability to participate in a physically active lifestyle.
4. Students will achieve and maintain a health-enhancing level of physical fitness.
5. Students will demonstrate responsible personal and social behavior in physical activity settings.
6. Students will demonstrate understanding and respect for differences among people in physical activity.
7. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

## *It's Time for Your School's Physical Education Checkup*

### **HOW ARE YOU DOING?**

The National Association for Sport and Physical Education (NASPE), which has been setting the standard for the profession for over 30 years, is committed to quality physical education for every student including Limited English Proficiency (LEP) and those with special needs. Does your school's physical education program help every student attain the knowledge, skills and attitudes necessary for them to lead healthy, active and productive lives? NASPE urges principals, teachers and parents to conduct an assessment of their school's physical education program--evaluate its strengths and weaknesses and then encourage a plan for improvement where needed. Here are 15 quick questions to ask:

1. Is physical education taught by a qualified teacher with a degree in physical education?	Yes	No
2. Do students receive formal instruction in physical education: a. for a minimum of 150 minutes per week (elementary) and 225 minutes per week (middle and high)? OR b. at least 3 class periods per week for all grades the entire school year.	Yes	No
3. Is the physical education class size about 25-30 to ensure safe, effective instruction?	Yes	No
4. Is there adequate equipment for every student to be active?	Yes	No
5. Is technology incorporated on a regular and continuing basis?	Yes	No
6. Are indoor and outdoor facilities safe and adequate (so that physical education classes need not be displaced by other activities)?	Yes	No
7. Is there a written mission statement and sequential curriculum based on state and/or national standards that are implemented appropriately in physical education?	Yes	No
8. Are formative and summative assessments of student learning included in the physical education program, and are they related to meaningful content objectives?	Yes	No
9. Does the program provide for maximum participation for every student (e.g., inclusion, no elimination games, all students active at once, developmentally appropriate activities, etc)?	Yes	No
10. Does the program help to systematically develop the physical, cognitive and social - emotional aspects of each student?	Yes	No
11. Do the physical education teachers regularly participate in physical education professional development activities and have memberships in related professional organizations?	Yes	No
12. Do the physical education teachers receive student health information and have a plan for handling emergencies?	Yes	No
13. Is there regular periodic evaluation by administrators of the physical education program and teacher performance?	Yes	No
14. Do the physical education teachers communicate with each other and parents on a frequent basis?	Yes	No
15. Do the physical education teachers seek feedback for improvement from students, peers, and parents as a means for program evaluation and improvement?	Yes	No

### **HOW DID YOU DO?**

If you answered "NO" to one or more of the questions, try and focus on those areas that need improving.

# Physical Activity

## Component: Physical Activity

**Goal:** The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.

### *Required Activities*

Schools will encourage and offer opportunities for all students to participate in before, during and/or after school physical activity programs outside of physical education programs (i.e., 10-minute “brain breaks” integrated into curriculum, intramurals, clubs, and at the secondary level, interscholastic athletics). Those opportunities will offer diverse and developmentally appropriate activities for all students of a competitive and non-competitive nature.

All schools will provide education on the health benefits of physical activity that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

## ***“MOVEMENT IS FOR EVERY BODY”***

Schools have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. Promoting a physically active lifestyle among young people is important because it:

- Can increase students’ capacity for learning.
- Can promote self-regulation and reduce behavior problems by improving student concentration and problem solving ability.
- Has a favorable effect on endurance capacity, muscular strength, body weight, and blood pressure.
- Provides positive experiences at a young age to help lay the basis for being regularly active throughout life.



## Other “Best Practices” Considerations

- Physical activity is integrated across curriculum and throughout the school day. In collaboration with the physical educator, teachers are encouraged to integrate physical activity into other subjects, such as “Brain Breaks.”
- Collaboration with recreation agencies and other community organizations to achieve an active campus environment at all school levels.
- Schools are encouraged to provide parents with information to help them incorporate physical activity into their student’s lives.
- Schools are encouraged to provide community access to and encourage students, staff, and community to use the school physical activity facilities outside of the normal school day.
- Schools will encourage basic physical activities of walking and biking, if determined safe for students, and transportation modes to and from school. Promotion of such activities may include a “walking school bus.”
- Professional development opportunities are offered to teachers and staff on best practices and strategies to enhance physical activities at school.
- Time in the elementary school day for at least 30 minutes of supervised recess.

### **Rationale for Recess**

Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary aged children. Recess provides children with discretionary time and opportunities to engage in physical activity that helps to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate, and problem solving in real situations. Furthermore, it may facilitate improved attention and focus on learning in the academic program.

Recess will compliment, not substitute for, physical education classes. Recess will not be denied to a student as punishment, as the potential for discipline problems increases without a physical outlet to release energy.



# Ideas for integrating physical activity into the school day

## *What Schools Can Do*

With increasing evidence that physical activity supports learning, school programs can promote physically active life-styles for children by incorporating activity in school environment in the following ways.

- Help improve on-task behavior by **planning fitness breaks**: periodic 5-10 minute activities during instruction time. Here are some FREE downloadable activities & resources:
  - Brain Breaks: <http://www.emc.cmich.edu/BrainBreaks/default.htm>.
  - Energizers: <http://www.ncpe4me.com/energizers.html>
  - Minds in Motion: <http://doe.sd.gov/oess/schoolhealth/mindsinmotion/>
- Schedule an activity break after lunch.
- Provide extracurricular programs e.g. walking clubs, jumping rope, in-line skating.
- Sponsor parent-child activity programs at school.
- Encourage teachers to provide time for unstructured physical activity during recess.
- Allow access to facilities before and after school hours and during vacation periods.
- Encourage walking and biking to and from school.
- Provide students and teachers with physical and social environments that encourage and enable physical activity.
- Encourage and enable school personnel to be active role models by their own participation in physical activity.
- Coordinate physical activities with community agencies, allowing use of school facilities to facilitate training programs for volunteer youth coaches.
- Provide a listing of community physical activity resources to students and parents.



## Ideas for integrating physical activity into the school day

### *What Teachers Can Do*

- Be active role models
  - Walk the stairs
  - Walk during lunch, before or after school hours
  - Join in the fun with the kids on the playground or gym
  - Talk about physical activities you like to do outside of school
  - Participate in school-based health promotion programs
- Classroom activities
  - Take stretch breaks: touch your toes, jog in place to music
  - March while reciting multiplication tables
  - Display posters, banners, etc. with physical activity themes
  - Utilize one of the resources listed on the page “What Schools Can Do”
- Encourage and enable parental involvement in physical activity.
- Send home activity homework that parents and children can do together.
- Encourage Walk to School Programs.
- Ask the librarian to prepare a book display about various physical activities and sports.
- Don’t take away physical education class or recess as punishment.
- Incorporate physical activity in other subjects such as math, science and geography. Utilize one of the resources listed on the prior page “What Schools Can Do” or use the following ideas. They can easily be adopted to meet the needs of students of all ages.

### **Incorporating physical activity into other subjects**

#### MATH

- Have students practice their measurement skills by measuring the distance covered when jumping, leaping, and hopping; Jumping jacks: call out a math problem. If the answer is less than 20, ask the students to give their answer in jumping jacks.
- Have students take a resting heart rate, then perform a simple movement to get an elevated heart rate. Take the scores and use them in a graphing assignment.
- Have the students roll dice, take the two numbers, multiply, add, subtract, or divide them and perform that many repetitions of an exercise like jumping jacks or toe raises.
- Label index cards with numbers. Place the cards at one end of the classroom with the numbers down. Set the students up into relay groups, each student takes a turn hopping or jumping down to the cards and can pick up only one card to bring back to their team. After all cards are collected, students add up the cards to see which group got the highest number.

## SCIENCE

- Encourage students to do reports on the benefits of physical activity.
- Take nature walks.
- Test the shapes of movement equipment, and analyze why they are shaped as such.

## LANGUAGE ARTS

- Ask students to record in their journals the amount of time they spend watching TV and being physically active- and what activities they enjoyed the most.
- Incorporate fitness words into vocabulary tests.
- Allow students reading time where the material is fitness related.
- Have students write a letter to their favorite athlete, fit role model, or sports team.
- Read health related books or stories to the students as a reward.
- Use fitness words on a word wall.

## SPELLING

- Host a spelling bee with a physical activity theme. Ask students to act out verbs such as skip, hop, jump, and others.
- Have students write out as many health-related words they can think of with each letter of the alphabet.

## GEOGRAPHY

- Rhythmic Activity: “Body, Mind, Map” uses the body as a model of the globe: North Pole: touch head, South pole: touch toes, Equator: hands around waist, America: left hand, Europe: nose, etc...
- Have students research what physical activities are common in different countries.

### Pedometers in the Classroom Setting:

- Motivate movement
- Track progress with a daily log
- Develop goal setting skills
- Idea: Suggest a school-wide step challenge

### Activity Opportunities for Children with Disabilities:

- Enhance functional living skills
- Improve health-related factors
- Enhance social skills
- Increase independence
- Improve one’s enjoyment for life
- Improve self-esteem

# Safe Routes to School

*Studies have shown that physically active kids have improved mood and concentration and that physical fitness is related to better test scores on some standardized tests.*

**Safe Routes to School** is a national movement to:

- Make it safe, convenient and fun for children to bicycle and walk to school.
- Promote regular physical activity needed for good health.

*According to the 2001 National Household Travel Survey, less than 16 percent of students between the ages of 5 and 15 walked or biked to or from school, compared to 42 percent in 1969.*

*As much as 25% of morning rush hour traffic can be parents driving children to schools.*

Safe Routes teams work with the 5 E Model:

- Encouragement
- Education
- Enforcement
- Engineering
- Evaluation

**Encouragement** - Programs, activities, contests.

Support students who live within “the walk zone” to walk or bike. What is the walk zone? It is based on “on the ground” distance a student would walk to get to the nearest entrance to a school. For an elementary school, the walk distance is one mile. The walk zone accounts for any hazards (e.g. crossing a major arterial) or the lack of bridges to cross arroyos and such. (Students within the zone can be bussed if a street is deemed too hazardous for students to cross.)

- Walking School Bus – Identify a route, and organize a group that walks together to and from school, with a parent or good neighbor!
- Walk to School Day – October 4, 2006 Parents and community members walk to school with students to experience the fun of walking along the routes. Make banners and posters in the classroom or after-school program.
- “Walk Wednesdays” - Select one day a week to walk and bike to school!

**Education** - Class time, after-school lessons

- Traffic safety skills
- Health education and walking activities
- On-the-bike trainings
- Safe driving campaigns

**Enforcement** - Law enforcement and community involvement

- Signs & lights
- School zone non-compliance tickets
- Stings
- Crossing guards
- Neighbors – eyes on the street!

## **Engineering** - Make a list of needed improvements, request funds

Conduct a classroom activity to map students' routes and discuss where physical improvements are needed. Compile a list of locations and the school team's recommendations, which may include:

- Sidewalks or walking paths separate from the street pavement
- Bike lanes and paths
- Safer crossings - decrease the distance for pedestrians at intersections
- Calm traffic with well-designed street improvements.
- Storage for bikes
- No idling policies & car-free zones on the school site.

## **Evaluation**

Work with your principal to identify the number of students walking or bicycling before the program begins. Then, ask the same questions at the end of the school year or semester.

Conduct a survey in the classrooms.

## **Getting Started – Build a team**

Involve diverse stakeholders to create and implement a local Safe Routes to School Program

- Parents and children, school staff and PTAs
- Government staff (the road authority, law enforcement and health professionals)
- Elected officials
- Neighbors and businesses
- Non-profit organizations
- Other partners

When students walk or bike to school they:

- Have time with friends to develop social skills.
- Observe the “rules of the road” and learn skills to help them be better drivers.
- Enjoy the outdoors.
- Begin a lifelong habit of daily physical activity.

### **Safe Routes to Schools Resources**

- APS walk zones: Betty King, Planner, Capital Master Plan, (505) 842-4514, [king\\_b@aps.edu](mailto:king_b@aps.edu)
- Future Safe Routes grants may be available from the NM Department of Transportation, and disbursed to local governments, school districts and non-profit groups. Information: Jessica Frost, Safe Routes to School Coordinator, NMDOT, (505) 476-2155.
- Guide with steps to Safe Routes: <http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/>
- Marin County Bicycle Coalition hosts [www.saferoutestoschools.org/](http://www.saferoutestoschools.org/). Includes Lesson Plans.
- National Safe Routes to School Clearinghouse: <http://www.saferoutesinfo.org/>
- International Walk to School Day: [http://www.iwalktoschool.org/award\\_app\\_list.cfm](http://www.iwalktoschool.org/award_app_list.cfm)
- Kids Walk to School: [www.cdc.gov](http://www.cdc.gov)

Provided by the Albuquerque Alliance for Active Living

## **SUCCESS STORY: *Walking School Bus* at East San Jose Elementary**

As part of a grant project, the UNM School Based Health Center and East San Jose Elementary School started a Walking School Bus during the spring 2007 semester.

### **What is the Walking School Bus?**

A Walking School Bus is a group of parents and children who walk together to and from school. There are pick up and drop off points, just like vehicle bus stops, along the route.

### **Who participated?**

3rd, 4<sup>th</sup> and 5<sup>th</sup> grade students and parents/guardians who live within 30 minutes walking distance of the school. They asked that each student who walks to school in the morning also walks right after school gets out. Parent “drivers” were trained and given a small stipend after the program.

### **How many students and parents/guardians can take part?**

24 students total with a minimum of 3 parents per “bus”. They recruited 11 parent volunteers who rotated to walk with the students to and from school each day of the school week. Back up parent “drivers” were arranged in case a parent could not make it on certain days.

### **What else did they do?**

Students also received fun materials to help them keep healthy and active.

The benefits of a Walking School Bus communicated to parents & students included:

- FUN!
- Provide physical activity to maintain your health.
- Provide a safer environment to walk in.
- Offer an environment for families in the neighborhood to get to know one another.
- Reduce traffic congestion and pollution.
- Save gas and money.



# Physical Activity Events & Fundraisers Ideas

## Physical Activity Events

- Host a field/play day during the school year
- Host intramural competitions where schedules permit; can be after-school hours as well and involve the community
- Walking clubs can be started for students and staff before, during or after-school.
- Family Night Movement Challenges: during a family night at your school have an activity that allows families to *play* together in some movement experience.
- Field Trips can be done that incorporate movement activities such as a walk around the neighborhood, to a nearby farm or park, or a hike in the mountains.
- Collaborate with City Programs: check with the city for events such as a bike rodeo, portable rock climbing wall, and other programs they may offer each year.
- Organize a Health & Wellness Fair: this can be done by inviting local health agencies to your school to host a booth and educate students, staff, and the entire school community on health and fitness concepts and services. Planning an event like this takes time so establish a committee and plan ahead. Here is a suggested timeline:
  - 6 months ahead of event
    - contact organizations regarding a booth
    - contact vendors/entertainment, request donations
  - 2 weeks prior to event send out a press release and make announcements through newsletters, websites, and flyers (don't forget to invite the community)

## Physical Activity Fundraising Ideas

**Jog-a-Thon.** Many APS schools have had success with this fundraiser!

It is a lot of fun and it lets the students have a part in helping their schools and community. Participants have family, friends and neighbors sponsor them for so much money PER LAP. Participants can walk and/or jog around a 200-yard course in 20 minutes. This is not an endurance contest. If a student can participate fully, he or she may walk as few or as many laps as he or she is able. Participants may stop and rest whenever necessary.

This activity can be done before or after school, at lunch, or during physical education classes. Allow students 1-2 weeks to gain sponsors, and then the actual activity is completed in a one day event. All donations go directly to the school!

**Mileage Madness:** Students get sponsors and have to walk or jog a certain number of miles over the course of 1-2 weeks. They can walk or jog their mileage before school, during recess, lunch, physical education class time, or after-school.

**Family Night Bowling:** Invite students and families to a fun night of bowling at the school. For young kids, keeping score helps them develop literacy and math skills while participating in physical activity!





# Other School Based Activities

## Component: Other School Based Activities

### *Required Activities*

Wellness policy goals shall be considered and supported in planning all school-based activities (such as advertising of foods and beverages, school events, celebrations, field trips, and assemblies) in order to provide consistent wellness messages conducive to healthy eating and physical activity.

## Before and After-School Programs

Programs provided by the school and community can offer supervised extra-curricular enrichment activities, benefiting students by keeping them safe along with improving their academic performance. With some planning, these programs can also improve student health by offering physical activity and nutrition education.

Three federal child nutrition programs provide funding for after school programs to offer nutritious snacks and meals to children while participating in educational and enrichment programs:

1. The National School Lunch Program (NSLP) provides reimbursement to school-sponsored after school programs for snacks. These programs can be operated by the school district Food & Nutrition Services Department.
2. The Child and Adult Care Food Program (CACFP) provides schools and other non-profit community organizations reimbursement for snacks, and in some cases, meals for students after school.
3. The Summer Food Service Program provides meals to children during the summer when school is not in session.

For additional information on these programs, and eligibility, contact APS Food & Nutrition Services, 345-5661. To read more about these programs refer to the *FRAC's Afterschool Guide* (Food Research & Action Center *FRAC Afterschool Guide*, or on-line at the Out of School Time Resource Center, [http://www.frac.org/Out\\_Of\\_School\\_Time/index.html](http://www.frac.org/Out_Of_School_Time/index.html) ).

## Educational Resources for Before and After-School Programs:

- *ReCharge! Energizing After-School* is a team-based, innovative curricula that is:
  - Packed with activities that teach grades 3 to 6 the core concepts of how “Energy In” (good nutrition) makes for “Energy Out” (physical activity).
  - Supportive of education requirements--- reinforcing the National Health Education Standards Physical Activity Guidelines and the National Standards for Parent/Family Involvement. Available to order at <http://www.ActionForHealthyKids.org> or call your local Dairy MAX office, to see how your school can get this kit *free* or if this kit has been placed with an after school program at your school, 286-1686.
  
- *CATCH* (Coordinated Approach to Child Health) is designed to promote physical activity and healthy food choices in elementary school aged children. For more information, contact Carol Marr at [carol.marr@state.nm.us](mailto:carol.marr@state.nm.us), NM Department of Health, Diabetes Prevention & Control Program.
  
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn). For middle schools
  
- *Media Smart Youth* curriculum consists of 10 lessons. Available at <http://www.nichd.nih.gov/msy>.
  
- *Nutra-net, Inc* [www.nutra-net.org](http://www.nutra-net.org)
  
- *After-School Mathematics*, Math website for grades 5-8 consists of 10 activity modules, each with at least four content standards aligned activities. <http://www.afterschoolmath.org/about.html>.

# School Gardens

School gardens can be integrated into the educational curriculum to teach students not only about plants and nature, but other subjects as well. Gardens can teach children about history, economics, poetry, and math, and can also be used for horticultural therapy.

***Starting School Gardens*** - School gardens provide an environment in which students can learn to work with teachers, parents and neighborhood volunteers while growing plants and learning the relationship between plants, people and wildlife. They need responsible and knowledgeable people to maintain them as functional places in which children will learn.

## STEP BY STEP GUIDE TO STARTING A SCHOOL GARDEN

### Step 1 – Form a Garden Committee

Someone must be responsible for the garden work, finding funds, scheduling educational activities, training volunteers, and researching and disseminating information. A garden committee of dedicated people will enhance the success of your program. Look for volunteers among school staff, parents, and local residents that may be a gardener.

### Step 2 – Define the purpose and objectives of the garden

Every school garden must fulfill some need or objective. This is why each garden is unique. For some teachers it may reinforce science; for others it may reinforce social studies. Some teachers may use the garden across the curriculum. By addressing these issues, you will have a better grasp of the work involved in this stage.

### Step 3 – Lay out your student gardening activities

By determining your objectives at this early stage, you will have the opportunity to look at your lesson plans to see when and what types of garden lessons are needed. You will need to determine which groups of students will be doing what and when, and determine the allocation of bed space. This is

your opportunity to schedule specific activities at specific times or assign certain tasks to your volunteers.

### Step 4 – Define a year-round garden plan

You have identified what your garden will be like while school is in session. You also need to think about your garden during summer break. The main question is, "Who will maintain this garden until school starts?" A year-round garden use plan will account for any school break.

### Step 5 – Choose a permanent garden site and design your garden

Your garden site should receive plenty of sunlight, have good drainage, and be in close proximity to water and electricity. The site should be accessible to students, volunteers, and teachers. The site should have enough room for your garden, storage, and students.

### Step 6 – Build your garden according to plan

This is the moment when teachers, volunteers, students and their parents pool their resources and build this addition to the school.

### Local Resources:

- Abundant Harvest Garden, Hunger Grow Away, 505-891-1355, [www.hungergrowaway.com](http://www.hungergrowaway.com)
- Veggiegrower Gardens of New Mexico, Chuck O'Herron Alex, 505-217-5110, [www.veggiegrower.net](http://www.veggiegrower.net)
- APS schools with gardens:
  - Alvarado Elementary, East San Jose Elementary, Lowell Elementary, Valle Visa Elementary
- USDA, Dan Abeyta, 761-4931, [dan.abeyta@nm.usda.gov](mailto:dan.abeyta@nm.usda.gov)

# Considerations for Starting a School Garden

Below is a framework to consider before starting a garden.

## Site selection:

Amount of sunlight needed  
Soil characteristics  
Drainage  
Protection from damaging winds  
Accessibility – people, water, wildlife

## Garden design:

Safety  
Maintenance  
Cost effectiveness  
Plot size  
Convenience  
Irrigation system  
Space for expansion  
Fencing and open space  
Annuals, perennials, shrubs, and trees

## Organizing people:

Role of students in projects  
Role of parents, staff, and volunteers  
Job distribution  
Leader and advisory committees

## Site preparation:

Removal of debris  
Preparation of soil  
Building of pathways  
Bed construction  
Water system installation

## Composting:

Organic matter  
Maintenance  
Organisms and wildlife

## Garden care:

Watering  
Weeding  
Mulching  
Planting  
Protecting plants

## Tools and equipment:

Arbors and fencing  
Tools and tool shed  
Water hose and sprayers

## Liability:

Physical hazards  
Lighting  
Fencing

## Produce:

Utilization of produce  
Source for fund raising  
Health and nutrition

## Fertilizers and pesticides:

Safe products  
Environmental effects  
Organic methodology

Source:

kinderGARDEN, Department of Horticultural Sciences, Texas A&M University, College Station, Texas.

## Gardening Web Resources

- [www.kidsgardening.com](http://www.kidsgardening.com)
- [www.edibleschoolyard.org/homepage.html](http://www.edibleschoolyard.org/homepage.html)
- CelluGRO® gardens, [www.cellugro.com](http://www.cellugro.com)

# Staff Wellness

**Definition:**

Staff wellness promotes the health, safety, and well-being of school staff; provides the necessary support that maximizes the talents of all individuals; and creates an equitable, accessible, and productive work environment.

**Goal:** To provide school and community environments that support staff wellness (including emotional, social, physical, intellectual, and spiritual) through planned efforts, that advance knowledge, skills, and personal commitment to the staff's own health and that of their students.

**Benefits of Staff Wellness:**

- Elevated staff morale
- Increased well-being, self-image, and self-esteem
- Reduced employee absenteeism
- Higher productivity
- Reduced stress levels
- Potential weight reduction
- Reduced health care costs
- Improved physical fitness
- Positive role models for students

**Action plan for providing staff wellness:**

- Assess the wellness needs of the school staff, such as administering a survey
- Develop a staff wellness plan based on staff's needs
- Implement staff wellness plan over the course of the school year
- Evaluate staff wellness activities regularly
- Make changes or additions to the staff wellness plan as needed or annually

**Ideas for Staff Wellness:**

- Provide in-services or training activities for school staff members on healthy lifestyle behaviors, healthful eating, physical activity, and injury prevention.
- Share health information in a school newsletter or provide health related brochures in staff break areas.
- Apply the NM Competitive Foods Nutrition Standards to foods and beverages in vending machines available to staff members.
- Establish peer support groups for weight management, stress management, tobacco cessation, family guidance, and other identified issues.
- Allow for time during the school day during which teachers and other staff members can participate in health-promoting activities.
- Make administration of flu shots available at school.
- Provide periodic screenings for blood pressure, blood cholesterol, body mass index, and other health indications at school.
- Encourage staff members to set medical appointments for periodic screenings for cancer, heart disease, diabetes, and other disease.
- Provide annual individual health risk appraisals and help staff establish personal health improvement goals.

- Encourage staff to attend district health fairs during benefit enrollment periods.
- Allow staff access to school facilities and/or fitness equipment to promote increased physical activity.

### Example Activities for a Staff Wellness Health Fair or In-Service Day:

- Individual screening assessment – blood pressure, bone density, height & weight, waist to hip ratio, BMI, body fat percent
- Interpreting health assessments
- Activity walking break
- Adult immunization and screenings
- Nutrition – food guide pyramid
- Exercise classes – low impact aerobics, yoga, T'ai Chi
- Relaxation and stress management
- Healthy meals and snacks

### Staff Wellness Web Resources

- *Protecting our Assets: A School Employee Wellness Guide*, <http://www.cdc.gov/healthyouth/keystrategies/action.htm>
- 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)
- National Association for Health & Fitness, sponsors National Employee Health & Fitness Day the third (3<sup>rd</sup>) Wednesday in May each year, [www.physicalfitness.org](http://www.physicalfitness.org)
- The President's Council on Physical Fitness and Sports, The President's Challenge is a program, [www.fitness.gov](http://www.fitness.gov)
- America On the Move, [www.americaonthemove.org](http://www.americaonthemove.org)
- American Dietetic Association, nutrition and health information, [www.eatright.org](http://www.eatright.org)
- Healthier US, Resource for nutrition, physical activity, and prevention, [www.healthierus.gov](http://www.healthierus.gov)
- MyPyramid, [www.MyPyramid.gov](http://www.MyPyramid.gov)
- 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/)
- OSHA Effective Ergonomics: Strategy for Success, [www.osha.gov/SLTC/ergonomics](http://www.osha.gov/SLTC/ergonomics)
- Smoking Cessation - Quit Net, [www.quitnet.com](http://www.quitnet.com), American Lung Association, [www.lungusa.org](http://www.lungusa.org), Center for Smoking Cessation, <http://www.ctcinfo.org/default.asp>

# Resources

## District Contacts

**Food & Nutrition Services Dept, #345-5661**

Mary Swift, Director ext. 37034

Jennie McCary, Wellness Coordinator ext. 37022, [mccary@aps.edu](mailto:mccary@aps.edu)

Stefanie Tierney, Nutrition Coordinator ext. 37021, [fila@aps.edu](mailto:fila@aps.edu)

**Health/Mental Health Services Dept. #342-7264**

Lynn Pedraza, Director, [pedraza@aps.edu](mailto:pedraza@aps.edu)

## State Contacts

Wellness Policy TA Documents: [http://www.ped.state.nm.us/div/sipds/health/wellness\\_TA.html](http://www.ped.state.nm.us/div/sipds/health/wellness_TA.html)

**Public Education Department**, Coordinated School & Family Support Bureau

Kristine Meurer, PhD, Director, 222-4748, [Kristine.meurer@state.nm.us](mailto:Kristine.meurer@state.nm.us)

<http://www.ped.state.nm.us/div/sipds/health/index.html>

**Department of Health**, School Health Unit

Yolanda Cordova, Director, [Yolanda.cordova@state.nm.us](mailto:Yolanda.cordova@state.nm.us)

<http://www.healthierschools.org/>

## Parent Guide to Healthy Snacks at School and Home

Snacks are important to provide nutrients for growing children. Use the following guidelines and the A to Z Snack List to plan snacks at home and school.

- ✓ Create a home environment that encourages healthful eating -- have healthful snacks at your child's eye level in the pantry and refrigerator.
- ✓ For snacks in packages, look at the "Nutrition Facts" label. Choose those that are less than 5 grams of fat in a serving. Show your child how to use the serving size on the label as a guide for how much to eat. For example, if the label says the serving size is 8 crackers or 1/2 cup fruit, show your child what these amounts look like.
- ✓ Try low-fat versions of milk, ice cream, crackers, and chips.
- ✓ Avoid using food as a reward or punishment.
- ✓ Be a good role model by eating healthful snacks with your children.
- ✓ Choose fruits and vegetables as snacks so your family can meet the goal of 5 servings of fruits and vegetables (combined total) a day.
- ✓ Involve your children in planning and shopping for snacks.
- ✓ Keep snacking fun by keeping a list of new foods you have tried.
- ✓ If children did not like food the first time, continue to offer it – it takes time.

**A** - Apples, Apricots

**B** - Banana\*, Bean Dip\*, Blueberry Bagels\*

**C** - Cantaloupe\*, Carrots\*, Celery, Cheese+, Cucumbers

**D** - Dried Cereal, Dried Fruit Chips

**E** - Eggs

**F** - Fig Cookies\*, Frozen Fruit Bar, Fruit Kabobs

**G** - Graham Crackers\*, Granola Bars, Grapes\*

**H** - Honeydew Melon, Hot Chocolate+

**I** - Iced fruit (frozen grapes or melon cubes)

**J** - Juices (100% juice)\*, Jell-O with fruit, Jicama

**K** - Kiwi Fruit, Krispy Rice Treats\*

**L** - Low-fat Pudding\*

**M** - Milk+, Mangoes\*, Muffins+

**N** - Nectarine, Nuts

**O** - Orange Wedges\*, Oatmeal

**P** - Pasta, Peaches, Pita Bread, Pretzels\*

**Q** - Quick Carrot Sticks\*

**R** - Raisins, Rice Cakes (any flavor)\*

**S** - Strawberries\*, Salsa Dip\*, Smoothie (with fruit)

**T** - Tortillas with filling, Trail Mix\*

**U** - Unbuttered Popcorn\*

**V** - Vanilla Wafers\*, Vegetables\*

**W** - Watermelon

**X** - eXciting Fruits and Vegetables\*

**Y** - Yogurt

**Z** - Zucchini Slices, Zesty Crackers\*

*\* Easy school party snacks*

*+ Use low fat versions*





## Example Parent Letter for Physical Education Program (NASPE)

Educating parents about your physical education program is important for building support. To help promote the importance of your school physical education program send a letter home with students, publish information in the school newsletter or website or send to your local community newspaper as a letter to the editor. Here is a sample letter you may use or adapt to meet your school's needs.

Dear Parents:

As this new school year begins, I would like to remind you about the importance of your child's physical activity education. The percentage of overweight youth has more than tripled in the past 25 years partially due to increased interest in sedentary activities such as television, computers, and video games. A reduction in physical activity as well as an increase in caloric intake has contributed to an obesity epidemic.

It is a well-documented fact that Americans become increasingly less active as they age. Just as children and youth can learn the habit of regular physical activity, they can learn to be inactive if they are not taught skills and given opportunities to be active during their childhood.

Physical activity education in school physical education programs is the cornerstone of an active lifestyle for all students. School programs provide the skills, knowledge and attitudes that facilitate choosing physical activity after school, at home and in the community. As a highly-qualified physical education teacher, I pledge to:

- Establish a positive, safe learning environment for all students
- Teach a variety of physical activities that make physical education class fun and enjoyable
- Create maximum opportunities for students of all abilities to be successful
- Promote student honesty, integrity and good sportsmanship
- Guide students into becoming skillful and confident movers
- Facilitate the development and maintenance of physical fitness
- Assist students in setting and achieving personal goals
- Provide specific, constructive feedback to help students master motor skills
- Afford opportunities for students to succeed in cooperative and competitive situations
- Prepare and encourage students to practice skills and be active for a lifetime

This school year I would like to invite you to visit our physical education class. You will see children participating in developmentally appropriate activities that will help increase their physical competence, self-esteem and joy of being physically active no matter what their physical abilities may be. By enhancing your children's physical activity education, I am certain we will be able to help your children enjoy a lifetime of physical activity and good health. I welcome your support!

Your Name and Title

## SAMPLE Parent Letter in Spanish

Estimados padres y/o representantes:

Al iniciar un nuevo año escolar me complace recordarle la importancia de la Educación de la Actividad Física de su hijo(a). El porcentaje de jóvenes con sobrepeso se ha triplicado en los últimos 25 años debido a un incremento en el interés por actividades sedentarias, tales como ver la televisión, las computadoras y los video juegos. Una reducción en la actividad física, así como un incremento en la ingesta calórica ha contribuido a una epidemia de obesidad.

Es un hecho comprobado que los americanos van siendo más inactivos a medida que envejecen. Así como los niños y jóvenes pueden aprender el hábito de la actividad física regular, también pueden aprender a ser inactivos si no se les enseña las destrezas y se les brinda la oportunidad de ser activo durante su infancia.

La Educación de la Actividad Física en los programas escolares de Educación Física es la plataforma para un estilo de vida activo para todos los estudiantes. Los programas escolares proporcionan destrezas, conocimientos y actitudes que promueven la escogencia de actividades físicas después de clases, en casa y en la comunidad. Como Profesor(a) altamente calificado de Educación Física, yo prometo:

- ❖ Crear un ambiente de aprendizaje positivo y seguro para todos los estudiantes.
- ❖ Enseñar una variedad de actividades físicas y hacer la clase de Educación Física divertida y agradable.
- ❖ Crear un máximo de oportunidades para que todos los estudiantes, sin distinción de nivel de habilidad, tengan éxito.
- ❖ Promover la honestidad, integridad y espíritu deportivo en los estudiantes.
- ❖ Guiar a los estudiantes a poderse mover con habilidad y con confianza.
- ❖ Facilitar el desarrollo y mantenimiento de la forma física.
- ❖ Ayudar a los estudiantes a establecer y lograr metas personales.
- ❖ Ofrecer apoyo constructivo que ayude a los estudiantes a dominar las destrezas motoras.
- ❖ Crear oportunidades para que los estudiantes tengan éxito en situaciones cooperativas y competitivas.
- ❖ Preparar y estimular a los estudiantes para que practiquen las destrezas y sean activos de por vida.

Este año escolar le invito a que visite nuestra clase de Educación Física. Podrá observar a los jóvenes participando en actividades apropiadas a su desarrollo que ayudarán a aumentar su competencia física, su autoestima y la alegría de ser físicamente activos sin importar sus aptitudes físicas. Al fomentar la Educación de la Actividad Física de su hijo(a), no me cabe duda de que podremos ayudar a que disfrute de toda una vida de actividad física y buena salud.

¡Me encantaría contar con su apoyo!

Nombre y título del profesor(a)

# On the Home Team

What Parents and Other Caregivers Can Do  
to Improve Child Fitness and Health

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## Benefits of Quality Physical Education

- ▶ Physical activity improves brain function. Regular activity can improve school performance.
- ▶ The habit of making healthier lifestyle choices means a healthier child now—and in the future.
- ▶ Physical activity enhances feelings of self-esteem and well-being.
- ▶ Feelings of competence and joy in physical activity lead to more physical activity.
- ▶ Fewer children are overweight or obese.
- ▶ There is a lower risk of disease and diabetes are less likely later in life.

## What You Can Do

### Support Your School's Physical Education Program

Contact your School Board, involve other parents, and help with fundraisers. Ask your PE staff for more ideas.

### Choose Physical Activity Instead of Inactivity

Hike, bike, swim, skate, explore, and discover as a family or daycare center group. Turn TV commercial breaks into fun fitness phenomena. You'll all feel better!

### Offer Healthy Nutrition

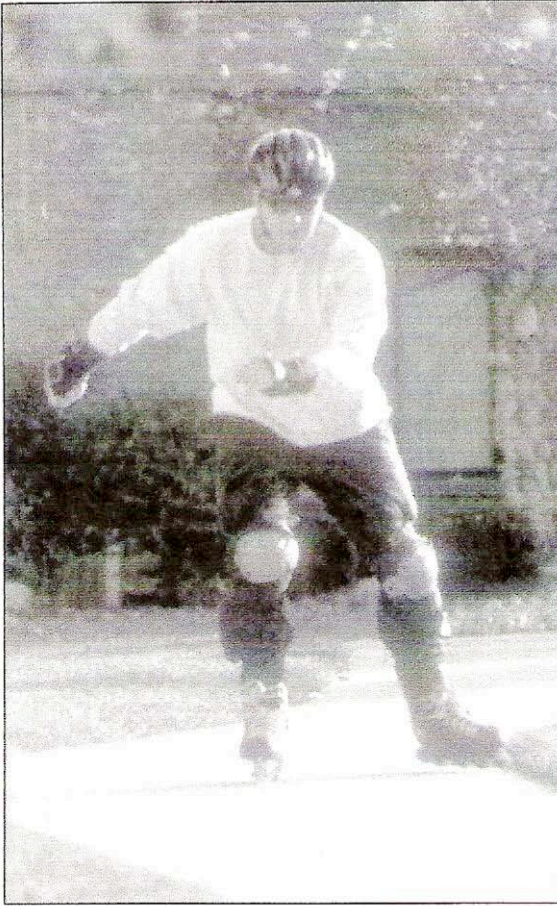
Nutritious snacks can be tasty too! Plenty of water, milk, and unsweetened juice also help build healthy bodies.

**PE4LIFE**

[www.pe4life.org](http://www.pe4life.org)

# On the Home Team

## What Parents Can Do to Improve Teen Fitness and Health



### Benefits of Quality Physical Education

- ▶ Physical activity improves brain function. Regular activity can improve school performance.
- ▶ The habit of making healthier lifestyle choices means a healthier teen now—and in the future.
- ▶ Physical activity enhances feelings of self-esteem and well-being.

PE4LIFE

[www.pe4life.org](http://www.pe4life.org)

- ▶ Feelings of competence and joy in physical activity lead to more physical activity.
- ▶ Fewer active teens are overweight or obese than inactive teens.
- ▶ There is a lower risk of disease or diabetes later in life.

### What You Can Do

#### Support Your School's Physical Education Program

- ▶ Contact your School Board, involve other parents, and help with fundraisers.
- ▶ Ask your physical education staff for more ideas.

#### Choose Physical Activity Instead of Inactivity

- ▶ Arrange for safe transportation to and from intramural, sport, and recreational physical activities.
- ▶ Welcome your teen's friends to play basketball in the driveway, or take a group to a vertical climbing gym or hiking site.
- ▶ Bike as a family to a local restaurant, movie theater, or other attraction.
- ▶ Choose a new physical activity for yourself—you'll feel better, too.

#### Talk About It

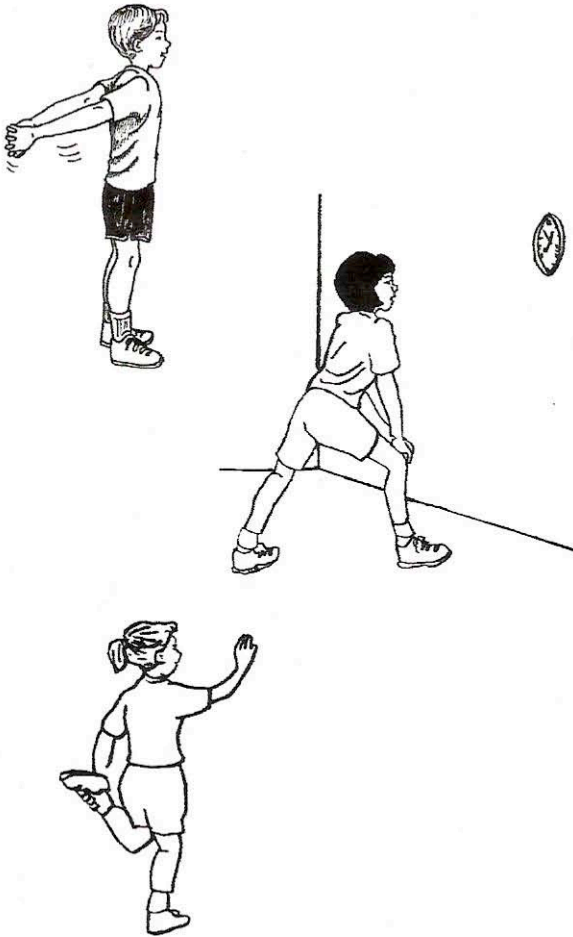
- ▶ Talk to your teen about avoiding alcohol, other drugs, and tobacco.
- ▶ Encourage your teen to enjoy physical activity.

# Using TV Commercial Break Time

“Ad” to Your Health and Fitness

## Safe Stretches

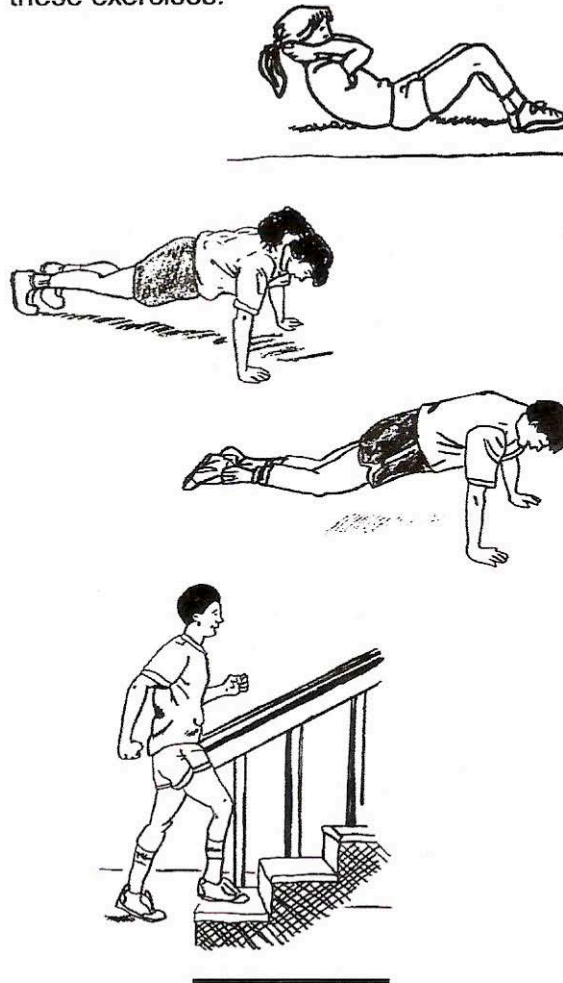
Improving flexibility reduces the chance of injury and enhances feelings of well-being.



**Stretching Tips:** Move slowly and steadily into position. No bouncing or pain! When you feel a gentle tug, hold the position for 10 to 30 seconds. Over time, you should be able to reach further without pain.

## Safe Exercises

Build muscular strength and endurance with these exercises.



**Exercise Tips:** Have each person count the number of curl-ups, etc. he or she does. Add everyone's numbers for a group score. Build strength and endurance gradually: Don't overdo it today, but see if you can beat the group score tomorrow.

## Physical Education Lesson Plan Websites

### **ACES Day**

<http://www.members.aol.com/acesday>

### **Action for Healthy Kids**

<http://www.actionforhealthykids.org>

### **Aerobics and Fitness Association of America**

<http://www.aerobics.com>

### **Amateur Athletic Union**

<http://www.aausports.org>

### **Amateur Softball Association**

<http://www.softball.org/>

### **America on the Move**

<http://www.AmericaOnTheMove.org>

### **American Academy of Family Physicians**

<http://www.aafp.org/>

### **American Academy of Orthopedic Surgeons**

<http://www.aaos.org/>

### **American Academy of Pediatrics**

<http://www.aap.org/>

### **American Academy of Physical Medicine & Rehabilitation**

<http://www.aapmr.org/>

### **American Academy of Podiatric Sports Medicine**

<http://www.aapsm.org/>

### **American Alliance for Health, Physical Education, Recreation & Dance**

<http://www.aahperd.org/>

### **American Amateur Baseball Congress**

<http://www.aabc.us/>

### **American Amateur Racquetball Association**

<http://www.racquetball.org/>

### **American Association for Active Lifestyles and Fitness**

<http://www.aahperd.org/aaalf/>

### **American Association for Health Education**

<http://www.aahperd.org/aahe/>

### **American Association for Leisure & Recreation**

<http://www.aahperd.org/aalr/>

### **American Association of School Administrators**

<http://www.aasa.org/>

### **American Athletic Association of the Deaf**

<http://www.usadsf.org>

### **American Baseball Coaches Association**

<http://www.abca.org/>

### **American Bowling Congress**

<http://www.bowl.com/bowl/abc/>

### **American Canoe Association**

<http://www.acanet.org/>

### **American College of Sports Medicine**

<http://www.acsm.org/>

### **American Council on Exercise**

<http://www.acefitness.org/>

### **American Educational Research Association**

<http://www.aera.net>

### **American Fitness Professionals & Associates**

<http://www.afpafitness.com>

### **American Heart Association**

<http://www.americanheart.org/>

### **American Medical Association**

<http://www.ama-assn.org>

### **American Medical Soccer Association**

<http://sport.al.com/sport/amsa>

### **American Medical Society for Sports Medicine**

<http://www.amssm.org/>

### **American Medical Tennis Association**

<http://www.mdtennis.org/>

### **American Orthopedic Society for Sports Medicine**

<http://www.sportsmed.org/>

### **American Osteopathic Academy of Sports Medicine**

<http://www.aoasm.org/>

### **American Physical Therapy Association**

<http://www.apta.org>

### **American Platform Tennis Association**

<http://www.platformtennis.org/>

### **American Society of Biomechanics**

<http://asb-biomech.org/>

### **American Society of Exercise Physiologists**

<http://asep.org/>

### **American Swimming Coaches Association**

<http://www.swimmingcoach.org/>

### **American Volleyball Coaches Association**

<http://www.avca.org/>

### **American Youth Soccer Organization**

<http://www.soccer.org/>

### **The Aquatic Exercise Association**

<http://www.aeawave.com/>

### **Association for the Advancement of Applied Sport Psychology**

<http://www.aaasponline.org/>

### **Athletics Canada**

<http://www.athleticscanada.com/>

### **Babe Ruth League, Inc.**

<http://www.baberuthleague.org/>

### **Baseball Canada**

<http://www.baseball.ca/>

### **Biomechanics World Wide**

<http://www.per.ualberta.ca/biomechanics/>

### **Black Coaches Association**

<http://www.bcasports.org/>

### **Boys and Girls Clubs of America**

<http://www.bgca.org>

### **Boy Scouts of America**

<http://www.scouting.org>  
**Canadian Academy of Sport Medicine**  
<http://www.casm-acms.org/>  
**Canadian Association for Health, Physical Education, Recreation and Dance**  
<http://www.cahperd.ca/e/>  
**Canadian Athletic Therapists Association**  
<http://www.athletictherapy.org/>  
**Canadian Football League**  
<http://www.cfl.ca>  
**Canadian Hockey League**  
<http://www.chl.ca>  
**Canadian Intramural Recreation Association**  
<http://www.intramurals.ca/>  
**Canadian Recreational Canoeing Association**  
<http://www.paddlingcanada.com/main.php>  
**Canadian Society for Exercise Physiology**  
<http://www.csep.ca/>  
**Canadian Sporting Goods Association**  
<http://www.csga.ca/>  
**CATCH, Coordinated Approach to Child Health**  
<http://www.nhlbi.nih.gov/nhlbi/cardio/other/prof/catchfly.htm>  
**Catholic Youth Organization**  
<http://www.cyony.org/>  
**Centers for Disease Control and Prevention**  
**CDC-DASH**  
<http://www.cdc.gov/nccdphp/dash/index.htm>  
**Center for Ethics**  
[http://www.educ.uidaho.edu/center\\_for\\_ethics/](http://www.educ.uidaho.edu/center_for_ethics/)  
**Club Industry**  
<http://clubindustry.com/>  
**Coaches Info Service**  
<http://www.education.ed.ac.uk/cis/index.html>  
**Coalition of Americans to Protect Sports**  
<http://www.sgma.com/index.html>  
**College Athletic Business Management Association**  
<http://www.cabma.com>  
**College Sports Information Directors of America**  
<http://www.cosida.com/>  
**College Swimming Coaches Association of America**  
<http://www.cscaa.org/>  
**Cooper Institute**  
<http://www.cooperinstitute.org>  
**Disabled Sports USA**  
<http://www.dsusa.org>  
**Education Resource Organization Directory from the US Dept. of Education**  
<http://www.ed.gov/Programs/EROD/>  
**ESMAC- European Society of Movement Analysis for Adults and Children**  
<http://www.esmac.org/>  
**Fitness Information Technology**  
<http://www.fitinfotech.com/>  
**Fitness Management**

<http://www.fitnessmanagement.com/home/fr/home.html>  
**Game Central Station**  
<http://www.gamecentralstation.com/gcshome.asp>  
**Girl Scouts of the USA**  
<http://www.girlscouts.org>  
**GreatTeacher.net**  
<http://www.greatteacher.net/>  
**Healthier US.Gov**  
<http://www.healthierus.gov>  
**Healthyschools.net**  
<http://www.healthyschools.net/>  
**Healthy People 2010**  
<http://www.healthypeople.gov>  
**Health Teacher**  
<http://www.healthteacher.com/>  
**Hook a Kid on Golf**  
<http://www.hookakidongolf.org/>  
**Human Kinetics Journals**  
<http://www.humankinetics.com/products/journals/journals.cfm?id=JSM>  
**Ice Skating Institute**  
<http://www.skateisi.com/>  
**IDEA: The Source for Fitness Professionals & Enthusiasts**  
<http://www.ideafit.com/>  
**Intercollegiate Tennis Association**  
<http://www.itatennis.com/>  
**International Association for the Philosophy of Sport**  
[http://www.geocities.com/andy\\_miah/iaps/home.html](http://www.geocities.com/andy_miah/iaps/home.html)  
**International Badminton Federation**  
<http://www.intbadfed.org/>  
**International Baseball Federation**  
<http://www.baseball.ch/>  
**International Health, Racquet and Sportsclub Association**  
<http://www.ihrsa.org/>  
**International Shooting Coaches Association**  
[http://www.targetshooting.ca/coaching\\_isca.htm](http://www.targetshooting.ca/coaching_isca.htm)  
**International Society for Sport Psychology**  
<http://www.issponline.org>  
**International Society of Biomechanics**  
<http://www.isbweb.org/>  
**International Society of Biomechanics in Sports**  
<http://www.sportscoach-sci.com/>  
**International Softball Congress**  
<http://www.iscfastpitch.com/>  
**International Swimming Hall of Fame**  
<http://www.ishof.org>  
**International Walk to School Day**  
<http://www.iwalktoschool.org>  
**ISEA – International Sports Engineering Association**  
<http://www.sports-engineering.co.uk/>  
**Kids First Soccer**



<http://www.kidsfirstsoccer.com/>  
**Kids Health**  
<http://www.kidshealth.org/>  
**Kids Playtime**  
<http://www.kidsplaytime.net/Kidsplaytime/>  
**Kids Sites**  
<http://www.kidnetic.com>  
<http://VERBNow.com>  
**Lawn Tennis Association**  
<http://www.lta.org.uk/>  
**League of American Bicyclists**  
<http://www.bikeleague.org>  
**Little League Baseball**  
<http://www.littleleague.org/>  
**Major League Baseball**  
[http://mlb.mlb.com/NASApp/mlb/mlb/homepage/mlb\\_homepage.jsp](http://mlb.mlb.com/NASApp/mlb/mlb/homepage/mlb_homepage.jsp)  
**Major League Baseball Players Association**  
<http://bigleaguers.yahoo.com/mlbpa/history.html>  
**NASServ: North American Society for the Sociology of Sport Listserv**  
<http://www2.bc.edu/~malec/NASServ.html>  
**National Academy of Sports Medicine**  
<http://www.nasm.org/>  
**National Alliance for Youth Sports**  
<http://www.nays.org/>  
**National Amateur Baseball Federation**  
<http://www.nabf.com/>  
**National Amputee Golf Association**  
<http://www.nagagolf.org/>  
**National Association for Elementary School Principals**  
<http://www.naesp.org>  
**National Association for Girls and Women in Sports**  
<http://www.aahperd.org/nagws/>  
**National Association for Physical Education in Higher Education**  
<http://www.NAPEHE.org>  
**National Association for Secondary School Principals**  
<http://www.nassp.org>  
**National Association for Sport and Physical Education**  
<http://www.naspeinfo.org>  
**National Association for the Education of Young Children**  
<http://www.naeyc.org/>  
**National Association of Basketball Coaches**  
<http://nabc.ocsn.com/>  
**National Association of Collegiate Directors of Athletics**  
<http://nacda.ocsn.com/>  
**National Association of Intercollegiate Athletics**  
<http://www.naia.org>

**National Association of Police Athletic Leagues, Inc.**  
<http://www.nationalpal.org/Home.htm>  
**National Association of Sports Officials**  
<http://www.naso.org/>  
**National Athletic Trainers Association**  
<http://www.nata.org/>  
**National Board for Professional Teaching Standards**  
<http://www.nbpts.org/>  
**National Coalition for Promoting Physical Activity**  
<http://www.ncppa.org>  
**National Collegiate Athletic Association**  
<http://www.ncaa.org/>  
**National Congress of State Games**  
<http://www.stategames.org>  
**National Council for Accreditation for Coaching Education**  
[www.aahperd.org/naspe/template.cfm?template=programs-ncace.html](http://www.aahperd.org/naspe/template.cfm?template=programs-ncace.html)  
**National Council for Accreditation of Teacher Education**  
<http://www.ncate.org/>  
**National Council of Youth Sports**  
<http://www.ncys.org>  
**National Dance Association**  
<http://www.aahperd.org/nda/>  
**National Disability Sports Alliance**  
<http://www.ndsaonline.org>  
**National Education Association /Health Information Network**  
<http://www.neahin.org>  
**National Federation of State High Schools Association**  
<http://www.nfhs.org/>  
**National Head Start Association**  
<http://www.nhsa.org>  
**National High School Athletic Coaches Association**  
<http://www.hscoaches.org/>  
**National Institute on Park Grounds Management**  
<http://www.nipgm.org>  
**National Intercollegiate Soccer Officials Association**  
<http://www.nisoa.com/>  
**National Intramural-Recreational Sports Association**  
<http://www.nirsa.org/>  
**National Junior College Athletic Association**  
<http://www.njcaa.org/>  
**National Middle School Association**  
<http://www.nmsa.org>  
**National PTA**  
<http://www.pta.org/index.asp>  
**National Recreation and Park Association**  
<http://www.nrpa.org/>



**National Rowing Foundation**  
<http://www.natrowing.org>

**National Safety Council**  
<http://www.nsc.org/>

**National School Boards Association**  
<http://www.nsba.org/>

**National Senior Games Association**  
<http://www.nationalseniorgames.net>

**National Ski Patrol**  
<http://www.nsp.org/nsp2002/index.asp>

**National Soccer Coaches Association of America**  
<http://www.nscaa.com/>

**National Softball Association-PlayNSA.com**  
<http://www.playnsa.com>

**National Spa and Pool Institute**  
<http://www.nspi.org/>

**National Sporting Goods Association**  
<http://www.nsga.org>

**National Strength and Conditioning Association**  
<http://www.nasca-lift.org/>

**National Wheelchair Basketball Association**  
<http://www.nwba.org/>

**National Youth Sports Safety Foundation**  
<http://www.nyssf.org/>

**Native American Sports Council**  
<http://www.nascsports.org/>

**New Mexico Alliance for Health, Physical Education, Recreation, and Dance**  
<http://www.nmahperd.org>

**North American Boxing Federation**  
<http://www.nabfnews.com/>

**North American Society for Psychology of Sport and Physical Activity**  
<http://www.naspspa.org/>

**North American Society for Sport Management**  
<http://www.unb.ca/web/sportmanagement/nassm.htm>

**North American Society for the Sociology of Sport**  
<http://www.nasss.org>

**North American Youth Sport Institute**  
<http://www.naysi.com/>

**Online Technology Newsletter Physical Education K-12**  
<http://www.pesoftware.com/Technews/news.html>

**P.E. 4LIFE**  
<http://www.pe4life.com/>

**PE Activity Guide**  
<http://www.pe-secrets.com>

**Physical Education Curriculum Analysis Tool**  
[www.cdc.gov/HealthyYouth/PECAT](http://www.cdc.gov/HealthyYouth/PECAT)  
 or call 1-888-232-6348

**PE Central**  
<http://www.pecentral.org>

**PE Digest**  
<http://www.pedigest.com>

**P.E.LINKS4U**  
<http://www.pelinks4u.org/>

**PE Zone**  
<http://reach.ucf.edu/%7Epezone/home.html>

**PGA Tour**  
<http://www.golfweb.com/>

**Physical Activity Site for Tweens**  
<http://www.kidnetic.com>

**Physical Medicine Research Foundation**  
<http://www.icpro.org/>

**Pony Baseball/Softball**  
<http://www.pony.org/>

**Pop Warner**  
<http://www.popwarner.com>

**President's Challenge**  
<http://www.presidentschallenge.org>

**President's Council on Physical Fitness and Sports**  
<http://www.fitness.gov/>

**Professional Bowlers Association**  
<http://www.pba.com>

**Professional Fitness Instructor Training**  
<http://www.pfit.org/>

**Research Consortium**  
<http://www.aahperd.org/research>

**Resort and Commercial Recreation Association**  
<http://www.r-c-r-a.org/>

**Road Runners Club of America**  
<http://www.rrca.org/>

**Rollerblade Skate -In-School**  
<http://www.skateinschool.com>

**Scholarly Sport Sites**  
<http://www.ucalgary.ca/library/ssportsite/>

**Shape Up America**  
<http://www.shapeup.org>

**Skate Canada**  
<http://www.skatecanada.ca/english/index.html>

**Society for the Study of Legal Aspects of Sport and Physical Activity**  
<http://www.ithaca.edu/sslaspa/links.htm>

**Society of State Directors of Health, Physical Education and Recreation**  
<http://www.thesociety.org>

**Softball Canada**  
<http://www.softball.ca/>

**Special Olympics Inc.**  
<http://www.specialolympics.org>

**Sport Science on the Net**  
<http://www.sponet.de/>

**Sporting Goods Agents Association**  
<http://www.r-sports.com/>

**Sporting Goods Manufacturers Association**  
<http://www.sgma.com/index.html>

**Sports, Cardiovascular & Wellness Nutritionists**  
<http://www.nutrifit.org/>

**Sports Illustrated for Kids**  
<http://www.sikids.com/index.html>

**Sports Lawyers Association**  
<http://www.sportslaw.org/>

**Sports Media**  
<http://www.sports-media.org/>

**Sports Physical Therapy Section**  
<http://www.spts.org>

**Sportsparents**  
<http://www.sikids.com/sportsparents2/>

**Steps to a Healthier US**  
<http://www.healthierus.gov/steps>

**Synchro Swimming USA**  
<http://usasynchro.org>

**Teaching Elementary Physical Education**  
<http://www.humankinetics.com/products/journals/journal.cfm?id=TEPE>

**Teaching Physical Education**  
<http://www.teachphysed.com>

**TV Turnoff Week**  
<http://www.tvturnoff.org>

**Tennis Industry Association**  
<http://www.tennisindustry.org/index.html>

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

**The Centers for Disease Control and Prevention**  
<http://www.cdc.gov>

**The Praxis Exams**  
<http://www.geocities.com/pepraxis/praxis.html>

**The President's Challenge**  
<http://www.presidentschallenge.org>

**The Sports Ethics Institute**  
<http://www.sportsethicsinstitute.org/>

**The Sport Source**  
<http://www.thesportsource.com/>

**The United States Basketball League**  
<http://www.usbl.com/>

**Triathlon Federation USA**  
<http://www.usatriathlon.org/>

**Underwater Society of America**  
<http://www.cmas.org>

**United States Amateur Ballroom Dancers Association**  
<http://www.usabda.org>

**United States Diving, Inc.**  
<http://www.usdiving.org>

**United States Handball Association**  
<http://www.ushandball.org>

**United States of America National Karate-Do Federation, Inc.**  
<http://www.usankf.org>

**United States Racquetball Association**  
<http://www.usra.org>

**United States Rowing Association**  
<http://www.usrowing.org>

**United States Sailing Association**  
<http://www.ussailing.org>

**United States Sports Academy**  
<http://www.ussa.edu>

**United States Tennis Association**  
<http://www.usta.com>

**United States Water Polo**  
<http://www.usawaterpolo.com>

**USA Archery**  
<http://www.usarchery.org/>

**USA Badminton**  
<http://www.usabadminton.org>

**USA Baseball**  
<http://www.usabaseball.com>

**USA Basketball**  
<http://www.usabasketball.com>

**USA Bowling**  
<http://www.usabowling.org>

**USA Boxing**  
<http://www.usaboxing.org>

**USA Canoe/Kayak**  
<http://www.usack.org>

**USA Curling Association**  
<http://www.usacurl.org/>

**USA Cycling, Inc.**  
<http://www.usacycling.org>

**USA Deaf Sports Federation**  
<http://www.usadsf.org/>

**USA Equestrian**  
<http://www.equestrian.org>

**USA Gymnastics**  
<http://www.usa-gymnastics.org>

**USA Hockey, Inc.**  
<http://www.usahockey.com>

**USA Judo**  
<http://www.usjudo.org>

**USA Roller Sports**  
<http://www.usarollersports.org>

**USA Rugby**  
<http://www.usarugby.org>

**USA Shooting**  
<http://www.usashooting.com>

**USA Swimming**  
<http://www.usa-swimming.org>

**USA Table Tennis**  
<http://www.usatt.org>

**USA Track & Field**  
<http://www.usatf.org>

**USA Triathlon**  
<http://www.usatriathlon.org>

**USA Volleyball**  
<http://www.usavolleyball.org>

**USA Water Ski**  
<http://www.usawaterski.org>

**USA Weightlifting**  
<http://www.usaweightlifting.org>

**USA Wrestling**  
<http://www.usawrestling.org>  
**US Association of Blind Athletes**  
<http://www.usaba.org/>  
**US Badminton Association**  
<http://www.usabadminton.org/>  
**US Biathlon Association**  
<http://www.usbiathlon.org/>  
**US Bobsled**  
<http://www.usabobsledandskeleton.org>  
**U.S. Fencing**  
<http://www.usfencing.org>  
**U.S. Field Hockey Association**  
<http://www.usfieldhockey.com>  
**U.S. Figure Skating Association**  
<http://www.usfsa.org>  
**U.S. Lacrosse**  
<http://www.lacrosse.org/>  
**U.S. Luge Association**  
<http://www.usaluge.org>  
**US Judo Association**  
<http://usja-judo.org/>  
**US Olympic Committee**  
<http://www.olympic-usa.org/>  
**U.S. Orienteering Federation**  
<http://www.us.orienteering.org>  
**U.S. Ski and Snowboard Association**  
<http://www.usskiteam.com>  
**U.S. Soccer Federation**  
<http://www.ussoccer.com/home>  
**U.S. Speedskating**  
<http://www.usspeedskating.org>

**U.S. Squash Racquets Association**  
<http://www.us-squash.org/squash>  
**U.S. Taekwondo Union**  
<http://www.ustu.org>  
**U.S. Team Handball Federation**  
<http://www.usateamhandball.org>  
**U.S. Department of Education**  
<http://www.ed.gov>  
**U.S. Department of Health & Human Services**  
<http://www.health.gov>  
**Walk to School**  
<http://www.walktoschool.org>  
**Wheelchair Sports USA**  
<http://www.wsusa.org>  
**Women's Basketball Association**  
<http://www.wnba.com>  
**Women's Basketball Coaches Association**  
<http://www.wbca.org>  
**Women's Sports Foundation**  
<http://www.womenssportsfoundation.org>  
**World Waterpark Association**  
<http://www.waterparks.org>  
**YMCA of the USA**  
<http://www.ymca.net>  
**YWCA of the USA**  
<http://www.ywca.org>  
**Youth Basketball of America**  
<http://www.yboa.org>  
**Youth Sports Institute**  
<http://ed-web3.educ.msu.edu/ysi/>  
**Youth Sports USA**  
<http://www.ysusa.com/>



## **Websites for Physical Education Grants and Fundraising**

Physical Education for Progress Grant (PEP), [www.pepgrant.info/checklist.htm](http://www.pepgrant.info/checklist.htm)

A to Z Grant writing, [www.atozgrantwriting.com](http://www.atozgrantwriting.com)

BIG Online, [www.bigdatabase.com](http://www.bigdatabase.com)

Government Grants, [www.bizmove.com](http://www.bizmove.com)

Government Grants, [www.unclesamgrants.com](http://www.unclesamgrants.com)

Grant Gate, [www.grantgate.com](http://www.grantgate.com)

Grant Money, [www.FreeGrantSearch.com](http://www.FreeGrantSearch.com)

Physical Education Resource Center for Children, [www.percc.com/news3\\_99.html](http://www.percc.com/news3_99.html)

K'NEX Education Grants, [www.knexeducation.com/grantwriting.html](http://www.knexeducation.com/grantwriting.html)

Grant Writing, [www.lehman.cuny.edu/education/facpages/air/grantw.htm](http://www.lehman.cuny.edu/education/facpages/air/grantw.htm)

Education Partnership, [www.uvbep.org/grant\\_links.html](http://www.uvbep.org/grant_links.html)

Government Grant Editing, [www.1editorial.com/government-grant-editing.asp](http://www.1editorial.com/government-grant-editing.asp)

PE Grants, [www.pegrants.com/pep.jsp](http://www.pegrants.com/pep.jsp)

Polar USA Grant Writing Help,  
[www.polarusa.com/education/fundinggrants/developingagrant.asp](http://www.polarusa.com/education/fundinggrants/developingagrant.asp)



## Sample Letter on School Wellness

Dear [Parent, Staff]:

If you haven't heard already, we are implementing the recently adopted district wellness policy during this school year. The new wellness policy currently includes goals and activities for:

- Nutrition education
- Physical activity opportunities
- Specific nutrition standards for all foods and beverages available to students outside of the school meal program
- Family & community involvement through a district School Health Advisory Council.

A school-based committee is also required to determine how we will successfully implement the new policy.

The federal and state requirements for school wellness policies are part of a larger effort to address growing concerns about the health of school children. Wellness policies are an important new tool to promote healthy eating and physical activity through changes in school programs and environments. What can you expect for this school year? The most noticeable change in secondary schools will be healthier food and beverages replacing “junk food” wherever all food is sold, including vending machines, snack bars, and fundraisers. However, there will be more as we take steps toward implementing the wellness activities.

There are two phases to the wellness policy. Schools are implementing the current policy addressing nutrition and physical activity this fall. Then by the end of January 2007, the district wellness policy will be revised to include goals and activities for health education, physical education, behavioral health, school safety, health services, and staff wellness.

This is a great way to get kids off to a healthy start this school year and an exciting opportunity to promote health and wellness in the classroom and at home.

Sincerely,



# Appendix

# APS Wellness Policy & Procedures

## J.20 STUDENT WELLNESS (Nutrition & Physical Activity)

The Albuquerque Public Schools recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board of Education is committed to providing healthy school environments that promote student wellness, nutritious foods and beverages, physical education, nutrition education, and regular physical activity as part of the total learning experience. A healthy school environment provides students with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy eating, physical activity and other health-promoting behaviors that can improve student achievement.

Procedural Directive Cross Ref: Student Wellness

NSBA EPS Classification: JL

Approved:



## STUDENT WELLNESS (Nutrition & Physical Activity)

The Albuquerque Public Schools recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The district is committed to providing healthy school environments that promote student wellness, nutritious foods and beverages, physical education, nutrition education, and regular physical activity as part of the total learning experience.

### Components

Components of this Procedural Directive include:

- I. Family, School & Community Involvement
- II. Nutrition
- III. Physical Activity
- IV. Other School-Based Activities Designed to Promote Student Wellness
- V. Measuring Implementation & Evaluation Plan

#### I. Family, School & Community Involvement

- A. Definition: Family, school and community involvement means an integrated family, school and community approach for enhancing the health and well-being of students by establishing a district School Health Advisory Council that has the responsibility to make recommendations to the local school board in the development or revision, implementation and evaluation of the wellness policy.
- B. Goal: The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools and communities support the development and the maintenance of this comprehensive learning environment.
- C. Activities: The district shall establish a School Health Advisory Council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), community member(s), and a representative from each of the components of the coordinated school health program.\*

The APS School Health Advisory Council shall have the responsibility to make recommendations to the Board of Education in the development, revision, implementation, monitoring and evaluation of the school district wellness policy.

The APS School Health Advisory Council shall meet for this purpose a minimum of two times annually, and report to the board of education a minimum of one time per year.

The APS School Health Advisory Council shall be responsible for the following:

1. Create guidelines to provide physical activity opportunities to students, before, during and/or after school.
2. Create nutrition guidelines for a la carte offerings minimally meeting guidelines as stated in the competitive food sales rule.
3. Create guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines as stated in the competitive food sales rule.
4. Create guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices as stated in the competitive food sales rule.
5. Create guidelines for a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

6. Create guidelines for a planned, sequential K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.
7. Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
8. Create a school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response.
9. Create a plan addressing the health services needs of students in the educational process.
10. Create a plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.
11. Create a plan for measuring implementation and evaluation of the wellness policy.
12. Designate one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy. In APS, a District Wellness Coordinator will assist in the implementation, integration, evaluation, and coordination of school wellness policies and programs.
13. Review contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of little nutritional value.
14. Increase community awareness of student health needs.
15. Partner with community to support policies and programs.

Each school will develop and submit a wellness policy implementation plan. Each school principal will designate a committee charged with operational responsibility for ensuring that their school fulfills the district's wellness policy.

*\* Components of Coordinated School Health: Nutrition; Physical Activity & Education; Health Education & Life Skill; Staff Wellness; Family, School & Community Partnerships; Health & Safe Environment; Social & Emotional Well-being; and Health Services.*

## **II. Nutrition**

- A. Definition: Nutrition means programs that provide access to a variety of nutritious and appealing meals and snacks that accommodate the health and nutrition needs of all students.

Nutrition Education aims to teach, encourage and support healthy eating by students. Nutrition Education and healthy eating will allow for proper physical growth, physical activity, brain development, ability to learn, emotional balance, a sense of well-being, obesity prevention and the ability to resist disease.

- B. Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate nutrition opportunities.
- C. Activities: All foods and beverages made available through vending machines, a la carte, student stores, food vendors, snack bars, and school-sponsored fundraisers before, during and after normal school hours shall minimally meet nutrition standards set forth in Subsection B and C in the New Mexico Public Education Department's Competitive Foods Nutrition Regulations (6.12.5.8 NMAC). See Addendum: Nutrition Rule Grid.

Foods and beverages sold or served in the school meal programs shall be in compliance with the Dietary Guidelines for Americans and the USDA regulations for the National School Lunch and Breakfast Programs set forth under the 7 CFR Part 210 and Part 220.

All schools will provide nutrition education activities that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

### III. **Physical Activity**

- A. Definition: Physical activity means body movement of any type which includes recreational, fitness and sport activities. *Note: physical activity is a component of, but is not a substitute for, quality physical education. Physical education is an instructional program taught by a certified physical educator and focuses on developing skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity.*

*Physical education is one source, but should not be the only source of physical activity before, during and/or after school.*

- B. Goal: The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.
- C. Activities: Schools will encourage and offer opportunities for all students to participate in before, during and/or after school physical activity programs outside of physical education programs (i.e., 10-minute “brain breaks” integrated into curriculum, intramurals, clubs, and at the secondary level, interscholastic athletics). Those opportunities will offer diverse and developmentally appropriate activities for all students of a competitive and non-competitive nature.

All schools will provide education on the health benefits of physical activity that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

### IV. **Other school-based activities designed to promote student wellness**

Wellness policy goals shall be considered and supported in planning all school-based activities (such as advertising of foods and beverages, school events, celebrations, field trips, and assemblies) in order to provide consistent wellness messages conducive to healthy eating and physical activity.

### V. **Plan for measuring implementation and evaluation**

The district School Health Advisory Council shall assist school district leaders with general oversight, planning evaluation, and periodic revisions of all aspects of the district’s school health program. Schools will submit required monitoring and evaluation documentation to the district and the Public Education Department, as requested.

References: *Board Policy J.20 Student Wellness*

*Legal Reference: 6.30.2 NMAC*

*Addendum: Competitive Food Sales Grid*

NSBA/NEPN Classification:

Approved:

## Federal Law

### LOCAL WELLNESS POLICY

#### Section 204 of Public Law 108-265—June 30, 2004

Child Nutrition and WIC Reauthorization Act of 2004

<http://thomas.loc.gov/bss/d108/d108laws.html>

(a) IN GENERAL - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that, at a minimum—

- 1) Includes goals for nutrition education, physical activity and other school- based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy

## NM State Regulations

**Wellness (6.12.5 NMAC) & Nutrition Rules (6.12.6 NMAC, HB 61)**



## Albuquerque Public Schools SCHOOL WELLNESS PLAN CHECKLIST – Phase 1

As a school committee, please complete and return to Jennie McCary, [mccary@aps.edu](mailto:mccary@aps.edu), at Food & Nutrition Services, Loc #90.

School: \_\_\_\_\_ Principal: \_\_\_\_\_  
 School wellness contact/title: \_\_\_\_\_ Phone # and E-mail: \_\_\_\_\_

Component/Required Activities	In Planning	In Process	In Place	Who	By When	How (Example activities)
1. The principal designated an individual and/or school committee charged with operational responsibility for ensuring that the school fulfills the district's wellness policy.						Name(s):
2. Designated school committee is representative: parent(s), school food service staff, school administrator, school staff, student(s), and community member(s).						Yes No Need help w/:
3. The school committee has met at least twice this year for the purpose of development/revision, implementation, or evaluation of the school wellness plan.						Dates:
4. The school provides physical activity opportunities before, during and/or after school outside of physical education programs that are in line with district policy physical activity guidelines.						Before: During: After:
5. The school implemented nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in subsection B of 6.12.5.8 NMAC.						<i>Talk to cafeteria supervisor.</i>
6. The school implemented nutrition guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC.						Examples:
7. The school implemented nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC.						Examples:
8. The school provides nutrition education activities that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.						Class/course: When: What:
9. The school provides education on the health benefits of physical activity that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.						Class/course: When: What:

Refer to the APS Implementation Guide for resources to implement each component/activity.



## NM Competitive Foods Nutrition Standards

“Competitive Food” means a food or beverage sold at school other than one served as part of the United States Department of Agriculture school meal program. The term includes any item sold in vending machines, a la carte or through other school fundraising efforts during normal school hours.

Vended	Elementary	Middle	High
<p><b><u>Foods</u></b></p>	<p><b>NONE</b></p>	<p><u>Allowed after the last lunch period.</u> Foods meeting the following guidelines <b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>	<p><u>Allowed any time.</u> Foods meeting the following guidelines <b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>

<p><b>A La Carte</b> (only during lunch period)          “A la carte” means a beverage or food product sold in schools to students during the lunch period that is not part of the United States Department of Agriculture school meal program.</p>			
<p><b><u>Beverages</u></b></p>	<p><b>Elementary</b>  <u>Allowed only during lunch period:</u></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> </ul>	<p><b>Middle</b>  <u>Allowed only during lunch period:</u></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• 100% fruit juice that has:               <ul style="list-style-type: none"> <li>• no added sweeteners</li> <li>• no more than 125 calories/container and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul>	<p><b>High</b>  <u>Allowed only during lunch period:</u></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• At least 50% fruit juice that has:               <ul style="list-style-type: none"> <li>• no added sweeteners</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul>
	<p><b>**No Carbonated Drinks</b></p>		
<p><b>A La Carte</b>  <b><u>Foods</u></b></p>	<p>Foods products sold in Elementary, Middle and High School only during the lunch period as a la carte sales must meet the following guidelines</p> <p><b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 400 calories per container or per package or amount served; and</li> <li>• No more than 16 grams of fat (no more than 2 grams from saturated and trans fats combined) per container or per package or amount served and</li> <li>• No more than 30 grams of total sugar per container or per package or amount served.</li> </ul>		

**Fund Raisers (Beverages/Food)**

“Fund Raisers” means beverage or food products sold to raise money that are not sold in vending machines, a la carte sales or part of the United States Department of Agriculture school meal program.

**Fund Raisers**

**During Normal School Hours**

**Beverages**

**Elementary**

**Beverages Allowed as fund raiser except during lunch period**

- Milk 2% or less
- Soy milk
- Water

**Middle**

**Beverages Allowed as fund raiser except during lunch period**

- Milk 2% or less
- Soy milk
- Water
- 100% fruit juice that has:
  - no added sweeteners
  - no more than 125 calories/container and
  - a serving size not to exceed 20 oz.

**High**

**Beverages Allowed as fund raiser except during lunch period**

- Milk 2% or less
- Soy milk
- Water
- At least 50% fruit juice that has:
  - no added sweeteners
  - a serving size not to exceed 20 oz.

**\*\*No Carbonated Drinks**

**\*\*No Carbonated Drinks**

**\*\*No Carbonated Drinks**





	Elementary	Middle	High
<b>Fund Raisers</b> <u>During Normal School Hours</u>  <b><u>Foods</u></b>	NONE	<p><b><u>Allowed as fund raiser except during lunch period</u></b> Foods meeting the following guidelines</p> <p><b><u>**with the exception of nuts, seeds, cheese, yogurt, and fruit.</u></b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>	<p><b><u>Allowed as fund raiser except during lunch period</u></b> Foods meeting the following guidelines</p> <p><b><u>**with the exception of nuts, seeds, cheese, yogurt, and fruit.</u></b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>

<b>Fund Raisers</b> <u>Outside of Normal School Hours</u>	<p>Beverages and food products may be sold as fund raisers outside of normal school hours for Elementary, Middle and High Schools provided that at least 50 per cent of the offerings meet the following requirements:</p> <p><b><u>Beverages:</u></b></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• At least 50% fruit juice that has: <ul style="list-style-type: none"> <li>• no added sweeteners</li> <li>• no more than 125 calories/container and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul>	<p><b><u>Foods:</u></b></p> <p><b><u>**with the exception of nuts, seeds, cheese, yogurt, and fruit.</u></b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>
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# Albuquerque Public Schools School Nutrition & Physical Activity Assessment Survey\*

Use this checklist to help you assess the physical activity and nutrition environment of your school. Use your findings to prioritize and set your action plan. Use the following scoring criteria to assess your school’s performance for each definition of success. Add up the points for each component and compare to the total number of possible points.

**Scoring Criteria:**

- 2 = Strong evidence of practice**
- 1 = Some evidence, but practice not consistent**
- 0 = No Evidence**
- NA = Not applicable**

<b>Component 1: Commitment to Nutrition and Physical Activity</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NA</b>
<b><i>Definitions of Success</i></b>				
1.1 Our school has a wellness team (or other designated committee) that oversees school wellness.				
1.2 Our school committee has active representation from school staff, students, parents, and the community.				
1.3 Your school’s entire staff supports the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus, mealtime schedules, eating space and atmosphere, NE and PA.				
1.4 SFS Staff, school staff, students and parents are part of the policy-making process and support a healthy school nutrition environment.				
1.5 Your school has or is in the process of developing a nutrition policy.				
1.6 Your school has a health council to address nutrition and physical activity issues. <i>(This could be a part of an existing team, such as the Health/Mental Health or Safety Committee)</i>				
<b>COMPONENT #1 SCORE (Total for 1.1 – 1.6) = _____ Possible points: 12</b>				
<b>Notes:</b>				



<b>Component 2: Quality School Meals</b> <i>Abbreviations: NE=Nutrition Education, PA=Physical Activity, SFS=School Food Service</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NA</b>
<b>Definitions of Success</b>				
2.1 Our school offers breakfast, lunch and after-school snack programs, and students are encouraged to participate.				
2.2 The Child Nutrition Programs are administered by SFS staff that is properly qualified according to current professional standards.				
2.3 All SFS staff have appropriate pre-service training and regularly participate in professional development activities.				
2.4 School meals are offered at prices students can afford.				
2.5 Menus are planned with input from students and include local, cultural and ethnic favorites of the students.				
2.6 Menus meet nutrition standards established by the USDA, conform to good menu planning principles and feature a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.				
2.7 SFS staff use food preparation techniques to provide meals that are lower in saturated fat, sodium and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains & low-fat or non-fat milk.				
2.8 School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.				
2.9 School meal participation rates are approximately the same for paying students as for students eligible for free and reduced price meals.				
2.10 Food safety is a key part of the school foodservice operation.				
COMPONENT #2 SCORE (Total for 2.1 – 2.10) = _____ Possible points: 20				
<b>Notes:</b>				

<b>Component 3: Other Healthy Food Options</b> <i>Abbreviations: NE=Nutrition Education, PA=Physical Activity, SFS=School Food Service</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NA</b>
<b>Definitions of Success</b>				
3.1 All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups.				
3.2 If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford.				
3.3 If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.				
3.4 There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available.				
3.5 If foods and beverages are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals.				
3.6 Our school offers predominately healthy foods and beverages at parties, celebrations, and school events.				
3.7 School staff does not use food as a reward or punishment for students. (Ex: they don't give coupons for fast food as a reward for an "A" or withhold snacks as punishment for misbehaving.)				
3.8 Our school encourages parents to provide a variety of nutritious foods if students bring lunches from home.				
3.9 Our school food fundraisers during and after-school minimally meet the state nutrition standards.				
3.10 Our school encourages organizations to raise funds by selling non-food items.				
<b>COMPONENT #3 SCORE (Total for 3.1 – 3.10) = _____ Possible points: 20</b>				
<b>Notes:</b>				

<b>Component 4: Pleasant Eating Experiences</b> <i>Abbreviations: NE=Nutrition Education, PA=Physical Activity, SFS=School Food Service</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NA</b>
<b>Definitions of Success</b>				
4.1 Meal periods are scheduled at appropriate times (between 10am-1pm); your school does not schedule other activities during meal times.				
4.2 Meal periods are long enough for students to eat and socialize.				
4.3 There are enough serving areas so that students don't have to spend too much time waiting in line.				
4.4 Eating areas are attractive and have enough space for seating; tables and chairs are the right size for the students.				
4.5 Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.				
4.6 Your school encourages socializing among students, and between students and adults. Adults properly supervise dining rooms and serve as role models to students.				
4.7 Noise level is appropriate in eating areas; no "eat in silence" rule.				
4.8 Facility design ( <i>including size and location of the eating/kitchen area, lighting, building materials, windows, open space, adequate foodservice equipment for food preparation and service, and food and staff safety</i> ) is given priority in renovations or new construction.				
4.9 Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.				
4.10 Drinking fountains are available for students to get water at meals & throughout the day.				
4.11 Your school uses an accounting system that protects the identity of students who eat free and reduced price school meals.				
COMPONENT #4 SCORE (Total for 4.1 – 4.11) = _____ Possible points: 22				
<b>Notes:</b>				



	0	1	2	NA
<b>Component 5: Nutrition Education</b>				
<i>Abbreviations:</i> NE=Nutrition Education, PA=Physical Activity, SFS=School Food Service				
<b>Definitions of Success</b>				
5.1 Our school provides nutrition education activities that align with the NM HE standards.				
5.2 Students receive NE that is interactive & teaches the skills they need to adopt healthy eating behaviors.				
5.3 NE is offered in the school cafeteria and classroom with coordination between SFS staff & teachers				
5.4 Students receive nutrition messages throughout school that are consistent & reinforce each other.				
5.5 Nutrition is integrated into core curriculum areas such as math, science, and language arts				
5.6 Our school links nutrition education activities with the coordinated school health program.				
COMPONENT #5 SCORE (Total for 5.1 – 5.6) = _____ Possible points: 12				
<b>Notes:</b>				

	0	1	2	NA
<b>Component 6: Marketing</b>				
<i>Abbreviations:</i> HE=Healthy Eating, PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education				
<b>Definitions of Success</b>				
6.1 HE and PA are actively promoted to students, parents, teachers, and the community.				
6.2 Your school consider student needs in planning for a healthy school nutrition environment, by asking students for input and feedback, and listening to what they have to say.				
6.3 Students receive positive, motivating messages about healthy eating and PA throughout the school.				
6.4 Your school promotes healthy food choices and don't allow advertising promoting less nutritious choices.				
6.5 Your school works with a variety of media to spread the word to the students, parents, and community about a healthy school nutrition environment.				
COMPONENT #6 SCORE (Total for 6.1 – 6.5) = _____ Possible points: 10				
<b>Notes:</b>				



<b>Component 7: Physical Activity/Education</b> <i>Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education, HE=Healthy Eating</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NA</b>
7.1 Our school encourages and offers opportunities for all students to participate in before, during, and/or after school physical activity programs (outside of PE programs).				
7.2 Our school has the recommended amount of instructional time ( <i>150 minutes a week for elementary students and 225 minutes a week for secondary school students</i> ).				
7.3 Our school's physical education curriculum is consistent with NM standards for PE.				
7.4 Our school prohibits the substitution of other courses or activities for physical education.				
7.5 Our school provides a physical education program that helps ALL students develop the knowledge and skills needed to design and implement their own individualized physical activity/fitness plan.				
7.6 Our school provides instruction that is adequate, safe and developmentally-appropriate following safety standards.				
7.7 Our school has adequate facilities for use by PE classes and physical activity programs.				
7.8 Our schools provide education on the health benefits of physical activity that aligns with the NM HE standards.				
7.9 Our school encourages physical education/activity that is enjoyable and involves the community.				
7.10 Our school requires certified physical education teachers who participate in continuing education.				
7.11 Our school prohibits staff from withholding PE class and/or recess as a punishment or to complete class work.				
7.12 Our school has sidewalks leading to/from school that are safe to use.				
<b>Notes:</b>				

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Survey Adapted from "Changing the Scene", USDA Team Nutrition Publication and "School Health Index for Physical Activity and Healthy Eating", CDC 2002 Publication



## DEFINITIONS

**Coordinated School Health Approach** – the framework for linking health and education. The focus is healthy and successful students. There are eight interactive components of coordinated school health: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school, and community involvement.

**Physical Education** – the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. It meets the content standards with benchmarks and performance standards as set forth in the NMAC 6.30.2.20 Physical Education Performance Standards.

**Physical Activity** – body movement of any type which includes recreational, fitness, and sport activities.

**Health Education** – the instructional program that provides the opportunity for all students to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as per the NMAC 6.30.2.19 Health Education Performance Standards.

**Dietary Guidelines for Americans** – recommendations for healthy Americans age 2 years and over for food choices and physical activity to promote health, specifically with respect to prevention and delay of chronic diseases.

**United States Department of Agriculture (USDA)** – federal department that administers food assistance programs, including the National School Meal Programs.

**National School Meal Program** - The National School Meal Program is administered by the USDA and subsidizes the cost of preparing and serving breakfast and lunch meals that are consistent with the federal government’s Dietary Guidelines for Americans. All APS schools participating in the National School Meal Program must follow federal regulations set by the United States Department of Agriculture (USDA).

**Center for Disease Control and Prevention (CDC)** - is recognized as the lead federal agency for protecting the health and safety of people – at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships.  
<http://www.cdc.gov/default.htm>

**Overweight** – a state where weight exceeds a standard height based on calculated Body Mass Index (BMI)  $\text{weight (kg)/height (m)}^2$ . For children, overweight is classified as >95%tile for BMI



plotted on an age specific growth chart. For adults, overweight is classified as BMI between 25 – 29.9.

### **Federal Regulations for National School Meal Programs**

- Meals served under the National School Meal Program must meet U.S. Department of Agriculture nutrition standards, conforming to good menu planning principles, and featuring a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.
- Subsidized meals served under the National School Meal Program are required to meet the following over the course of a week:
  - The Dietary Guidelines for Americans.
  - Total fat is less than 30% total calories and saturated fat less than 10%
  - Breakfast provides  $\frac{1}{4}$ , and lunch provides  $\frac{1}{3}$ , of the Recommended Daily Allowance (RDA) for calories, protein, calcium, iron, vitamin A, vitamin C.
  - Variety of foods moderate in sugar and salt and high in fruits and vegetables and whole grains are offered.

**Foods of Minimal Nutritional Value (FMNV)** - A food which provides less than 5% of the referenced daily intakes for the following eight nutrients: protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron. The following foods also fall into the category: soda water (soda pop), water ices, chewing gum, hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.

- Schools participating in the National School Meal Program are prohibited from selling FMNV in food service areas (areas where meals are served and or eaten) during the school meal period. Regulations do not prohibit the sale of FMNV outside the food service area at any time during the school day. States and local school food authorities may impose additional restrictions on FMNV.

**Fundraisers** – foods or beverages sold to raise money that are not sold in vending machines, a la carte sales or part of the US Department of Agriculture school meal program.

**Competitive Foods** - Any food or beverage sold in competition with reimbursable school meals served under the National School Meal Program. By this definition, a la carte items sold by the school cafeteria are competitive foods. This also includes student stores, vending, sales operated by students, the principal, PTA or other groups, and other fundraisers.

**A la Carte** - Foods or beverages sold individually during the lunch period that is not part of the US Department of Agriculture school meal program.

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- <sup>i</sup> Ogden CL, Carroll MD, Curtin LR, McDowell MA, Tabak CJ, Flegal KM. Prevalence of Overweight and Obesity in the United States, 1999-2004. *JAMA* 2006;295:1549-1555.
- <sup>ii</sup> NM Youth Risk & Resiliency Survey, 2005. Available at <http://www.cdc.gov/HealthyYouth/overweight/pdf/NewMexico.pdf>. Accessed July 12, 2006.
- <sup>iii</sup> American Diabetes Association. Type 2 diabetes in children and adolescents (Consensus Statement, 2000). *Diabetes Care*. 2000;23(3): 381-389.
- <sup>iv</sup> Dietz W. Health consequences of obesity in youth: Childhood predictors of adult disease. *Pediatrics*. 1998;101(3) Suppl:518-525.
- <sup>v</sup> Centers for Disease Control and Prevention. *Preventing obesity and chronic diseases through good nutrition and physical activity*. Available at <http://www.cdc.gov/ncckphp/pefactsheets/pepa.htm>. Accessed June 17, 2004.
- <sup>vi</sup> Centers for Disease Control & Prevention, Guidelines for School and Community Programs: Promoting Lifelong Physical Activity, US Department of Health and Human Services, March 1997.
- <sup>vii</sup> Food, Nutrition, and Consumer Services/USDA. *Foods sold in competition with USDA School Meal Programs: a report to Congress*, 2001.
- <sup>viii</sup> USDA. *Team Nutrition Call to Action: Healthy School Nutrition Environments*.
- <sup>ix</sup> Centers for Disease Control and Prevention (Division of Adolescent and School Health). *School Health Policies and Programs Study (SHPPS)*. 2000.
- <sup>x</sup> Center for Science in the Public Interest. Dispensing junk: how school vending undermines efforts to feed children well. May, 2004. [http://cspinet.org/news/pdf/dispensing\\_junk.pdf](http://cspinet.org/news/pdf/dispensing_junk.pdf). Accessed 6/22/04.
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