

activ8! KIDS!

**New York State School
Nutrition and Physical Activity
Best Practices Toolkit**



Introduction

New York State has many resources devoted to improving the nutrition and physical activity environment in schools. There are laws in place that mandate healthy (see [part 5, NYS Supporting Laws and Regulations](#)) practices and many grants have been awarded to communities to make changes in school environments so it is easier for children to eat well and be active. Health professionals and school teams have been and continue to be trained on how to assess school environments and develop plans that lead to changes in practice. The purpose of this toolkit is to provide guidance and resources for promoting healthy eating and physical activity to school administrators, teachers, parents and community partners.

The toolkit is divided into the following sections:

[NYS Model Approach for Healthier Students and Schools](#)

[Local Wellness Policies](#)

[School Nutrition Guidelines](#)

[Promoting Physical Activity in Youth](#)

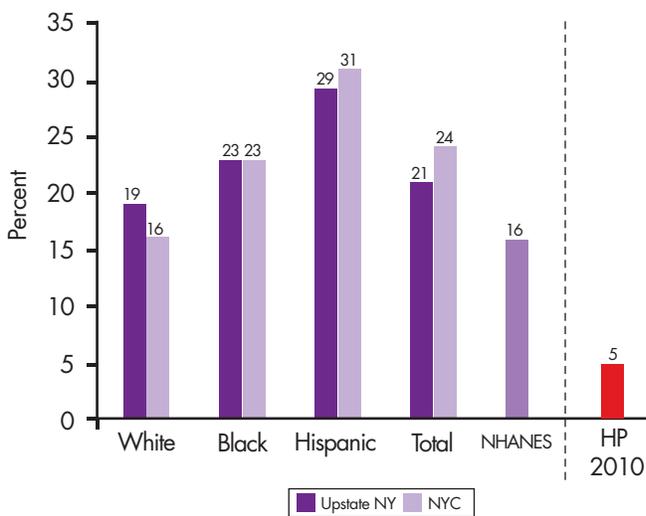
[NYS Supporting Laws and Regulations](#)

New York State Fact Sheet

Obesity in NYS Kids

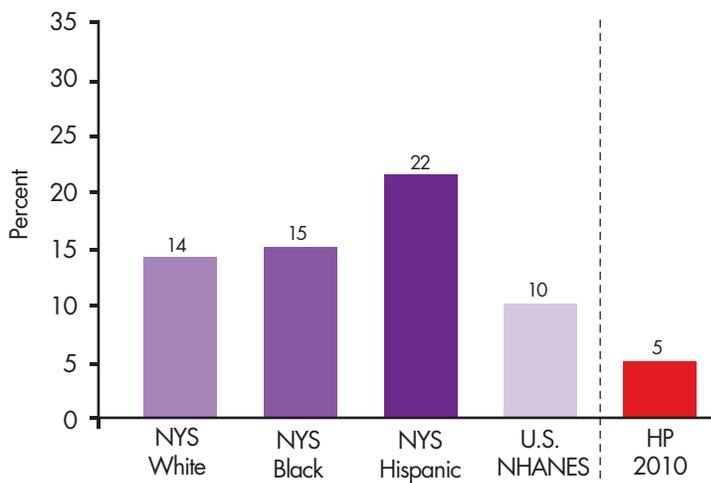
- NYS: 16.8% of children aged <5 years (1)
- NYS (not including NYC): 21% of 3rd graders in 2004(2) vs. 13% of 2nd and 5th graders in 1987(3)
- NYC: 24% of K-5th graders in 2003 vs. 19% in 1990(4)

Proportion of elementary school children in upstate NY and New York City who are obese



Source: Upstate NY, Grade 3 Oral Health, Physical Activity, and Nutrition Survey, 2004. New York City; Am J Public Health, 2004; 94: 1498. U.S.: NHANES, 1999-2002, J Am Med Assn 2004; 291: 2847-2850.

Proportion of children who are overweight (aged 2 to 5 years).



Source: NYS, Pediatric Nutrition Surveillance System (PedNSS), 2003 NHANES, 1999-2002, J Am Med Assn 2004; 291: 2847-2850.



Physical Activity in NY's Adolescents (from 2005 YRBSS)

- 37% of NYS youth self-reported that they did not participate in vigorous physical activity in three or more days out of seven
- 78% of NYS youth self-reported that they did not participate in moderate physical activity in five or more days out of seven
- 83% of NYS youth self-reported that they did not have daily physical education (PE)
- 6% of NYS youth self-reported that they were not enrolled in PE
- 8% of NYS youth self-reported that they did not participate in either vigorous or moderate physical activity

Dietary Behavior in NY's Adolescents (from 2005 YRBSS)

- 78% of NYS youth self-reported that they ate less than 5 servings of fruits and vegetables per day during the past 7 days
- 85% of NYS youth self-reported that they drank less than 3 glasses of milk per day during the past 7 days



NYS Model Approach for Healthier Students and Schools

NYS has adopted a model approach for promoting healthy eating and physical activity in the school setting. Elements of the model approach include:

1. Strengthening or creating a representative school-based team at the building-level that may include teachers, staff, parents, administrators, students (at the middle/high school level), and representation from the community.

PART 1

The task of the school-based team is to:

- a) Complete an assessment of their nutrition and physical activity environment, preferably using the Center for Disease Control and Prevention's (CDC) School Health Index (SHI) as the assessment tool. A copy of the SHI can be downloaded at <http://apps.nccd.cdc.gov/shi/default.aspx>.
 - b) Upon completion of an assessment, develop a plan to improve the nutrition and physical environment at the building-level.
 - c) Based on assessment findings and developed plan, create wellness policies that are specific to their school .
2. At the district level, strengthening or creating a District Health Advisory Council which includes representation from the 8 component Coordinated School Health (CSH) model areas: health education,

physical education, food service, health services, counseling services, faculty, community/parents, school administration, including a nutrition professional (NP)*, and student(s).

3. Collecting data from each of the school buildings to determine strengths and challenges of each school. Section 204 of the Child Nutrition and Women, Infants and Children Reauthorization Act of 2004 requires the creation of district-wide wellness policies that include nutrition and physical activity, by the District Health Advisory Council and submission of the wellness policies to the local Board of Education for approval prior to June 2006.

* Looking to connect with a nutrition professional? See the following description of the SPIN initiative.



Assessing Your School's Readiness to Develop A Wellness Policy

Health Coordinator

- Has the administration appointed a district health coordinator?
- Has this person been given time to perform the duties of the district health coordinator?
- Do the majority of faculty and staff know who this person is?

District Health Council

- Does a representative district health council currently exist?
- If no, has there been a council for HIV Education or Safe and Drug-Free Schools or other health issues?
- What has been the role of the district health council in the past?

School-Based Teams

- Is there someone in the building who “champions” health issues like nutrition, physical activity, and health education in general?
- Does each building have a school-based team that may include teachers, staff, parents, administrators, students (at the middle and high school levels), and representation from the community?
- Is there administrative support at the building-level?

Needs Assessment

- Has a needs assessment, such as the Centers for Disease Control School Health Index been completed at the building-level?
- Has a plan been developed as a result of completing the assessment?
If so, has any part of the plan been implemented?

SPIN—Schools + Professionals In Nutrition: Partnering for Healthier, Successful Students

SPIN is a New York State Action for Healthy Kids (NYAHK) initiative to develop and strengthen school guidelines and practices to improve both the physical activity and food choices at school. The focus is integrated and multi-faceted including, but not limited to: physical activity, comprehensive school health classes and activities, a school food service serving primarily healthy food choices, and coordinated community programs that mirror these efforts. SPIN links schools with nutrition professionals to improve the health and wellness of children and the community over time. NYAHK's partners in this initiative include: the Statewide Center for Healthy Schools, Student Support Services Network, Cornell Cooperative Extension, New York State Department of Health, New York State Education Department – Child Nutrition Program, New York State Dietetic Association, New York State Parent Teachers Association and the American Cancer Society-Eastern Division.

Schools are encouraged to assess their nutrition/physical activity environments using approved tools. The nutrition professionals are trained to facilitate the School Health Index and the Partnering with Systems Approach and are trained in the State Education Department's Child Nutrition Program regulations.

What is SPIN's nutrition professional criteria?

- Registered dietitian
- Registered diet technician
- BA in Nutrition with 3 years of nutrition work experience
- MA/PhD in Nutrition with 1 year of nutrition work experience
- Dietetic intern

How does SPIN work?

The flow chart on the following page shows what steps need to take place for a nutrition professional to be matched to a school.

Where can I find out more about SPIN?

Contact: SPIN Coordinator, NYS Action for Healthy Kids, at (518) 402-7390 or e-mail ewph1@health.state.ny.us.



Nutrition Professional completes training, signs agreement form.

SPIN brochures are distributed by Student Support Services and others to school districts where SPIN training has been completed.

Schools that request to be linked to a SPIN NP will receive an agreement form, SPIN concept, and an explanation of what to expect.

Schools return signed agreement form. NPs in the area of the schools requesting the link are sent a postcard asking them to notify SPIN Coordinator if still interested in linking with a school. Link is on a first come, first served basis.

NPs linked to a school will be sent details about the school:

- status of health advisory council
- name of school health coordinator and whether or not trained in School Health Index
- status of School Health Index (started or completed)
- an application to request SPIN funding (funding limited)

Schools receive a letter with the name of the NP and are told they will be contacted by the NP within 2 weeks.

NP sends a letter of introduction to the school (copy to SPIN Coordinator also) and schedules initial meeting with principal, initiator of the request, the school health coordinator, and representatives of the school health advisory council (if identified).

NP reviews the 8 modules of the School Health Index and reviews SPIN training support documents.

Initial meeting between NP and the school to:

- review the SPIN approach
- assess the school physical activity and nutrition environment with key players using the 8 areas of the coordinated school health model
- begin building a plan for short and long-term actions
- Assess level of support for the process
- NP can offer to present to the staff, school board and/or the PTA on the problem of childhood overweight and the link to schools
- Set dates for work with key players and school health advisory council should be set at this meeting.

NP completes the tracking form and submits quarterly to the SPIN Coordinator.





Local Wellness Policies

Section 204 of the Child Nutrition and Women, Infants and Children Reauthorization Act of 2004 (PL 108-265) signed into law June 30, 2004 included a provision that requires each local educational agency (LEA) participating in the National School Lunch Program, School Breakfast Program, Special Milk Program and Summer Food Service Program to establish a local wellness policy for schools under the LEA. This policy must be developed and implemented no later than the first day of the school year beginning after June 30, 2006. Guidance on developing wellness policies from the NYS Education Department can be found on: <http://portal.nysed.gov/pls/pref/url/page/cnkc>

PART 2

Resources Available to Guide Wellness Policies*

*This list is not intended to be comprehensive. Many non-profit organizations, associations, states, and government agencies are continuing to develop, release, edit, and re-release new materials on the issues of children, nutrition, and physical activity.

Action for Healthy Kids

- Taking Action for Healthy Kids: A report on the healthy school summit and the action for healthy kids initiative. www.actionforhealthykids.org/pdf/the_report.pdf
- Criteria for evaluating school based approaches to increasing good nutrition and physical activity: An action for healthy kids report www.actionforhealthykids.org/pdf/report_small.pdf
- The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools www.actionforhealthykids.org/pdf/LC_Color_120204_final.pdf
- Your state and/or local Action for Healthy Kids Team. Check www.actionforhealthykids.org/index.php for contact information or to get involved.

American Dietetic Association

- Dietary guidance for healthy children aged 2 to 11 years www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_adap0199_ENU_HTML.htm
- Local support for nutrition integrity in schools www.eatright.org/cps/rde/xchg/ada/hs.xsl/login_search_ENU_HTML.htm
- Nutrition services: an essential component of comprehensive health programs. www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_3777_ENU_HTML.htm

- Healthy Habits for Healthy Kids - A Nutrition and Activity Guide for Parents www.wellpoint.com/commitments/healthy_parenting.asp#1
- American Dietetic Association Wellness policy info www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_2160_ENU_HTML.htm

Center for Disease Control and Prevention

- Division of Adolescent and School Health (CDC DASH) including tool for evaluating school health environment, “Healthy School Index.” www.cdc.gov/HealthyYouth/index.htm
- Increasing Physical Activity A Report on Recommendations of the Task Force on Community Preventive Services. www.cdc.gov/mmwr/preview/mmwrhtml/rr5018a1.htm
- Participation in High School Physical Education — United States, 1991—2003. www.cdc.gov/mmwr/preview/mmwrhtml/mm5336a5.htm
- Healthy Youth: An Investment in Our Nation’s Future. At A Glance 2007. www.cdc.gov/nccdphp/aag/aag_dash.htm
- Kids Walk to School www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

Center for Science in the Public Interest/ National Alliance for Nutrition and Physical Activity (NANA)

- Success stories of schools and school districts that have made healthy changes and seen revenue success. www.cspinet.org/nutritionpolicy/improved_school_foods_without_losing_revenue2.pdf
- CSPI’s School Foods Tool Kit provides how to’s, model materials and policies, and examples of what



other states and communities are doing to improve school foods. www.cspinet.org/schoolfood/index.html

- Schools and School Districts That Have Improved School Foods and Beverages Measured the Revenue Impact www.cspinet.org/nutritionpolicy/improved_school_foods_without_losing_revenue2.pdf

Extension

- Michigan State: Alternatives to food rewards. www.tn.fcs.msue.msu.edu/foodrewards.pdf

National Association of State Boards of Education

- Fit, Healthy, and Ready to Learn: A School Health Policy Guide. www.nasbe.org/healthy_schools/intro.htm
- State Level School Health Policies. A state by state list of requirements for school health coordinating or advisory councils. www.nasbe.org/HealthySchools/States/State_Policy.asp

School Nutrition Association (Formerly American School Food Service Association)

- Searchable index of state policies related to child nutrition. www.schoolnutrition.org/childnutrition/govtaffairs/statuses
- Keys to excellence school food service evaluation tool. www.schoolnutrition.org

Society for State Directors of Health, Physical Education, and Recreation

- Power point presentation connecting health and academic outcomes in students. www.thesociety.org/

States

- Recommended Standards for All Foods Sold in Schools (North Carolina). www.eatsmartmovemorenc.com/resources/documents/schoolfoodstand/SchoolFoodsStandards.pdf

United States Department of Agriculture

- Find out your state's policy on the sale of competitive foods in schools. (Source: U.S. Department of Agriculture) www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm
- U.S. Department of Agriculture's (USDA) Report to Congress on Food Sold in Competition with the School Foods Program. www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf
- School Nutrition Dietary Assessment Study – II, a USDA study of the foods served in the National School Lunch and Breakfast programs. www.cspinet.org/nutritionpolicy/SNDAIIfind.pdf
- Changing the Scene: Improving the School Nutrition Environment Tool Kit. www.fns.usda.gov/tn/Healthy/changing.html
- The Power of Choice (developed by FDA) nutrition education kit. www.fns.usda.gov/tn/Resources/power_of_choice.html
- Making It Happen: School Nutrition Success Stories. www.fns.usda.gov/tn/success.html

Other places to go for support, resources, grants, and information

- American Cancer Society www.cancer.org and www.cancer.org/docroot/PED/content/PED_1_6_School_Health.asp
- American Heart Association www.americanheart.org and www.americanheart.org/presenter.jhtml?identifier=3007590
- American Diabetes Association www.diabetes.org
- Food Research Action Center www.frac.org
- National Association for Sport and Physical Education www.aahperd.org/naspe/template.cfm
- National Food Service Management Institute www.nfsmi.org
- National Parent Teacher Association www.pta.org
- Society for Nutrition Education www.sne.org





School Nutrition Guidelines

Establishing nutrition guidelines is a key component of improving the school nutrition environment and promoting healthy eating. By setting standards for all foods and beverages sold or served outside of the school meal program, New York State believes that childrens' diets can be improved. On the following pages are examples of school district and state-level nutrition guidelines and/or policies representing different approaches.

PART 3

Action for Healthy Kids (AHK) Nutrition Guidelines for Schools

- Key points on what makes guidelines effective and how best to use them once created; benefits of school nutrition guidelines

New York State Specific Examples for Nutrition Policies, Guidelines, Practices

- “Choose Sensibly” NYS School Food Service Association’s standards for guidelines to improve the nutritional quality of snacks sold to children in schools
- Nutrition standards
 - New York City Department of Education’s enhanced nutrition standards for school meals
 - Clinton County’s Other Healthy Food Options
 - 1% or less Milk in Schools
 - ♦ NYC PS 28, 23, 90 letters to parents regarding graduated changes for type of milk sold in school
 - ♦ Erie County 11 schools switched to 1%/fat free milk only for their students, after a two year low fat milk campaign.
 - A la carte items standards
 - ♦ Clinton County’s School Snack & Beverage Standards
 - ♦ Hudson Falls’ complete conversion to NYSSFSA standards for Choose Sensibly
- Vending Machines
 - ♦ Hudson Fall’s change in product lines and standards for vending snacks and beverages, cold vending machine stocked by food service and successful
- Healthy Classroom Snacks
 - ♦ Schools letters (PS 28,23, 90 and Slingerlands Elementary School) to parents with guidelines for snacks to send in, with list of recommendations (in Spanish and English)
 - ♦ Alternatives to Food as a Reward in the Classroom
 - ♦ Bay Shore Union Free School District 2004 policy statement that food shall not be used as an incentive or reward in the classroom

Heart Links list of non-food rewards with ideas for games and arts & crafts
- Healthy Fundraisers
 - ♦ PS 57 in Harlem fundraising policy and list approved non-food and healthy food items





Nutrition Guidelines for Schools

What are healthy eating and nutrition guidelines?

Nutrition guidelines are a written document, outlining the rationale, goals and/or procedures that a school or district plans to implement for its school community, including students, parents and staff, regarding food and nutrition.

- The most effective guidelines are those tailored to the specific needs of an individual school or district. Although there are many commonalities, school nutrition guidelines may vary.
- School nutrition guidelines vary from comprehensive to brief. Some include specific nutrient standards, while other provide an overall vision with general guidance and leave more room for later interpretation.
- School nutrition guidelines are not static documents. They may start with a few simple goals related to vending or a la carte food sales – and later expand to include standards for everything food-related, from classroom nutrition education to catering at special events. They need to be reviewed and revised annually to ensure effectiveness, consistency, and accuracy.
- Written nutrition guidelines need to guide program implementation. The school community should be informed of the guidelines and guidelines need to promote consistent, accurate nutrition messages throughout the school campus. In a “best practice” scenario, school district nutrition guidelines should be adopted by the local board of education.
- Nutrition guidelines are part of comprehensive school health planning. In a “best practice” scenario they are aligned with policies related to physical activity, staff wellness, and other components of a coordinated school health approach.

What are the benefits of school nutrition guidelines?

Healthy eating guidelines offer many benefits to a school or district – starting with bringing people together to develop a policy.

- The process of planning school nutrition guidelines is one effective way to **build partnerships and gather support** for the changes that will be made once the policy is put into place. The development process is also an excellent time to **assess the current nutrition environment** – and to **prioritize concerns** that are most important to a particular school or district.
- Nutrition guidelines can be **used as an educational tool**. Improving school nutrition environments requires that many stakeholders be informed about the underlying issues. Guidelines can **condense need-to-know information** about health, nutrition and education into a document for school staff, administrators, teachers, students, and parents; community leaders, vendors, politicians, and other involved in making changes.
- Changing a school nutrition environment often requires more than just education. The need for change must be ‘sold’ to potential supporters, opinion leaders and opponents within the school and the community. Nutrition guidelines can **become a tool for marketing the needed changes**.
- One obvious benefit of nutrition guidelines is that they **provide criteria for making decisions**. The more specific the guidelines are, the easier it is to make decisions about food and nutrition issues as they arise.



These words and logo identify a snack item that fits within the guidelines set by the New York School Nutrition Association's (NYSNA) "Choose Sensibly" campaign. This program endeavors to

educate students on how to read labels in order to identify and select snacks which are healthy options. Learning to make sensible choices will provide children with the ability to use their knowledge of nutrition throughout their lives.

Guidelines have been set that identify moderate snack choices. In setting the guidelines, many possible standards distributed by the Action for Healthy Kids Summit 2003 were considered. They are moderate in nature and based on credible nutrition science. **A snack must meet these criteria for one serving: If there is more than one serving in the package, it is not considered moderate.** According to these guidelines a sensible snack will have:

Fat	7 Grams Or Less
Saturated Fat	2 Grams Or Less
Sodium	360 Miligrams Or Less
Sugar	15 Grams Or Less

The standards for beverages are:

- Low Fat Milk (1%) and Low Fat (1%) Flavored Milk
- Juice Drinks with 25% or More Fruit Juice*
- Water or Flavored Water Without Added Sugar, Artificial Sweeteners or Caffeine
- Beverages with 10 Milligrams or Less Caffeine Per Serving

*100% Juice in Elementary Schools

Many schools are implementing these guidelines. This is the first step in improving the nutritional quality of the snacks schools offer, not the final destination. The New York State School Food Service Association will continue to review these guidelines and work with school districts from around New York State. For more information go to the website www.nyssfsa.org/sensibly.cfm.

Strategies for Creating Healthy Eating Opportunities

New York State encourages schools to create and/or adopt practices that make it easier for students and staff to make healthier choices. Many New York State schools have already taken steps to improve their school's environments by addressing:

Improvements in nutrition practices

New York City Schools Enhance Their Nutrition Standards

Major component highlights are:

- Gradually increase the use of whole wheat breads (increase from 40% of all breads used in school meals to 50%)
- Expand the use of fresh and frozen vegetables (from the current 3 days per week to 5 days) while decreasing the use of canned vegetables
- Increase the service of fresh fruit (from the current 3 days per week to 5 days)
- Serve greater amounts of fish and plant-based products
- Apply standard serving size maximums for snack items
- Beverages will be limited to 100% juice, milk [low-fat], or water
- Decrease the number of mayonnaise-based salads to 1 daily and replace with vegetables
- Reduce the amount of highly processed foods

Saranac Central School District's Other Healthy Food Options

The Saranac Central School District's Nutrition Policy recommends the following guidelines regarding nutrition standards for foods and beverages that are available to students and the school community on school premises before and after the school day, special events, fundraisers, vending machines, parties, meetings, celebrations, or sporting events, and any school functions:

- Food guidelines will include: a variety of choices where the **majority*** are **SERVED MOST OFTEN/SERVE SOMETIMES** foods and beverages.

***Majority** indicates at any location/event, at least 75% of the choices are SERVED MOST OFTEN/SERVE SOMETIMES foods and beverages with the majority being SERVE MOST. A maximum of 25% of the choices will be **SERVE LEAST** foods and beverages. When SERVE LEAST choices are offered, portion size will be controlled to the smallest size available.
Example: Soda – 8 oz. can, if available.

Long Term Goal: to gradually decrease the number of SERVE LEAST foods and beverages with the above listed events/occasions to less than 10%.

SERVE MOST OFTEN

(75% or more of choices in any one location will be Serve Most/Serve Sometimes with the majority being Serve Most whenever possible)

Most of these foods are good sources of one or more of the nutrients iron, calcium, vitamin A, C or D, yet are generally low in fat, sugar and salt.

Grain Products *Choose Whole Grain

Whole Grain Bread, Rolls, Buns, Submarine Rolls
Whole Grain Bagels, Pita Bread
Whole Grain English Muffins
Whole Wheat Waffles, Pancakes, Bannock
Bread Sticks
Melba Toast

Whole Grain Muffins (oatmeal/bran), Crackers
Tortillas, Taco Shells
Breakfast Cereals (unsweetened – no sugar added)
Corn Breads
Rice Cakes
Noodles, Pasta, Rice

Vegetables and Fruit

Fresh Fruits & Vegetables (including those served with dip; i.e. baby carrots with ranch dip)
Baked Potato Fingers
Salsa
Fruits Prepared without Sugar – Fruit Salad, Fruit Tray
Vegetables Prepared without Fat – Vegetable Tray
Fruit Smoothies made with Real Fruit or 100% Fruit Juice

Salads with Minimal Dressing
100% Fruit Juices and Nectars
Vegetable Juices (tomato/V8 – 100% juice, not V8 splash)
Vegetables Soups
Canned, Unsweetened Fruit
Fruit and Vegetable Salads, Fruit Kabobs
Dried Fruit (100% Fruit Leather – No Sugar Added)

Milk and Milk Products

1% or Skim Milk (i.e. Milk to Go)
Hot Chocolate when made with Milk
Lower Fat Yogurt
Lower Fat Cheese
Milk-Based Soups made with Lower Fat Milk

Single Serve Cheese Packs
Cheese Strings
Smoothies made with Milk and Yogurt
Yoplait Yogurt Tubes (Great Frozen)

Meat and Alternatives

Chicken, Turkey, Cooked without added fat
Fish, Seafood, Cooked without added fat
Lean Meat (Beef, Liver, Pork, Lamb)
Legumes (Beans, Lentils, Peas)
Eggs
Canned Fish (packed in water)

Tofu
Ham
Peanut Butter
Dry Roasted Nuts and Seeds (Sesame, Sunflower)
Trail Mix

Beverages

Water
Milk (Plain and Regular Flavored Milks – Chocolate Vanilla, Strawberry)
V8 100% Juice, Tomato Juice

100% Fruit Juice: Sun-ripe Apple and Orange, Dole Apple and Orange, Minute-Maid OJ
Tropicana 100% Orange Juice and Grapefruit Juice

Mixed Foods

Burritos (Bean or Meat)
Submarine Sandwiches made with Leaner Deli Meats (Turkey, Ham, Roast Beef) and Whole Wheat Bun
Soup/Chili and Whole Wheat Roll/Salad
Pizza Bagels
Spaghetti
Soft Tacos
Hamburgers with Whole Wheat Buns and Veggies
Fruit and Yogurt/Milk Smoothies

Baked Potato Wedges with a little melted Cheddar Cheese, Salsa, Light Sour Cream & Bacon Bits
Bean Dip & Veggie/Pita Bread Wedges
Pizza made with Lean Meats (i.e. Ham)/Veggies/Pineapple & Skim Milk Cheese
Frozen Pastas with Tomato Sauce
Sandwiches with Low-Fat Deli Meats (Turkey, Ham, Roast Beef) or Tuna/Eggs, Cheese, Veggies

This list is not inclusive to all foods and beverages available. It is to be used as a guide to offer balance between food and beverages choices in the school environment. It is not to be used as a teaching tool for healthy eating.

SERVE SOMETIMES

(75% or more of choices in any location will be Serve Most/Serve Sometimes with the majority being Serve Most whenever possible)

Most of these foods are good sources of one or more of the nutrients iron, calcium, vitamin A, C. or D, but are also high in fat, sugar, or salt. If serving these foods from the "Serve Most Often" group.

Grain Products

White Bread, Rolls, Subs, English Muffins	Baked Seasoned Potato Crackers (i.e. Crispers)
Granola, Granola Bars (not dipped)	Fruit Crisps, Cobblers
Waffles, Pancakes, Bannock if not Whole Grain	Fig, Apple, Raspberry Cereal Bars
Sesame Seed and Honey Bars (Sesame Snaps)	Rice Krispee Squares
Plain Popcorn (air popped) – Most Often	Fruit Loaves
Pretzels, Pretzel/Cereal Snack Mix (i.e. Bits and Bites)	Cookies (made with Oatmeal, Peanut Butter, Ginger and Dried Fruit)
Low-fat Baked Tortilla Chips	Fig Newtons
Sun Chips	
Biscuits	

Vegetables and Fruit

Fruit in Syrup	Caesar Salads
Dried Fruit, Fruit Leather	Vegetables with Sauces or Breading
Frozen Fruit Juice Bars (at least 50% real juice)	Sweetened Fruit Juice – Sugar (Sucrose/Glucose is listed on the ingredient label)
Oven Fries	
Fried Vegetables	

Milk and Milk Products

Whole Milk	Chocolate Bar Flavored Milks and Milk Shakes
Eggnog	Milk-based Puddings (i.e. Jello Pudding Cups)
Milkshakes made with Real Milk and Ice-Cream (Vanilla, Choc. & Strawberry), Ice Milks, Sherbets	Custards
Frozen Yogurt	Yogurt Drinks
Ice-Cream Dixie Cups, Ice-Cream Sandwiches	Processed Cheese Spread (i.e. Cheese Whiz or Nacho Cheese Sauce)

Meat and Meat Alternatives

Wieners, Sausages	Pepperoni Sticks
Cold Cuts	Fish Sticks
Luncheon Meats – Pepperoni, Summer Sausage, Bologna, etc. (restrict these meats)	Nuts, Seeds, Roasted in Oil

Beverages

Sun-ripe: Rio Red Grapefruit, Nectars (50% Real Juice)

Mixed Foods (*High in Fat – Restrict # Days/Week Available)

*Baked Pizza Pockets, Pizza Pretzel	Baked Tortilla Chips and Salsa
*Pizza with Higher Fat Meats (i.e. Pepperoni/Veggies/Pineapple and Regular Cheese)	Bagels with Light Cream Cheese
	*Pasta with a Cream Sauce

This list is not inclusive to all foods and beverages available. It is to be used as a guide to offer balance between food and beverages choices in the school environment. It is not to be used as a teaching tool for healthy eating.

SERVE LEAST OFTEN

(No More Than 25% of Choices At Any One Location)

These foods are high in calories, fat, sugar and/or salt and low in nutrient value. These foods are usually called "others". These foods should be eaten in moderation and preferably in combination with the "Serve Most Often" foods.

Bakery Food Items

Pastry, Croissants	Sticky Buns
Danishes	Cake Muffins
Doughnuts	Super-Sized Muffins or Super-Sized Cookies
Cakes	Cookies (with Sweet Filling or Icing)
Granola Bars (Dipped) – Including those fortified with Nutrients such as Body Smarts	Pre-sweetened Breakfast Cereals

Candy/Sweets

Syrup, Honey, Jam, Jellies*	Gum
Chocolate Bars, Covered Nuts/Raisins	Fruit Snack Roll-ups
Candy – All candies including those fortified with nutrients Such as Body Smarts	Frozen Ice Treats (e.g. Fudgsicles, Revels, Popsicles)

Salty Snacks

Flavored Cheese Puffs (e.g. Cheezies)
Chips (Potato, Corn, Apple)
Corn Nuts
Microwave Popcorn

Beverages (Including All "Juice" Beverages with less than 50% Real Juice)

Soda Pop (Regular or Diet)	Sun-Rype, Hi-5 (Citrus and Tropical), all Cocktails
Gatorade/PowerAide – All Flavors	(i.e. Pink Grapefruit, Raspberry, Mango, Tangerine, Apple, Cranberry)
Iced Tea – All Flavors	SOBE – All Flavors
Sweetened Fruit Flavored Beverages	Sunny Delight, Tank, Kool-Aid
Snapple – All Flavors	Coffee, Tea
Fruitopia – All Flavors	Hot Chocolate Drink (Made with Hot Water)
V8 Splash – All Flavors	
Dole: All Cocktails (Ruby Red Grapefruit, Cranberry Cocktail, Cranberry Grape, Strawberry Kiwi, Pineapple Passion Mango, Paradise Blend, Orange Strawberry Banana)	

Mixed

French Fries and Gravy	Pizza with Lots of High Fat Meat (i.e. Pepperoni, No Veggies, Extra Cheese, Stuffed, Thick Crusts)
Nachos and Processed Cheese Sauce	Sausage Rolls
Packaged Noodle Soup	
Instant Noodle Soup	

Other

Cream Cheese*	Flavored Gelatin Dessert (i.e. Jello)*
Gravy*	Whipped Cream*
Sour Cream*	Non-Dairy Whipped Toppings (i.e. Cool Whip) & Creamers*
Chip Dip	Bacon*

*Appropriate if served in small amounts with Serve Most Food

This list is not inclusive to all foods and beverages available. It is to be used as a guide to offer balance between food and beverages choices in the school environment. It is not to be used as a teaching tool for healthy eating.

Milk in schools— Promote and Serve 1% and Fat-free milk

Erie County Schools Switch to 1% or Less Milk

The Erie County Eat Well Play Hard Project conducted a Low Fat Milk Campaign in schools and tracked the purchase inventory of milk over time. This campaign resulted in a 36% increase in units of low or fat free milk. Four of the schools participating in the campaign switched completely to low fat and fat free milk, affecting over 9,000 students.

Communicating with Parents: NYC Public Schools 28, 23, and 90 Send Parent Letter Home

In March 2005, three elementary schools in New York City sent out letters from the school principal informing parents that changes were being made in the breakfast and lunch menus, based on recommendations from the school nutrition committee. The letter also addressed a new healthy snack policy. The letter explained:

“Changes have been made in order to get the students to eat as many healthy foods as can be provided. The availability of whole and chocolate milk will be significantly reduced in the cafeteria because of the high fat and sugar content of these products, and the low fat and skim milk will be encouraged in its place. During the month of March the purchasing of whole milk will be gradually reduced. In April we will eliminate chocolate milk during breakfast only and in May we will eliminate chocolate milk entirely for one day a week.”

Fruits and vegetables – Increase Daily Consumption

Farm to School Pilot Projects

The Cornell Farm to School Program worked with pilot projects in Hannibal and Johnson City School Districts. The goal of the project was to incorporate high quality, local foods into school meals.

NYS Foods Purchased

The food service directors in both school districts agreed to make an effort to purchase New York State fruits and vegetables and keep track of purchases. All of these foods were incorporated into the reimbursable main meals. (As opposed to being offered as ala carte items or in vending machines). Both directors continued to work with their regular produce suppliers, Behlog in Johnson City, and Cs Farms in Hannibal, to request and order New York grown food as available and as cost effective. In Johnson City, the Director also purchased fruits and vegetables directly from a local farmer.

During school year 2003-04 as compared to the preceding school year, each district purchased a greater variety of New York grown items, and spent more on food grown in New York. Because the food service directors have taken leadership for ordering more local foods within their regular budgets, it is anticipated that these projects will be sustainable without additional funds.

Throughout the school year, directors continued to purchase fresh/stored cabbage, onions, carrots, apples, and potatoes in some form at least once per month. All of these foods are grown in New York State and are available fresh/stored during most of the year.

NY Food of the Month

Each month food service directors also agreed to highlight a NY food (fruit or vegetable) of the month. For the past two years, directors have featured the food of the month on lunch menus. Each food of the month is grown in New York and is available fresh/fresh stored during the month it is featured. Foods of the month are served fresh as well as in canned and/or frozen forms. Foods may be served alone or as an ingredient in a dish. Cornell has produced a series of nine *NY Food of the Month* fliers that directors copy and share with families and teachers. All fliers are available on the Cornell Farm to School Program website at www.cce.cornell.edu/farmtoschool. Hannibal and Johnson City have also made the *NY Food of the Month* fliers available on their school websites.

School/Community Involvement

During the project year both directors continued to work with others in their immediate and extended communities on farm to school efforts. Johnson City continued involvement with the Broome-Tioga Farm to School Workgroup that involves ten foodservice directors, five Cornell Cooperative Extension representatives from Broome, Tioga, and Cortland Counties, a representative from the Board of Cooperative Education Services for Broome-Tioga Counties, and five local farmers. Members of the Workgroup have continued to work with local beef farmers and have tested beef in schools to determine whether it was acceptable. The Workgroup also coordinated plans to celebrate NY Harvest for NY Kids Week, September 27-October 5, 2003. During this special week, designated by a state Farm to School law, children, schools and families are encouraged to purchase, consume and learn about local foods and agriculture. In Broome and Tioga Counties, school food service directors for 11 districts served the same meal featuring New York foods on October 1.

In addition, Johnson City is partnering with the Broome County Health Department's Steps to a Healthier NY Give Me 5 Program that is highlighting fresh carrots, broccoli, tomatoes, cabbage (as coleslaw), tomatoes and watermelon, all foods grown in New York.

Richardson continued to work with the Hannibal Farm to School Workgroup with representatives from the Oswego County Farm Bureau, Cornell Cooperative Extension of Oswego County, and NY Farms! The group celebrated NY Harvest for NY Kids Week, with an exciting, interactive farm-school Harvest Fair at Kenney Middle School on October 1. During the evening event in the school gym, approximately 40 families visited the fair and participated in activities that showcased the wide variety of food produced in Oswego County. Participants tasted and voted on preferred preparations of apple crisp, coleslaw, and scalloped potatoes, milked Clover, a simulated cow, explored an earth tunnel, guessed the weight of a giant pumpkin, and more.

NY Farm to School News

During school year 2001-02, Farrell produced *NY Farm to School News*, a two-page quarterly newsletter for members of the Broome-Tioga Farm to School Workgroup to share with families at their schools. In September, 2003, the newsletter was expanded to four pages and broadened to have a statewide focus. All issues are available on the Cornell Farm to School Program website.

Department of Defense Fresh Program

The Department of Defense (DoD) Fresh Program offers schools an opportunity to purchase fresh fruits and vegetables using school meal entitlement funds. In New York, this program is coordinated through the Office of General Services (OGS).

Since 2003, New York City School District has purchased New York grown apples, apple slices, and pears through DoD Fresh. In 2004, this program will expand to areas around Syracuse and Binghamton. As the program expands its geographic area, it will also expand its list of available New York products. Apples, pears, potato products and possibly baby cut carrots have been identified.

In 2004, the DoD Fresh Program provided \$1.7 million of fresh fruits and vegetables to NYC Schools. In 2005, this program has provided nearly \$130,000 of produce in the Binghamton and Syracuse areas.

A la carte items – meet or exceed minimum standards

Hudson Falls Central Schools

In 2004, Hudson Falls Central Schools instituted their nutrition policy that called for "Healthy a-la-carte snacks should be offered using the standards adopted by New York State School Food Service Association (NYSSFSA)." (see Choose Sensibly sheet.) Their policy states:

"Other food choices include food available in the school store, at concession stands, for fund raising, as classroom snacks, for parties, and at vending machines.

The majority of other food choices at school should contribute to eating patterns that provide foods that are low in fat, calories, and added sugars.” (See [Choose Sensibly guidelines](#).)

Clinton County Health Department developed School Snack & Beverage Standards for Clinton County Schools

**Clinton County Health Department
Nutrition Services**

**School Snack & Beverage Standards for
Clinton County Schools**



Beverage Standards

- ◆ Only allows 1% or less milk, regular and flavored
- ◆ Juice beverages must contain 25% or more real fruit juice

Allowed:

- ◆ Non-fat & low-fat milk/flavored milk
- ◆ Water
- ◆ Flavored waters without sugar
- ◆ Fruit juices
- ◆ Spritzers

Eliminate:

- ◆ Soft drinks
- ◆ Sports drinks
- ◆ Iced tea drinks
- ◆ Other drinks that contain less than 25% fruit juice

Snack Standards

Items should follow these guidelines:

Total Fat	7 grams or less
Saturated & Trans-fat	2 grams or less
Sugar	15 grams or less
Sodium	360 mg or less



Foods excluded include those with naturally occurring fat and sugars, such as dried fruit, nuts and seeds that do not have added sugar or salt in them.

Allowed:

- ◆ Baked chips, pretzels, some popcorn
- ◆ Some granola bars & trail mixes
- ◆ Graham crackers
- ◆ Fruit cups
- ◆ And many other items

Not Allowed:

- ◆ Regular chips and candy
- ◆ Most cookies
- ◆ Other confections
- ◆ Other high fat salty snacks

Nutrition Services/School TABLE Revised 10-2003

Vending machines – establish healthy criteria

The Chancellor of the New York City Schools approved new regulations governing the sale of food items and mandated a sweeping revamping of vending machine practices. Some highlights:

- Schools seeking to use vending machines will have to use a Department of Education developed contract. Schools will be responsible for removing and closing out all vending machines not ordered from this contract.
- Only approved foods that meet NYC Department of Education snack standards can be sold from machines or school stores. The vendor will be provided with a list of acceptable items and schools will make their choices from that list.
- Vending machine timers will be used to prevent usage during hours serving breakfast and lunch.
- “The vendor will face penalties should it be found to supply school vending machines with items not included on the approved list of snack items.”

Hudson Falls Central School Vending Program

1. Complete conversion to the NYSSFSA standards for the Choose Sensibly Program.
2. Reduction in portion sizes for milk, snacks and nuts.
3. Helping students make healthier choices for snacks at school.
4. The program has had little impact on the revenue stream to the district.
5. Complementary reduction in non-compliant products offered in adult/faculty staff rooms.
6. Availability of after school fresh food through refrigerated vending machines, which comply with Choose Sensibly. The vending company supplies two refrigerated machines and the school food service stock it, and get the profits.

Healthy snacks

New York City’s PS 28, 90 and 30 developed a recommended snack list (in **English** and **Spanish**) together with the Bronx Healthy Hearts program. The list was distributed to parents with the March 2005 letter mentioned above.



Recommended Snack List

Fruits and Vegetables:

All fresh or canned fruits/vegetables:

Apple
Banana
Berries
Grapefruit
Kiwi (Peeled)
Mango
Melon slices
Nectarines
Orange
Papaya
Peaches
Pear
Pineapple slices/chunks
Strawberries
Watermelon slices
Broccoli
Cauliflower
Sweet pepper slices
 Green
 Red
 Yellow
Zucchini

Dairy Snacks:

Low fat yogurt
Low fat cottage cheese
Low fat cheese cubes or slices
String cheese

Other Snack Foods:

Cereal bars
Granola bars
Mini bagels
Pita chips
Bagel chips
Pretzels
Soy crisps
Sun Chips
Baked potato chips

Drinks:

Water
100 % fruit juice
Low fat (1%) or skim milk



Comidas de Merienda Recomendadas

Frutas y Vegetales:

(Fresca o enlatada)
Manzana
Banana
Fresas, frambuesas, moras etc.
Toronja/pomelo
Kiwi (Peeled)
Mango
Melón
Nectarina
Naranja
Papaya
Durazno
Pera
Piña
Sandía
Brocoli
Coliflor
Pepino
Pimiento:
 Verde
 Rojo
 Amarillo
Calabazita Italiana (Zucchini)

Merienda de productos lacteos:

Yogurt baja en grasa
Cottage cheese baja en grasa
Queso baja en grasa en cubitos
String cheese

Otros comidas de merienda:

Cereal bars
Granola bars
Mini bagels
Pita chips
Bagel chips
Pretzels
Soy crisps
Sun Chips
Chips de Papas al horno (Baked
Potato Chips)

Bebidas:

Agua
100 % jugo de fruta
Leche Baja en grasa (1%) o skim
(sin-grasa)

Alternative rewards

Bay Shore School District in Suffolk County, Long Island

Policy Statement:

“It is the policy of the Bay Shore Union Free School District that food shall not be used as an incentive or reward in the classroom. The policy will be effective as of September 2004.”

List of Alternative Non-Food Rewards, developed by Heart Links of Stony Brook University, a NYSDOH Healthy Heart Program, for Bay Shore:



Heart Links
Department of Family Medicine, Stony Brook University
NYSDOH Healthy Heart Program

Alternative Non-Food Rewards

PRIVILEGE-BASED REWARDS

- ↪ Sit with your friend for a day
- ↪ Have lunch with the teacher
- ↪ Extra free time
- ↪ No homework pass
- ↪ Choice of classroom jobs

TOKEN ECONOMY

- ↪ For the redemption of non-food incentives such as small toys, stickers, pens, pencils or privileges (see attached sample items from Oriental Trading)

NICE LETTERS SENT HOME TO PARENTS

NON-FOOD BASED CLASSROOM CELEBRATIONS

- ↪ See attached ideas for games and arts & crafts

ADDITIONAL GYM CLASS

- ↪ Must be done in accordance with Physical Education department – a successful program is in place in Gardiner Manor Elementary School and more information can be provided upon request



Healthy fundraisers

Public School 57 Competitive Food Policies

“Items sold for any fundraising purpose should be either non-food or healthy food items as suggested by the School Health Team.”

New York City Public School 57 School Wellness Policies Written by the School Health Team (SHT)

Purpose:

The School Health Team (SHT) interventions are indicated as potential key components in achieving public health improvement goals and enhancing student wellness to ensure maximum learning potential. Eating and physical activity habits are learned early in life. Poor nutrition and fitness habits are the root causes of several public health problems in America. In addition, environmental factors contribute to poor health, particularly in East Harlem. Good nutrition, regular physical activity, and a clean environment enhance learning, health, and quality of life. Therefore, the SHT supports a healthy school environment that promotes and encourages lifelong nutritious eating and physical activity habits.

Background:

It has been well established that the incidence of asthma among residents of East Harlem is among the highest in the country. In fact, student and parent surveys conducted during the '03-'04 school year revealed an asthma incidence of 24% among PS 57 students.

According to the US Surgeon General, overweight and obesity are at epidemic proportions. Overweight children and adolescents are much more likely to develop Type 2 Diabetes and to become overweight adults, with increased risk for developing heart disease and stroke. A mass screening of PS 57 students during the '03-'04 school year found 37% of the student body is overweight or obese.

I. Competitive Food Policies:

- A. Items sold for any fundraising purpose should be either non-food or healthy food items as suggested by the School Health Team (see Attachment A).

II. Physical Education/Activity Policies:

- A. Proper Gym Apparel: Students should come prepared to participate in physical education on designated physical education day by wearing proper gym attire. Proper gym attire means sweatpants or shorts, t-shirts, and sneakers with socks. See school uniform policy for further description of proper gym attire.



Promoting Physical Activity in Youth

The CDC, American Academy of Pediatrics (AAP), and the National Association for Sport and Physical Education (NASPE) support the recommendation that school-age youth should participate in 60 minutes or more of moderate to vigorous age-appropriate physical activity on all, or most days of the week. Establishing school district polices for comprehensive, daily physical education that meet the needs and interests of all students will provide an important foundation for lifetime physical activity. Through

PART 4

Activ8Kids! New York has made a commitment to promote more opportunities for youth to experience the many benefits of physical activity, and to support national physical education recommendations that will contribute to more physical activity for all students. On the following pages are New York State Learning Standards for P.E., examples of physical activity and education recommendations, and state-level examples of model schools that are providing some innovative approaches to physical education and activity.

1. **Learning Standards for Health, Physical Education and Home Economics—Developed by New York State Education Department**

2. **NASPE Resources**

- Physical Education and Physical Activity defined.
- What Constitutes a Quality Physical Education Program?
- Is your Physical Education Program Ready to Prevent Obesity?
 - A 10-question checklist
- “STARS” Recognized schools in New York State

3. **National Emerging Comprehensive Health Related Fitness Education Program**

- Physical Best curriculum
- Sports, Play, and Active Recreation for Kids (SPARK) curriculum

4. **Ideas for Promoting Physical Activity for Youth**

- Walk Our Children to School
- Training elementary school teachers to integrate movement into academic curriculum.
- Opportunities that support increased non-competitive activity.
- Programs to introduce lifetime physical activity.

5. **Additional Resources**



Learning Standards for Health, Physical Education, and Home Economics (Revised Edition - May 1996)

Developed by New York State Education Department

Standard 1: Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Standard 2: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Students will demonstrate responsible personal and social behavior while engaged in physical activity.

They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Standard 3: Resource Management: Students will understand and be able to manage their personal and community resources.

Students will be aware of and able to access opportunities available to them within their communities to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

NASPE Resources

How are Physical Education and Physical Activity Different?

The National Association for Sport and Physical Education (NASPE) believes every child in the United States deserves both a quality physical education and physical activity program.

School **physical education programs** offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain active lifestyles. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in safe, supportive environments. NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. Based on sequence of learning, physical education should not be compared to, or confused with, other physical activity experiences such as recess, intramurals, or recreational endeavors.

Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing. NASPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

Opportunities to accumulate physical activity during the school day include time spent in physical education class, classroom-based movement, recess, walking or biking to school, and recreational sport and play

that occurs before, during, and after school. Parents and grandparents are urged to get active with their children. The benefits of regular physical activity include:

- Reduces the risk for overweight, diabetes and other chronic diseases
- Assists in improved academic performance
- Helps children feel better about themselves
- Reduces the risk for depression and the effects of stress
- Helps children prepare to be productive, healthy members of society and
- Improves overall quality of life.

NASPE encourages parents and community members to visit the local schools to view daily developmentally appropriate physical education classes and supplementary physical activity opportunities such as recess, physical activity breaks and after school programs.

To learn more about the importance of physical education and physical activity, visit the NASPE website at www.aahperd.org/naspe/template.cfm.

What Constitutes a Quality Physical Education Program?

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 that they can 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 which range from the National Standards for Physical Education to Appropriate Practice Documents, Opportunity to Learn Documents and the Assessment Series. Books can be ordered online at www.ahperd.org/naspe/template.cfm or call 1-800-321-0789.

Opportunity to Learn:

- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school)
- Qualified physical education specialist providing a 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 skill 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
- No physical activity for punishment
- Uses regular assessment to monitor and reinforce student learning

Reprinted from *What Constitutes a Quality Physical Education Program?* (position paper) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

Is Your Physical Education Program Ready to Prevent Obesity?

According to a recent survey by the National Association for Sport and Physical Education (NASPE), many parents, concerned about escalating childhood obesity rates and the rise of Type II diabetes, see daily physical activity as key to optimal health and academic success. Over 76% think more school physical education could help control or prevent childhood obesity.

Does your school physical education program help students develop the health-related fitness, motor skills and knowledge so that they can adopt healthy and physically active lifestyles?

This new school year the NASPE urges principals, teachers and parents to conduct a self-study of their school's physical education program--evaluate its strengths and weaknesses and then encourage a plan for improvement where needed. Here are 10 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 for a minimum of 150 minutes per week (elementary) and 225 minutes per week (middle and high)?	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 participate?	Yes	No
5. Is technology incorporated on a regular and continuing basis?	Yes	No
6. Are indoor and outdoor facilities adequate and safe? (so that physical education classes need not be displaced for other activities)	Yes	No
7. Is there a written, sequential curriculum based on the national and/or state standards for physical education?	Yes	No
8. Is assessment of student learning included in the physical education program, and is it related to meaningful content objectives?	Yes	No
9. Does the program provide for maximum participation and successful learning for every student?	Yes	No
10. Does the program help to systematically develop the physical, cognitive and social –emotional aspects of the whole student?	Yes	No

Let NASPE help improve your program! For more information, visit www.aahperd.org/naspe/template.cfm.

Reprinted from *Is Your Physical Education Program Ready to Prevent Obesity?* (web page) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599

Additional NASPE Resources

- National Standards for Physical Education and Physical Activity Guidelines Published by NASPE
www.aahperd.org/naspe/template.cfm?template=ns_index.html
- Position Papers Published by NASPE
www.aahperd.org/naspe/template.cfm?template=position-papers.html



NASPE “STARS” Recognition Award for Excellence in Physical Education New York State Recipients

Victor High School in the Victor Central School District outside of Rochester received the NASPE “STARS” Level Three Recognition Award for 2004-2007. The sequential physical education program includes a variety of activities with an emphasis on personal fitness designated to promote growth in skill, knowledge, and appreciation of an active, healthy lifestyle. Coeducational instruction is provided.

An emphasis is placed on the instruction of skills and activities that reflect current trends in fitness and active lifestyles. Examples of these activities include rock climbing, kayaking, in-line skating, cross country skiing, archery, aerobic dance, and the fitness room. Units in physical education are also determined by the students’ interest to learn new activities and games. A modified version of rugby reflects this thinking. Traditional and competitive sports are still offered, primarily to the freshman and sophomores.

Assessment is an important part of physical education. As in other subject areas, a student earns a numeric grade. This grade can be broken down as follows:

20% written quiz at the end of the unit
20% daily participation which includes effort and responsibility
60% demonstration and application of physical skills

The physical education teachers are available to work with students looking to improve any aspect of their performance or grade. Teachers are available after school and during the 2B advisory. Students in physical education may no longer receive a medical on their grade report in place of a numeric grade. Realistic and meaningful way to educate and grade students who are excused from physical education with a written excuse from a doctor has been developed. The student is asked to complete a research project reflecting ideas and concepts in health and fitness that students are exploring in class. The outline and

expectations of this project are written and explained in great detail. This information is available from the student’s assigned physical education teacher.

M.C. Miller Middle School in the Kingston City Schools received the NASPE “STARS” Level Two Recognition Award for 2004 to 2007.

- A team of a part time and four full time teachers provide physical education instruction for students, grades 6-8 five class sessions every two weeks.
- Implemented student personal fitness portfolios, a student handbook, work with nurse to collect obesity data; and plan new activities including cup-stacking, kin-ball sport and snowshoeing.
- Received funding through grants to provide pedometers and work on nutrition education including a “Good For You” snack bar in the cafeteria and after school.
- Instituted NY State’s authentic assessment project designed to assist students become competent in 6 areas of physical activity and proficient in 3 areas before they exit high school.
- A library of rubrics enables students to monitor their own progress and maintain their portfolios.
- Recipients of two PEP grants has helped to launch a “Tiger-Fit” project to enhance the fitness component of the program to include heart rate monitors, evaluation software and hand helds.

The Tiger-Fit project is a 4 point program:

- Student Wellness Activities that promote cardiovascular health and strength building such as mountain biking, rollerblading and rock climbing.
- Student tracking and evaluation using heart rate monitors and Tri-Fit software to allow students to set and track their own personal goals.
- Professional Development for the PE staff to expand content knowledge and technology skills
- Parental and Community Support Activities of which one is to encourage parents, and community organizations (fire and police) to access the school facilities to enhance their own health related fitness and become “fitness role models.”

National Emerging Comprehensive Health Related Fitness Education Program

Physical Best Curriculum

The New York State Association for Health, Physical Education, Recreation, and Dance (NYSAPERD) encourages schools to promote healthy behaviors and lifestyles for students and the school community in recognition of the key link between students' health and their ability to learn. NYSAPERD is supporting the use of National Association for Sport and Physical Education (NASPE)'s Physical Best, a physical education curriculum designed to challenge, encourage and educate all children regardless of athletic talent, physical and mental abilities, or disabilities. This inclusive program focuses on personal improvement and provides developmentally appropriate activities for different abilities and ages. For more information visit www.nysahperd.org/

Sports, Play, and Active Recreation for Kids (SPARK) Curriculum

New York State's Obesity Prevention Program is piloting training to daycare centers in the Sports, Play and Active Recreation for Kids - Early Childhood Curriculum (SPARK-EC). SPARK-EC focuses on improving the mental and physical health of children and adolescents by providing research-proven curricula, training and follow up support to daycare centers and schools. Through a variety of funding sources, many school districts in the state have trained their teachers on the school SPARK-EC curriculum. For more information visit www.sparkpe.org/mission.jsp



Ideas for Promoting Physical Activity in Youth

New York State encourages schools to support opportunities for children with all levels of physical abilities and weight to enjoy moving their bodies. New York Schools have begun to address inactivity in a number of creative ways.

Safe Routes to School

Safe Routes to School funding has been included in the federal budget and NYS will be receiving funds, administered by NYS Department of Transportation. The goal of the Safe Routes to School program is to make it safer for children to walk or bicycle to school. Eligible projects will include planning, design and constructions of infrastructure-related projects that will substantially improve the ability of students to walk and bicycle to school within approximately 2 miles of a primary or middle school; and non-infrastructure-related activities to encourage walking and bicycling to school, including public awareness campaigns and outreach to press and community leaders, traffic education and enforcement, and student training. Ten to 30 percent of the funds may be used for education and encouragement. Contact your local or state DOT for further information on when the funds will be available. For information about Safe Routes to School, please visit www.bikewalk.org/safe_routes_to_school/SR2S_introduction.htm

Walk Our Children to School

The New York State Partnership for Walk Our Children to School promotes safe and appealing ways for children to walk or bike to school. This partnership consists of health, safety and transportation specialists who seek to influence an active lifestyle for youths and adults through community change. Partnership members work with community planners, school officials, parents and students to create a long lasting, safe and more walkable school community. Although it started as an annual October event, walking or biking to school or within the school community has become a year around healthy and safe lifestyle for many New York schools.

For more information on the New York State Partnership for Walk Our Children to School, please visit their website: www.nyswalks.org

Duanesburg Elementary School (Schenectady County)

The entire elementary school population took part in a 1.6 mile walk from the Duanesburg Community Center to the elementary school to kick off the First Annual Community Fitness Challenge. Several checkpoints were established along the route to ensure safety. This event was the beginning of a year long effort in the school to promote physical fitness. Students also logged their steps as part of the Statewide Center for Healthy Schools' "Healthy Steps" program.

Cortland City School District

In 2004, over 2000 students from six Cortland City Schools and two day care centers took part in a week long WOCS awareness campaign. This project included safety surveys of the proposed walking routes, and safety messages in school for several days leading up to the big walk event. Many of the students and parents met at school and walked with some notable characters such as Safety McGruff and Smoky the Bear. The week campaign included a poster contest with winning entries converted into billboards throughout the community.

Sargent Elementary School, (Beacon, NY)

The PE teacher started in 2002 with an October walk to school day. Since it was well received, it was decided to hold a walk to school day once a month. The first Wednesday of the month was designated and this practice continues to date. "On walk to school days, all of our busses drop children off at the end of a long driveway, about 1/2 a mile long. Students exit the bus and walk the length of the wooded driveway into school. The project is supervised by the 'morning duty'

staff, who would otherwise have bus duty at the front of the building. The end of the driveway is blocked off by cones, and the children who would otherwise get dropped off by cars in the parking lot of the school, must be dropped off at the end of the street, and they walk in with their children. Children and families are encouraged to walk from home if possible, and some do so. Others ride bicycles on these days.

Training elementary school teachers to integrate movement into academic curriculum

Rockland County's Three R's in Motion: Health, the Body and Learning

This course teaches elementary school teachers how using movement to teach academic subjects helps students to enhance their overall understanding of subject matter content. This three graduate credit course through the College of Mount St. Vincent is offered at no charge through a grant from Steps to a Healthier NY through the Rockland County Department of Health. By the end of the course teachers are able to plan and implement movement experiences that will enhance their lessons in all subject areas for all children.

Opportunities that support increased non-competitive activity

Healthy Steps

Healthy Steps is a walking challenge designed to create excitement about physical activity in grades K-5. This program is offered twice a year, in May and in October, by the Statewide Center for Healthy Schools. During these months, school communities are encouraged to walk the most miles in a ten day period. Participant incentives are awarded to those schools who accumulate the most miles. Healthy Steps is available online at www.nyshealthyschools.org. Schools can record their steps easily, track competitions between classes within their own school, compare

themselves with their division statewide and monitor their progress via a virtual hike across America.

Whitehall and Hadley-Luzerne School's Girls on the Run

The Glens Falls Hospital has worked with the Whitehall and Hadley-Luzerne schools over the past four years to implement the Girls on the Run program. Girls on the Run (www.girlsontherun.org) is an international, non-profit prevention program, that encourages preteen girls (ages 8-12) to develop self-respect and healthy lifestyles through running. GOTR has developed a curriculum that teaches life skills through running games and workouts. In Glens Falls, the sessions are held one day a week, immediately after school, and last for 40-60 minutes depending on the schedule of the late bus. The program currently runs for 8 weeks and is open to 5th grade girls. An evaluation of a GOTR program in North Carolina found increased physical activity levels among participating girls as well as improvements in body image, eating attitudes and self-esteem.

Adapted Physical Education

Columbia County Schools

The Columbia County schools are working with the Columbia County Department of Health (through combined grants from the NYS DOH Disability and Health program and the Healthy Heart Program) to improve access to physical education classes and other physical activity opportunities for students with disabilities. A one-day training was held for PE teachers in the county; the teachers were given practical instructions on inclusive strategies for games, the development of physical activity components for every student's individual education plan, and ways to use equipment so that everyone can be included in class. Schools have purchased equipment to use in adaptive physical education classes for students with disabilities and have created raised bed gardens so that students with disabilities can participate in school gardening programs.

Additional Resources

www.pecentral.org/adapted/adaptedmenu.html

www.ncpad.org/fun/fact_sheet.php?sheet=285§ion=1831

www.teach-nology.com/teachers/special_ed/adaptive_pe/

www.palaestra.com

Programs to introduce lifetime physical activity

Kids Fit Club

Slingerlands Elementary School, Bethlehem Central School District, Albany County: Kids Fit Club, since 2000, has introduced community resources for lifelong physical activity in a pre-school club.

Bay Shore's Wellness Alliance

Bay Shore's Wellness Alliance has a state of the art wellness center. An interdisciplinary Physical Education curriculum is implemented and required of all 8th grade students. The center is a hands on laboratory for learning health habits and fitness concepts. For more information see their website: www.bayshore.k12.ny.us (link to Wellness).

Westchester County's Fit Kids Program

Fit Kids is an initiative of the Westchester County Executive and the Department of Health. The program's objective is to help children gain the knowledge, attitudes, and skills needed to establish healthy eating and physical activity behaviors. Its long-term goal is to improve overall health and academic performance. The Fit Kids Resource Guide was created to help schools plan and implement programs and activities that encourage healthy eating and regular physical activity. For more information see their web site: www.westchestergov.com/health/FitKids.htm

Additional Resources

www.aahperd.org/naspe/pdf_files/tipfororganization.pdf

www.aahperd.org/naspe/pdf_files/tipforteachers.pdf

www.aahperd.org/naspe/pdf_files/tipforparent.pdf

www.cdc.gov/healthyouth/physicalactivity/brochures/

www.cde.ca.gov/ta/tg/pf/documents/2004pftresults.doc

www.nysahperd.org/



**New York State
Supporting Laws
and Regulations**

PART 5

Foods of Minimal Nutritional Value and Competitive Foods

States are not allowed to have regulations that are less rigorous than the Federal regulation for the National School Breakfast and Lunch Program. In 1987, New York State passed a law (Chapter 647) that is even more stringent in terms of the sale of non-nutritious foods.

New York State Education Law for creation of School District Child Nutrition Advisory Committees

New York State recognizes that a school district nutrition advisory committee can be an important tool in the fight against poor nutrition environments and the epidemic of childhood obesity. This legislation was signed into law in September 2004 and takes effect on July 2005.

New York State Physical Education Law, Commissioner's Regulations and Learning Standards

1. 135.4(c) (2) (a):

a. All pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education programs not less than three times each week. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week exclusive of any time that may be required for dressing...

b. For grades 7-12, the regulations require physical education 3 times per week in one semester, and 2 times per week in the second. There is no minimum time duration, but most schools use 40-50 minutes, or 90 minutes for those who block schedule. There is no longer allowance for a variance for schools to have physical education 5 times per week in one semester and none in the other.

2. Education Law, Section 803

Instruction in physical education and kindred subjects.

1. All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded education of pupils and in the development of character, citizenship, physical fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.
2. The board of education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duly licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers qualified and duly licensed under the regulations of the regents.
3. The boards of education or trustees of two or more continuous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed evaluation thereof, and as so apportioned shall be a charge upon each of such districts.
4. Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such schools shall not be deemed substantially equivalent to instruction given to children of like ages in the public school

or schools of the city or district in which the child resides.

5. It shall be the duty of the regents to adopt rules determining the subjects to be included in courses of physical education provided for in this section, the period of instruction in each of such courses, the qualifications of teachers, and the attendance upon such courses of instruction.
6. The physical education herein provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned.

Education Law, Section 3204. Required Instruction

3. Courses of study

a. (1) The course of study for the first eight years of full time public day schools shall provide for instruction in at least the twelve common school branches of arithmetic, reading, spelling, writing, the English language, geography, United States history, civics, hygiene, physical training, the history of New York State and science.

(2) The courses of study and of specialized training beyond the first eight years of full time public day schools shall provide for instruction in at least the English language and its use in civics, hygiene, physical training, and American history including the principles of government proclaimed in the Declaration of Independence and established by the constitution of the United States.

Commissioner's Regulations, Subchapter G, Part 135:

Physical Education and Activity, taught by licensed physical education specialist, is the school's instructional program that provides the optimal 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.

The Physical Education and activity component promotes:

- competency in many movement forms and proficiency in a few movement forms;
- movement concepts and principles to the learning and development of motor skills;
- a physically activity lifestyle;
- the achievement and maintenance of a health-enhancing level of physical fitness;
- responsible personal and social behavior in physical activity
- and opportunities for enjoyment, challenge, self-expression and social interaction

Goal: Advocate for education on the benefits of life-long physical activity, and supportive environment with enjoyable opportunities for students, families, staff, and community to engage in physical activity.

The following Standards developed for NYS are in line with the National Standards established for Physical education. School districts must have their curriculum aligned to the standards and assess student progress at the benchmarks.

Laws of New York, 2004 Chapter 444

An act to amend the transportation law, in relation to establishing the safe routes to school program became a law on September 14, 2004. This act shall take effect on the first of April next succeeding the date on which it shall have become a law. This amendment is to eliminate or reduce physical impediments to school aged children walking and/or bicycling to schools.



State of New York

Eliot Spitzer, Governor

Department of Health

Richard F. Daines, M.D., Commissioner