

# Principals' Wellness Policy Implementation Manual

---

## Minneapolis Public Schools



January 2007

# Acknowledgements

A special thank you to the individuals and organizations that provided thoughtful guidance in the development of Minneapolis Public Schools Wellness Policy 6690.

## Wellness Policy Steering Committee Members:

|   |   |
|---|---|
| Kafiya Ahmed, Roosevelt High School student                                 | Jackie Hansen, Principal                            |
| Joe Alfano, Curriculum & Instruction Department                             | Graham Hartley, Parent – Migizi Communications      |
| Nicole Barron, Food Services Department                                     | Mary Heiman, Student Support Services               |
| Bryan Bass, Assistant Principal   | Der Her, North Community High School student        |
| Billy Binder, Parent  | Rachel Hilyar, Steps to a Healthier Minneapolis     |
| Patty Bowler, Minneapolis Department of Health and Family Support           | Elizabeth Hinz, Student Support Services            |
| Jan Braaten, Curriculum & Instruction Department                            | Adrienne Jordan, General Mills Foundation           |
| Tim Cadotte, Principal  | Lynne Krehbiel, Student Support Services            |
| Irfan Chaudhry, Food Service Department                                     | Melanie McCall, Parent                              |
| Eleanor Coleman, Student Support Services                                   | Chaz-Lon McMorris, Edison High School student       |
| Brenda Corbin, Teacher – North  | Nan Miller, Family Involvement                      |
| Pat Cornelius, Teacher – South  | Gretchen Musicant, Minneapolis Department of Health |
| Katie Dahl, Washburn High School student                                    | Rochelle Patten, Teacher - Anthony Middle School    |
| Julie Danzl, Steps to a Healthier Minneapolis                               | Janelle Peralez, Minneapolis Department of Health   |
| Rosemary Dederichs, Food Service Department                                 | Stella Thomas, Food Service Department              |
| Dr. Sally Ehlinger, Community Member  | Ellie Ulrich Zuehlke, Allina - Community Benefit    |
| Dr. Edward (Buck) Ehlinger, University of Minnesota - Boynton Health Center | Dagny Waldeland, Assistant Principal                |
| Ryan Fair, Communications Department  | John Washington, Athletics Department               |
| Patty Feste, Student Support Services                                       | Bennice Young, Curriculum & Instruction Department  |

This manual has been adapted with permission from the Steps to a HealthierMN ([www.stepstohealthiermn.org](http://www.stepstohealthiermn.org)) and Saint Paul Public Schools' wellness policy implementation manual.



Special thanks to Steps to a HealthierMN – Minneapolis for funding the printing of this manual.

# Table of Contents

| <b>Sections</b>  | <b>Page</b> |
|--|-------------|
| <b>Introduction</b> .....  | 3           |
| <b>Wellness Policy 6690 ~ Implementation Plan</b> .....  | 5           |
| <b>Wellness Policy Implementation Chart</b> .....  | 7           |
| <ul style="list-style-type: none"> <li>▪ Food and Beverages in Schools</li> <li>▪ Nutrition Education</li> <li>▪ Physical Activity</li> </ul>  |             |
| <b>Communication Plan</b> .....  | 25          |
| <ul style="list-style-type: none"> <li>▪ Leadership: Talking points for principals</li> <li>▪ Accessible copies of the policy</li> <li>▪ Communication with teachers/staff</li> <li>▪ Communicating with students</li> <li>▪ Communicating with families</li> <li>▪ School/district newsletters</li> <li>▪ Press release for your community paper</li> </ul> |             |
| <b>Evaluating The Implementation Progress</b> .....  | 30          |
| <b>Frequently Asked Questions</b> .....  | 31          |
| <b>Appendix A: MPS Wellness Policy 6690</b> .....  | 35          |
| <b>Appendix B: Obesity Fact Sheet</b> .....  | 44          |
| <b>Appendix C: Sample Letter and News Release</b> .....  | 47          |
| <b>Appendix D: <i>How to Raise Healthy Kids</i> (English, Hmong, Somali, Spanish) Handouts</b> .....   | 50          |
| <b>Appendix E: School Wellness Policy Assessment Tool</b> .....  | 67          |

# Introduction

The passage of the *Child Nutrition and WIC Reauthorization Act of 2004 – Section 204, Public Law 108-265* was a historic step toward significantly improving the health and academic success of children across the nation. This law mandates school districts to institute a wellness policy by the 2006-2007 school year if they participate in the school meals program.

Research has established that student health and academic achievement are interrelated. It seems obvious: students who are healthy are more able to focus in the classroom, nutritious foods boost brain function, and physical activity is necessary for healthy growth and development. Studies have shown that poor nutrition impedes cognitive function, which in turn is related to lower academic achievement. We also know that students who participate in school breakfast programs perform better on tests. Student fitness has been linked to improved math, reading and writing scores. (Studies establishing the link between student health and academic achievement have been cited at the end of this introduction.)

Yet, while good nutrition and ample physical activity are the basis for good health, the obesity rates indicate that too many youth lack the adequate nutrition and exercise needed to build strong bodies and minds. Young people with obesity are at risk of developing serious medical conditions, such as diabetes and hypertension, which can lead to poor health and premature death.

Over the past few decades, the percentage of children and adolescents who are overweight or at risk for overweight, has risen at an alarming rate:

- 37 percent of American children (ages 6 to 11) are overweight or at risk for overweight. For adolescents (ages 12 to 19), 34 percent are overweight or at risk of overweight. \*These rates have risen sharply since 1999, when they were 30 percent for each age group. (Source: Ogden et al. JAMA, April 5, 2006)
- Being overweight in childhood increases the risk for development of asthma, type 2 diabetes, high blood pressure, orthopedic complications, sleep apnea, psychosocial problems, and adult obesity. (Source: [www.obesity.org](http://www.obesity.org))

It is time to turn the tide. With the advent of *Public Law 108-265*, schools will be experiencing a significant shift to create a school environment that encourages healthy eating and increased physical activity. The removal of soda from vending machines alone will be a big adjustment for children and adults alike. Yet, by providing comprehensive wellness policies that are reinforced by messages in the classroom, cafeteria, and hallways, children will be supported in making these changes. Children take their cues from the adults around them. If adults speak positively of the changes and role model the new expectations, students will more easily adopt the new choices.

With this new law, everyone stands to win. Students will grow up healthier and will be more likely to achieve academically. Teachers will enjoy instructing students who are more attentive and attend class more often. Educating youth will never be an easy job, but the men and women who enter this field already know this. What matters in the end is whether a policy stands to benefit the children we all care about so passionately.

National associations of administrators, teachers, parents and health care professionals support *Public Law 108-265* and encourage schools to use this opportunity to build local efforts to successfully implement their wellness policy. Together, we can take a giant step forward in improving the education and health of all children.

\*At risk for overweight or overweight = BMI for age at 85<sup>th</sup> percentile or higher.

---

<sup>1</sup> The following references are studies establishing the relationship between student health and academic achievement:

- Alaimo, K., Olson C.M., & Frongillo, E.A. (July 2004). Food insufficiency and American school-aged children's cognitive, academic and psychosocial development. *Pediatrics*, 108(1).
- Murphy, J.M., et al. (1998). Relationship between hunger and psychosocial functioning in low-income American children. *Journal of American Academy of Child and Adolescent Psychiatry*, 37:163-170.
- Schwimmer, J.B., Burwinkle, T.M., & Varni, J.W. (April 9, 2003). Health-Related Quality of Life of Severely Obese Children and Adolescents. *JAMA*, 289 (14):1818.
- Tershakovec, A., Weller, S., & Gallagher, P. (1994). Obesity, school performance, and behavior of black, urban elementary school children. *International Journal of Obesity*, 18:323-327.
- National Institute for Health Care Management (NIHCM) Foundation. (August 2004). *Obesity in young children: Impact and intervention*. [Research Brief]
- Data A., Sturm, R., & Magnabosco, J.L. (2004). Childhood overweight and academic performance: National study of kindergartners and first-graders. *Obesity Research*, 12:58-68.
- Minnesota Department of Children, Families and Learning. (1998). *School Breakfast Programs: Energizing the Classroom*. St Paul, MN: Author.
- Murphy, J.M., et al. (2008). The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*, 152:899-907.
- Etner, J.L., Salazaw, W., Landers, D.M., Petruzzello, S.J., Han, M., & Nowell, P. (1997). The influence of physical fitness and exercise upon cognitive functioning: a meta-analysis. *Journal of Sport and Exercise Physiology*, 19(3):249-77.
- California Department of Education. (2002). *State study proves physically fit kids perform better academically*. Sacramento, CA: Author.
- Symons, C.W., Cinelli, B., James, T.C., & Groff, P. (1997). Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of School Health*, 67(6): 220-227.
- Shepard, R.J. (1997). Curricular physical activity and academic performance. *Pediatric Exercise Science*, 9:113-126.

# Wellness Policy 6690 ~ Implementation Plan

Research-based best practices have shown that in order to reverse the alarming rates of obesity, comprehensive changes must occur across all segments of society. While schools alone cannot solve the obesity epidemic, schools are in a powerful position to help change the cultural saturation of high-fat, sugary foods and increased inactivity.

Schools also have much to gain by making these changes. Research demonstrates that children who are physically active and eat healthy foods perform better on tests, have better attendance rates and are more attentive in class (see page 4 for sources). It has been shown that schools that implement comprehensive strategies in the areas of physical activity and nutrition can maximize these educational benefits.

This manual is a step-by-step guide for Minneapolis Public Schools administrators on how to implement the wellness policy at their school in the following areas:

- **Institutionalizing** certain aspects of the wellness policy.
- **Communicating** the wellness policy to staff, students, families and business/community partners.
- **Evaluating** their school's implementation progress.

## Three-year Implementation Plan

A three-year implementation plan of the wellness policy is outlined in the Wellness Policy Implementation Chart located in the next section. The gradual implementation of the wellness policy allows for the accommodation of the specific needs of each school. Yet, certain policy items need to be implemented immediately or by the end of year one (2006-2007 school year), while other aspects that affect things like fundraising and curriculum will have a more gradual phase in: year two (2007-2008), year three (2008-2009).

## Communicating With The School Community

As part of the wellness policy, principals are responsible for communicating with families and staff about these changes. Included in the manual is a communication plan on how schools can inform students, staff, families and business/community partners of the new wellness policy. Good communication will be critical to the success of the wellness policy so that buy-in can be gained from all segments of the school community. Establishing at the outset why the wellness policy is important to student achievement will do much to generate broad cooperation and acceptance of these changes.

## Assessment and Evaluation

As part of the federal law (*Child Nutrition and WIC Reauthorization Act of 2004 – Section 204, Public Law 108-265*), schools and districts are expected to provide evaluation data on the progress of the implementation of the district's wellness policy. As such, schools will need to submit a year-end accountability report to central services to assess their schools' implementation progress; please see Appendix E for the assessment tool (the evaluation tool will be based on this assessment tool and will be provided to principals at a later date).

### **Wellness Champions Workshop**

Instructions on how to best implement each policy item, an evaluation tool and additional resources will be provided to schools at a workshop on **Thursday, February 1, 2007, from 4-5 p.m. or 5:30–6:30 p.m.** It is recommended that principals identify someone to become the school's wellness champion. This person will attend the workshop and lead the implementation of the policy at their building. Please identify a wellness champion and share this information with them. To register for the workshop, e-mail Julie Danzl at [julie.danzl@mpls.k12.mn.us](mailto:julie.danzl@mpls.k12.mn.us).

### **Manual On Website**

Along with the copy-ready handouts offered in the appendices, the manual and related appendices are provided on the Student Support, Family & Community Engagement website (<http://sss.mpls.k12.mn.us>; click on Wellness Policy) so that templates and handouts can be easily reproduced.

### **Questions?**

For general questions about this manual or the wellness policy, please call the Steps to a Healthier Minneapolis Coordinator at 668-5451.

(A complete and succinct version of the wellness policy has been provided in Appendix A.)

## Wellness Policy Implementation Chart

The chart below delineates which aspects of the wellness policy have been or will be institutionalized by Food Services and Curriculum and Instruction and which must be carried out by school principals (color-coded in green). Also included in this chart are “clarifications” (in red) to certain policy guidelines to aid in the implementation of the policy.

| Policy Guidelines  | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------|------------------------------------|---|---|---|
| <b>A. Foods and Beverages in Schools</b>   |                              |                                    |   |   |   |
| <b>1. School Meals</b>   |                              |                                    |   |   |   |
| a. The school district will provide healthy and safe school meal programs that comply with all federal, state, and local statutes and regulations.   | X                            |                                    | In Place  |   |   |
| b. The Food Services Department will aim to be self-supporting; however, budget neutrality or profit generation will not take precedence over the nutritional needs of students.   | X                            |                                    | In Place  |   |   |
| c. The Food Service Director will establish a menu committee that includes parents, students, and staff to assist in choosing new menu items to be served in schools.  | X                            |                                    | In Place  |   |   |
| d. The district will accommodate the changing special nutrition needs of students; and will accommodate the cultural, ethnic, and religious diversity of our community.  | X                            |                                    | In Place  |   |   |
| e. Meals served through the National School Lunch and Breakfast Programs will: <ul style="list-style-type: none"> <li>▪ Offer a variety of fruits and vegetables, with an emphasis on including a variety of fruits and vegetables from the blue/purple, green, white, yellow/orange, and red fruit and vegetable groups on the monthly menu.</li> </ul> | X                            |                                    | In Place  |   |   |

| Policy Guidelines   | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|---|------------------------------|------------------------------------|---|---|---|
| <ul style="list-style-type: none"> <li>Serve only low fat (1%) and fat free milk except when whole or 2% milk is recommended for students with special nutritional needs; offer lactose reduced milk when requested by students and/or parent/guardian;</li> </ul>  | X                            |                                    | In Place Now                                    |   |   |
| <ul style="list-style-type: none"> <li>Work towards ensuring that at least half of served grains are whole grain;</li> </ul>  | X                            |                                    | X   |   |   |
| <ul style="list-style-type: none"> <li>Continue to exclude deep fried foods and strive to replace higher fat main entrée items with lower fat items as appropriate;</li> </ul>  | X                            |                                    | In Place Now                                    |   |   |
| <ul style="list-style-type: none"> <li>Continue to replace menu items that contain trans fats with foods that do not contain trans fats.</li> </ul>   | X                            |                                    | In Place Now                                    |   |   |
| <ul style="list-style-type: none"> <li>Be served in portion sizes that meet National School Lunch Program and Breakfast Program requirements.</li> </ul>  | X                            |                                    | In Place Now                                    |   |   |
| <ul style="list-style-type: none"> <li>Meet current USDA nutrition requirements.</li> </ul>   | X                            |                                    | In Place Now                                    |   |   |
| <b>2. Food Safety</b>   |                              |                                    |   |   |   |
| <p>a. All foods sold or served to students will be prepared in health-inspected facilities under the guidance of food safety certified staff.</p> <p><i>Clarification:</i> Parent and district staff will be notified in writing by June 2007 that all foods must be prepared in a commercial kitchen and meet the nutrition standards outlined in the wellness policy.</p> | X                            | X                                  | In Place Now for Central Services               |   | In Place for Schools                            |
| <p>b. The district will provide student access to hand washing or hand sanitizing before students eat any meals or snacks.</p> <p><i>Clarification:</i> Sites may schedule hand-washing time in the classroom or restroom before coming to the lunchroom. Sites may also request that the PTA or a corporate sponsor provide a pump-type sanitizer to be used by</p>        |                              | X                                  |   | X   |   |

| Policy Guidelines  | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------|------------------------------------|---|---|---|
| students before entering the lunchroom.  |                              |                                    |   |   |   |
| <b>3. Scheduling of Meals</b>  |                              |                                    |   |   |   |
| a. School sites will make every effort to provide sufficient time for all students to eat in the school cafeteria and will schedule meal periods at appropriate times during the school day. Schools will move towards:  |                              | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Providing students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes to eat after sitting down for lunch; and</li> </ul> <p><i>Clarification:</i> When scheduling classes for the school year 2007-2008, sites should consider adding additional time for breakfast and lunch.</p>              |                              | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Arranging for accommodations for students who need more time to finish their lunch; and</li> </ul> <p><i>Clarification:</i> EA's or other staff assigned to the lunchroom will monitor student needs and allow extra time if needed.</p>  |                              | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Scheduling meal periods at appropriate times i.e. lunch should be served between 10:50 AM and 1PM; and</li> </ul> <p><i>Clarification:</i> As far as possible, consider appropriate meal times when creating a schedule for the 2007-2008 schools year. Breakfast and lunch times should not be scheduled close together.</p> |                              | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Scheduling lunch periods to follow recess periods in elementary schools to increase student nutrient intake and reduce food waste; and</li> </ul> <p><i>Clarification:</i> Assign to site scheduling team.</p>  |                              | X                                  | X   |   |   |

| Policy Guidelines   | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|---|------------------------------|------------------------------------|---|---|---|
| <ul style="list-style-type: none"> <li>▪ Offering attractive dining areas which have enough space for seating all students scheduled for that meal period; and</li> </ul> <p><i>Clarification:</i> Food Service will provide appropriate and seasonal decorations and work to improve the look of the meals. Space is an issue at most high schools and if possible, more lunch periods should be created to insure that all students have access to lunch and the time and place to eat.</p> | X                            | X                                  |   |   | X   |
| <ul style="list-style-type: none"> <li>▪ Schools will evaluate their open campus policy taking into consideration the food choices that students make when they are able to leave campus.</li> </ul> <p><i>Clarification:</i> Taking spaces into consideration, as well as other factors, re-consider closing high school campuses.</p>   |                              | X                                  | X   |   |   |
| <p>b. The district and individual school sites will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfast that encourage participation, including “grab and go” breakfast, breakfast in the classroom, or breakfast during morning break.</p> <p><i>Clarification:</i> Transportation is currently working on this initiative.</p>   |                              | X                                  |   | X   |   |
| <b>4. Food and Behavior</b>   |                              |                                    |   |   |   |
| <p>a. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan, behavior intervention plan, or a 504 Individual Accommodation Plan).</p> <p><i>Clarification:</i> District will distribute this policy reminder in writing and again before the start of the school year.</p>   |                              | X                                  | X   |   |   |
| <p>b. Schools will not withhold foods or beverages as punishment.</p>   | X                            |                                    | In Place Now                                    |   |   |

| Policy Guidelines   | Central Services<br>EXECUTES  | Schools/<br>Principals<br>EXECUTES  | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |  |  |
|---|---|---|---|---|---|--|--|
| <b>5. Fundraising</b>   |   |   |   |   |   |  |  |
| <p>a. Fundraising efforts will be supportive of healthy eating by emphasizing the sale healthy food items or of non-food items.</p> <p><i>Clarification:</i> The district recognizes that many fundraising plans may already be determined for the 2006-2007 school year. To accommodate schools, the district will allow for a gradual implementation of the fundraising policy as outlined in this section. All schools are expected to fully abide by the policy by the beginning of 2007-2008 school year. (Healthy fundraising ideas will be provided at the Wellness Champion Workshop.)</p>  | X   | X   | X   |   |   |  |  |
| <p>b. Fundraising activities which involve the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus.</p> <p><i>Clarification:</i> Guidelines for foods sold outside of reimbursable meals:</p> <table border="0" data-bbox="113 1003 961 1312"> <tr> <td data-bbox="113 1003 541 1312"> <p><b>At Elementary Schools</b></p> <ul style="list-style-type: none"> <li>▪ Reimbursable meal menu items;</li> <li>▪ Fruits;</li> <li>▪ Vegetables;</li> <li>▪ Lowfat Dairy Items;</li> <li>▪ Yogurt</li> </ul> </td> <td data-bbox="548 1003 961 1312"> <p><b>At Middle/Junior High and High Schools</b> (includes grades 6-8 in K-8 buildings)</p> <ul style="list-style-type: none"> <li>▪ Reimbursable meal menu items;</li> <li>▪ Foods that contain 7 grams of fat or less per serving;</li> <li>▪ Foods that do not have sugar or other caloric sweeteners as the first ingredient</li> </ul> </td> </tr> </table> | <p><b>At Elementary Schools</b></p> <ul style="list-style-type: none"> <li>▪ Reimbursable meal menu items;</li> <li>▪ Fruits;</li> <li>▪ Vegetables;</li> <li>▪ Lowfat Dairy Items;</li> <li>▪ Yogurt</li> </ul>  | <p><b>At Middle/Junior High and High Schools</b> (includes grades 6-8 in K-8 buildings)</p> <ul style="list-style-type: none"> <li>▪ Reimbursable meal menu items;</li> <li>▪ Foods that contain 7 grams of fat or less per serving;</li> <li>▪ Foods that do not have sugar or other caloric sweeteners as the first ingredient</li> </ul> | X   | X   | X   |  |  |
| <p><b>At Elementary Schools</b></p> <ul style="list-style-type: none"> <li>▪ Reimbursable meal menu items;</li> <li>▪ Fruits;</li> <li>▪ Vegetables;</li> <li>▪ Lowfat Dairy Items;</li> <li>▪ Yogurt</li> </ul>  | <p><b>At Middle/Junior High and High Schools</b> (includes grades 6-8 in K-8 buildings)</p> <ul style="list-style-type: none"> <li>▪ Reimbursable meal menu items;</li> <li>▪ Foods that contain 7 grams of fat or less per serving;</li> <li>▪ Foods that do not have sugar or other caloric sweeteners as the first ingredient</li> </ul> |   |   |   |   |  |  |
| <p>c. Students and staff will be prohibited from personal fundraising efforts that include the sale of foods or beverages on campus.</p>  | X   | X   |   | X   |   |  |  |

| Policy Guidelines  | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------|------------------------------------|---|---|---|
| <i>Clarification:</i> Each site and/or department will be notified of this policy in writing in the spring of 2007 and again before the start of the 2007-2008 school year.  |                              |                                    |   |   |   |
| <p>d. The district wellness committee will disseminate a list of healthy fundraising options to schools and student organizations and will serve as a resource.</p> <p><i>Clarification:</i> Healthy fundraising ideas will be provided at the Wellness Champion Workshop. In the fall of 2007, Food Services will also have a list available on the Food Service website:<br/><a href="http://foodservice.mpls.k12.mn.us">http://foodservice.mpls.k12.mn.us</a>.</p>  | X                            |                                    | X   |   |   |
| <p>e. The district will make external organizations (e.g. parent teacher organizations, booster clubs, etc.) using school property aware of the policy regarding fundraising with food and beverage items and will encourage them to adopt the same policy. The district wellness committee will supply a list of healthier food choices and other choices for fundraising and will offer to help source certain items as is feasible.</p> <p><i>Clarification:</i> This policy should be sent to all organizations in writing and discussed and disseminated through the DPAC and city-wide student government.</p> | X                            | X                                  | X   |   |   |
| <b>6. Celebrations</b>   |                              |                                    |   |   |   |
| <p>a. Classroom celebrations should encourage healthy choices and portion control and not include more than one item that does not meet the requirements for foods sold outside of the reimbursable meals menus.</p> <p><i>Clarification:</i> Sites will notify teachers of the policy and encourage only healthy foods for all celebrations.</p>  |                              | X                                  | X<br>On-going process                           |   |   |

| Policy Guidelines   | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|---|------------------------------|------------------------------------|---|---|---|
| b. The district wellness committee will disseminate a list of healthy party ideas to parents and teachers and will serve as a resource.   | X                            |                                    |   |   |   |
| <b>7. Sharing Foods and Beverages</b>   |                              |                                    |   |   |   |
| <p>Schools should not allow students to share their food or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children's diets.</p> <p><i>Clarification:</i> Teachers, lunchroom monitors and Minneapolis Kids' employees will need to communicate and monitor this expectation with the students in their classrooms and programs.</p>   |                              | X                                  | X   |   |   |
| <b>8. Snacks</b>  |                              |                                    |   |   |   |
| <p>Snacks served during the school day or in after school care or enrichment programs will make a positive contribution to children's diets and health. The district will work towards serving whole grains, fruits, vegetables and low-fat dairy as the primary snack items.</p> <p><i>Clarification:</i> Programs providing snacks will have access to healthy snack items and serve only items that meet the nutrition standards outlined.</p> |                              | X                                  | X   |   |   |
| <b>9. Foods Sold Outside of the Reimbursable Meals Menus</b>  |                              |                                    |   |   |   |
| <p>The district will recognize that the purpose of all foods sold outside of the reimbursable meals menu are for in between or as an addition to balanced meals. Foods and beverages sold or served on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will be limited to the following:</p>  |                              | X                                  | X   |   |   |

| Policy Guidelines  | Central Services<br>EXECUTES       | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------------|------------------------------------|---|---|---|
| <b>At Elementary Schools</b>   |                                    |                                    |   |   |   |
| ▪ Reimbursable meal menu items;  | X                                  |                                    | In Place Now                                    |   |   |
| ▪ Fruits;  | X                                  |                                    | In Place Now                                    |   |   |
| ▪ Vegetables;  | X                                  |                                    | In Place Now                                    |   |   |
| ▪ Lowfat Dairy Items;  | X                                  |                                    | In Place Now                                    |   |   |
| ▪ Yogurt;  | X                                  |                                    | In Place Now                                    |   |   |
| <b>At Middle/Junior High and High Schools (includes grades 6-8 in K-8 buildings)</b>   |                                    |                                    |   |   |   |
| ▪ Reimbursable meal menu items;  | X                                  |                                    |   |   |   |
| ▪ Foods that contain 7 grams of fat or less per serving;   | X                                  |                                    | In Progress                                     |   |   |
| ▪ Foods that do not have sugar or other caloric sweeteners as the first ingredient;  | X                                  |                                    | In Place Now                                    |   |   |
| <b>10. Beverages</b>   |                                    |                                    |   |   |   |
| The following beverages <b>may be allowed</b> for sale in all Minneapolis Public Schools:  |                                    |                                    |   |   |   |
| ▪ unflavored or flavored low fat or fat free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA); | X<br>Food Services<br>in place now | X                                  | X   |   |   |
| ▪ water without added caloric sweeteners or artificial sweeteners;   |                                    | X                                  | X   |   |   |
| ▪ 100% juice.  | X<br>Food Services                 | X                                  | X   |   |   |

| <b>Policy Guidelines</b>  | <b>Central Services<br/>EXECUTES</b>                                       | <b>Schools/<br/>Principals<br/>EXECUTES</b> | <b>Implemented<br/>by end of<br/>Year 1<br/>(2006-07)</b> | <b>Implemented<br/>by end of<br/>Year 2<br/>(2007-08)</b> | <b>Implemented<br/>by end of<br/>Year 3<br/>(2008-09)</b> |
|---|--|---|---|---|---|
|   | in place now   |   |   |   |   |
| The following beverages will <b>not be allowed</b> for sale in any Minneapolis Public Schools:  |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>▪ Soft drinks containing caloric sweeteners or artificial sweeteners;</li> </ul>   | <p style="text-align: center;">X</p> <p>Food Services<br/>in place now</p> | X   | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Sports drinks;</li> </ul>  | <p style="text-align: center;">X</p> <p>Food Services<br/>in place now</p> | X   | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Iced teas;</li> </ul>  | <p style="text-align: center;">X</p> <p>Food Services<br/>in place now</p> | X   | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Fruit based drinks that contain less than 100% real fruit juice;</li> </ul>  | <p style="text-align: center;">X</p> <p>Food Services<br/>in place now</p> | X   | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Beverages containing caffeine, excluding lowfat or fat free chocolate milk (which contain trivial amounts of caffeine).</li> </ul>                                   | <p style="text-align: center;">X</p> <p>Food Services<br/>in place now</p> | X   | X   |   |   |
| <b>11. Portion Sizes</b>  |  |   |   |   |   |
| Except in cases where the National School Lunch Program or School Breakfast Program require a larger serving size to meet meal pattern requirements, portion sizes of the following items will be limited to: |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>▪ One and one quarter ounces for baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, and dried fruit;</li> </ul>   | <p style="text-align: center;">X</p> <p>Food Services</p>                  | X   | X   |   |   |

| Policy Guidelines  | Central Services<br>EXECUTES       | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------------|------------------------------------|---|---|---|
|  | in place now                       |                                    |   |   |   |
| <ul style="list-style-type: none"> <li>▪ One ounce for cookies;</li> </ul>   | X                                  | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Two ounces for cereal bars, granola bars, and other bakery items;</li> </ul>  | X                                  | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Four fluid ounces for frozen desserts, including, but not limited to, lowfat or fat free ice cream;</li> </ul>  | X<br>Food Services<br>in place now | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Eight ounces for non frozen yogurt;</li> </ul>  | X<br>Food Services<br>in place     | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Twelve fluid ounces for beverages, except <ul style="list-style-type: none"> <li>- 16 fluid ounces for milk;</li> <li>- Unlimited for water</li> </ul> </li> </ul>  | X<br>Food Services<br>in place     | X                                  | X   |   |   |
| <ul style="list-style-type: none"> <li>▪ Fruits and non-fried vegetables are exempt from portion size limits.</li> </ul>   | X<br>Food Services<br>in place     | X                                  | X   |   |   |
| <b>12. Food Marketing</b>  |                                    |                                    |   |   |   |
| <p>a. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals sold outside of the reimbursable meals menu.</p> <p><i>Clarification:</i> Sites will need to monitor any vending or commercial ads in the buildings to make sure they impart a healthy message.</p> | X<br>Food Services<br>in place     | X                                  | X   |   |   |

| Policy Guidelines  | Central Services<br>EXECUTES   | Schools/<br>Principals<br>EXECUTES   | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|--|--|---|---|---|
| <p>b. School-based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruit, vegetables, whole grains, and low fat dairy products is encouraged.</p> <p><i>Clarification:</i> Food Service will try to obtain fruit and vegetable marketing kits and brochures.</p>  |  | X  | X   |   |   |
| <b>B. Nutrition Education</b>  |  |  |   |   |   |
| <p>Schools will provide nutrition education as a part of a holistic, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Development and adoption of Nutrition Education curricula will follow district policies 6200 and 6220 and the accompanying regulations regarding new curricula. Nutrition Education at MPS will:</p>   |  |  |   |   |   |
| <p>a. Develop and deliver a sequential, interdisciplinary comprehensive K-12 health education program that will be included as part of a K-12 comprehensive curriculum delivered by a licensed elementary (K-5) or Health Educator (7-12) in grade level bands: K-2, 3-5, 6-8 and 9-12;</p> <p><i>Clarification:</i> MPS K-12 Health Standards and Grade Level Expectations can be found on the Curriculum and Instruction (C&amp;I) website: <a href="http://ci.mpls.k12.mn.us">http://ci.mpls.k12.mn.us</a>. Health can be delivered in grade level bands K-2, 3-5, 6-8 and High School. There are fully developed curriculum maps and unit maps for High School Health Education on the MPS e-mapping website. One of the exemplar curriculum maps is a Nutrition Education unit.</p> | <p>X</p> <p>Curriculum &amp; Instruction can develop a nutrition curriculum; the district admin. will have to hold schools accountable that it is actually delivered</p> | <p>X</p> <p>Sites need to staff for this in the middle schools as there is not consistent health education delivered</p> |   |   | X   |
| <p>b. Be offered as a part of an early and consistent program that is integrated throughout the school day and after school programs;</p>  |  | X  | <p>X</p> <p>On-going process</p>                |   |   |

| <b>Policy Guidelines</b>  | <b>Central Services<br/>EXECUTES</b> | <b>Schools/<br/>Principals<br/>EXECUTES</b> | <b>Implemented<br/>by end of<br/>Year 1<br/>(2006-07)</b> | <b>Implemented<br/>by end of<br/>Year 2<br/>(2007-08)</b> | <b>Implemented<br/>by end of<br/>Year 3<br/>(2008-09)</b> |
|---|--------------------------------------|---|---|---|---|
| c. Use the school cafeteria as a “learning laboratory” and include enjoyable, developmentally age-appropriate, participatory activities such as taste tests, promotions, farm visits to farms and gardens;    | X                                    | X   |   | X<br>On-going process                                     |   |
| d. Be culturally relevant and teach students about cross-cultural nutrition;  | X                                    | X   |   | X<br>On-going process                                     |   |
| e. Link with school meal programs, other school foods and nutrition-related community services;   | X                                    | X   |   | X<br>On-going process                                     |   |
| f. Provide and promote nutrition education to families and the broader community in cooperation with such agencies as WIC, Community Health Clinics, ECFE, Adult Education and other community organizations; | X                                    | X   |   | X<br>On-going process                                     |   |
| g. Be reviewed district-wide annually by school health education instructors, food service, health related services, city-wide student government, and medical and nutrition professionals;                   | X                                    |   |   | X<br>On-going process                                     |   |
| h. Promote a healthy lifestyle and wellness programs using district communications resources such as cable channel 15 and PSAs;   | X                                    | X   |   | X<br>On-going process                                     |   |
| i. Train staff in stress management, nutrition education and provide general wellness resources and opportunities.  | X                                    | X   |   | X<br>On-going process                                     |   |
| <b>C. Physical Activity</b>   |                                      |   |   |   |   |
| <b>1. Physical Education (P.E.)</b>   |                                      |   |   |   |   |
| a. The district will encourage all schools to provide students regular physical education of 150 minutes/week for elementary and 225  | The district can encourage           | X   |   |   | X   |

| Policy Guidelines   | Central Services<br>EXECUTES   | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|---|--|------------------------------------|---|---|---|
| <p>minutes/week for middle and high school students for the entire school year.</p> <p><i>Clarification:</i> Schools are encouraged to look at increasing the amount of physical education at all grade levels during the staffing process in the spring.</p>   | this, but principals do the actual staffing.   |                                    |   |   |   |
| <p>b. The district will maintain graduation requirements of two credits of both Health and Physical Education in high school.</p> <p><i>Clarification:</i> The requirement for two credits of Health and two credits of Physical Education remains a School Board policy.</p>   | X  | X                                  | X   |   |   |
| <p>c. The district will follow state compulsory instruction law which requires all students ages 7-16 (and kindergarten) to receive instruction in health and physical education. There will be no exemptions to this law (i.e., choice between band, foreign language and physical education is not permissible).</p> <p><i>Clarification:</i> The compulsory instruction law states that all students ages kindergarten through 16 and in high school must be provided with Physical Education. Middle schools should ensure that all students receive physical education each year; students enrolled in band, world languages or other courses should not be exempted from a physical education course.</p> | This again is a site based decision and the district admin needs to hold schools accountable | X                                  |   |   | X   |
| <p>d. All physical education will be taught by a certified physical education teacher.</p>  | X  |                                    | X   |   |   |
| <p>e. Physical education courses will provide an opportunity for students to learn, practice and be assessed on developmentally appropriate motor skills, social skills and knowledge.</p>  | X<br>Ongoing staff development by Curriculum & Instruction                                   |                                    | X   |   |   |

| Policy Guidelines   | Central Services<br>EXECUTES  | Schools/<br>Principals<br>EXECUTES  | Implemented<br>by end of<br>Year 1<br>(2006-07)                 | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|---|---|---|---|---|---|
| <p>f. Student involvement in other activities involving physical activity (i.e. interscholastic or intramural sports or elective classes such as marching band) will not be substituted for meeting the physical education requirement.</p> <p><i>Clarification:</i> The law that allowed waivers for high school students expired in 1998. The current law does not allow for exemptions to physical education and students cannot waive Physical Education by substituting band, extramural sports, cheerleading, etc. This information should continue to be disseminated by high school counselors and other staff.</p> | <p>X</p> <p>District admin needs to hold schools accountable</p>                    | <p>No waivers can be granted to Physical Education</p>  | <p>X</p>  |   |   |
| <p>g. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.</p>   | <p>X</p> <p>Ongoing Staff Development by Curriculum &amp; Instruction</p>           |   | <p>X</p>  |   |   |
| <p>h. The district will establish an enrollment cap for PE class sizes to ensure adequate supervision and minimize risk of school district liability for injuries.</p> <p><i>Clarification:</i> A cap needs to be placed on enrollment in Physical Education classes due to safety, liability and academic issues. This cap would need to be adhered to by counselors and other staff so as not to create an unsafe situation.</p>  | <p>District admin needs to hold schools accountable for keeping class size down</p> | <p>X</p> <p>Sites need to establish a cap for PE classes and be held accountable for basic safety reasons</p> | <p>X</p> <p>Should be held accountable second semester 2007</p> |   |   |
| <p>i. Schools will increase the number of physical education electives available to high school students.</p>   | <p>District admin would have to hold schools</p>                                    | <p>X</p> <p>Sites need</p>  |   |   | <p>X</p>  |

| Policy Guidelines  | Central Services<br>EXECUTES          | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|---------------------------------------|------------------------------------|---|---|---|
| <i>Clarification:</i> During the spring staffing process, high schools should consider adding electives for physical activity.   | accountable<br>for this               | to staff for<br>this               |   |   |   |
| j. Age appropriate physical activities to promote positive growth and development will be implemented for early childhood programs within the district.  | X<br><br>Early<br>Childhood<br>office |                                    |   |   | X   |
| <b>2. Integrating Physical Activity into the Classroom Setting</b><br>For students to receive the recommended amount of physical activity throughout the day (i.e. at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE (Physical Education) education class. Toward that end:   |                                       | X                                  |   |   | X   |
| a. Classroom health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;<br><br><i>Clarification:</i> The MPS Health Standards and Grade Level Expectations are available on the Curriculum & Instruction website: <a href="http://ci.mpls.k12.mn.us">http://ci.mpls.k12.mn.us</a> . These are available for all teachers and include the areas of learning listed above. | X                                     | X                                  |   | X   |   |
| b. Opportunities for physical activity will be incorporated into other subject lessons (such as science, math and social studies), where appropriate; and<br><br><i>Clarification:</i> Information will be shared with the building wellness champion on how to incorporate physical activity into other lessons.  |                                       | X                                  |   |   | X   |
| c. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.  |                                       | X                                  |   | X   |   |

| Policy Guidelines  | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------|------------------------------------|---|---|---|
| <i>Clarification:</i> Principals will encourage short activity breaks, as appropriate.   |                              |                                    |   |   |   |
| d. Schools will discourage extended periods (i.e. periods of two or more hours) of inactivity.<br><i>Clarification:</i> Principals will discourage long periods of inactivity in the classrooms.   |                              | X                                  |   | X   |   |
| <b>3. Daily Recess</b><br>All elementary school students will have at least 20 minutes a day of supervised recess, preferably before lunch and outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. |                              | X                                  |   | X   |   |
| <b>4. Physical Activity Opportunities Before and After School</b>  |                              |                                    |   |   |   |
| a. All schools will provide every student with opportunities to voluntarily participate in extra curricular physical activities that meets his or her needs interests and abilities.   |                              | X                                  |   |   | X   |
| b. Middle and High Schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.   | Athletics office             |                                    |   |   | X   |
| c. High Schools shall offer interscholastic athletic programs that shall adhere to the rules and regulations of the Minnesota State High School League.  | Athletics office             |                                    | X   |   |   |
| d. Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.  |                              | X                                  | X<br>On-going process                           |   |   |

| Policy Guidelines  | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------|------------------------------------|---|---|---|
| e. Out of school hour childcare and programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.   | X                            |                                    | X   | X   | X   |
| f. School facilities will be available to student staff and community members before and after the school day, on weekends, and during school vacations for physical activity and nutrition programs through Community Education.  |                              | X                                  | X   |   |   |
| g. School communities will examine if biking and walking to school is safe and encourage students to bike and walk to school where appropriate.  |                              | X                                  | X<br>On-going process                           |   |   |
| <p><b>5. Physical Activity and Punishment</b></p> <p>Teachers and other school and community personnel will not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment.</p> <p><i>Clarification:</i> Staff development for Physical Education teachers will include information on not using physical activity as a punishment. Principals or the wellness champion should make sure that physical education classes and/or recess are not withheld as punishment by classroom teachers.</p> |                              | X                                  | X   |   |   |

| Policy Guidelines  | Central Services<br>EXECUTES | Schools/<br>Principals<br>EXECUTES | Implemented<br>by end of<br>Year 1<br>(2006-07) | Implemented<br>by end of<br>Year 2<br>(2007-08) | Implemented<br>by end of<br>Year 3<br>(2008-09) |
|--|------------------------------|------------------------------------|---|---|---|
| <b>D. Staff Wellness</b>   |                              |                                    |   |   |   |
| <p>School staff serve as role models for students and are the key to successful implementation of student wellness programs. Therefore, the district and schools should offer staff wellness programs as well as general wellness resources and opportunities. This may include workshops and presentations on health promotion, stress management, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling.</p> <p><i>Clarification:</i> Principals should help keep their staff informed of staff wellness opportunities offered through the district.</p> | X                            | X                                  | <p>X</p> <p>On-going process</p>                |   |   |

# Communication Plan

To ensure that the wellness policy is implemented successfully, it is important to have communication strategies in place to engage students, staff and families. Clear and consistent messages that reinforce healthy eating and being physically active will help create a supportive school environment for healthy behavior change. Partnering with community stakeholders can increase schools' effectiveness in providing consistent health messages throughout the broader community.

While leadership starts with the school board and superintendent, school principals have more direct and intimate ties to the school community. Leading your staff, students and families in embracing the changes outlined in the wellness policy is a critical step in making the implementation of the policy successful.

## Leadership: Talking points for principals

Good communication will be critical to the success of the wellness policy so that buy-in can be gained from all segments of the school community. Establishing at the outset why the wellness policy is important to student achievement will do much to generate broad cooperation and acceptance of these changes.

The following talking points can be tailored and used at staff meetings, with site councils, your PTO/PTA, or when meeting with school partners (e.g., business leaders, community organizations).

When talking to staff or site councils, principals can use the following talking points along with **handing out the obesity fact sheet** in Appendix B, which outlines the relationship between student health and learning, and **copies of the wellness policy**. Possible talking points include the following:

- Our district and school are committed to the health and well being of our students. Student health goes hand-in-hand with academic achievement. Research tells us that student health directly impacts academic success, from physical activity boosting brain function to children being more focused in school when they're not distracted by pent up energy or poor health.
- With the federal *Child Nutrition and WIC Reauthorization Act of 2004 – Section 204, Public Law 108-265*, which mandates that all school districts implement a wellness policy by the 2006-2007 school year, communities across the nation have been given an exciting opportunity to improve the health and academic success of our youth.
- Our district's new wellness policy institutes comprehensive strategies to improve the health and wellness of our students and staff. The policy addresses both the need to increase physical activity opportunities, as well as providing more nutritious food options while limiting low nutrition foods so that students will choose healthier foods for their meals and snacks.
- While good nutrition and ample physical activity are the basis for good health, the obesity rates indicate that too many of our youth lack the adequate nutrition and exercise needed to build strong bodies and minds. Persons with obesity are at risk of developing

serious medical conditions, such as diabetes and hypertension, which can lead to poor health and premature death.

- Over the past few decades, the percentage of children and adolescents who are overweight and obese has risen at alarming rates:
  - Approximately 30.3 percent of children (ages 6 to 11) are overweight and 15.3 percent are obese. For adolescents (ages 12 to 19), 30.4 percent are overweight and 15.5 percent are obese. (Source: [www.obesity.org](http://www.obesity.org))
  - Obesity is associated with more than 30 medical conditions, and scientific evidence has established a strong relationship with at least 15 of those conditions. (Source: [www.obesity.org](http://www.obesity.org))
- Our school will also extend a hand to families and community partners in helping us improve the health of children. Together, we can turn the tide of obesity rates and the host of preventable illnesses and deaths.

### **Accessible copies of the policy**

Make copies of the policy available to staff, families and students (post on the district and school websites; mail copies to staff, families/students). Consider featuring the policy on the website's homepage for a few months. The district's Student Support, Family & Community Engagement Department has posted the wellness policy and guidelines on their homepage at

<http://sss.mpls.k12.mn.us/> or for a direct link to the policy, see:

[http://sss.mpls.k12.mn.us/sites/6c9fd336-96c5-451c-a8a6-b6f00373668d/uploads/Policy\\_\\_Wellness\\_-\\_final.pdf](http://sss.mpls.k12.mn.us/sites/6c9fd336-96c5-451c-a8a6-b6f00373668d/uploads/Policy__Wellness_-_final.pdf)

A copy of the wellness policy has also been provided in Appendix A.

### **Communication with teachers/staff**

Principals should present the new wellness policy (provide copies to staff) at staff meetings to introduce the policy, talk about staff expectations and answer questions. An obesity fact sheet handout outlining childhood obesity trends, the role of schools in curbing that trend, and examples of how student health impacts academic performance has been provided in Appendix B. When meeting with staff, principals should use the talking points above and provide copies of the following handouts:

- Wellness Policy
- Obesity Fact Sheet
- Frequently Asked Questions

If there are questions that principals can not answer during the staff meeting, principals can field questions to the Steps Coordinator at 668-5451 and follow up with answers for staff.

## Communicating with students

While the district's wellness policy may already account for integrating more physical activity and nutrition education into the curriculum, there are many other ways to influence students in making healthy choices.

- The USDA provides **MyPyramid for Kids Posters**. These posters can be placed in the school cafeteria, classrooms, hallways, or in the main office. To print or order posters, visit: [http://www.mypyramid.gov/global\\_nav/order.html](http://www.mypyramid.gov/global_nav/order.html)
- The district or schools might consider holding a school **wellness poster contest** to excite students about the new policy. The winning poster could be printed and hung around the schools and in district offices.
- Make **weekly PA announcements** reminding students to make healthy choices or to announce new healthy cafeteria menu options.
- Given concerns about **allergies** and other restrictions on some children's diets, it is advisable to make **regular school announcements** to remind staff and students to not share food with other students.
- Food Services may consider holding a **tasting contest** with students to test out new healthy food options.

## Communicating with families

Introducing the wellness policy to families is an important step in fostering support for the district's efforts. Through each school, the district will be sending a letter home to families to announce the wellness policy and outline those parts of the policy that may directly affect families. See Appendix C for the sample letter.

Providing information to parents/care givers on what they can do at home to reinforce students' good physical activity and nutrition habits is especially helpful. In Appendix D, a four-page handout titled *How to Raise Healthy Kids* (translated in Hmong, Somali and Spanish) has been provided for schools to give to their families. If providing these inserts for all school families is too expensive, schools are encouraged to inform families that the handout is available on the Student Support, Family & Community Engagement website (<http://sss.mpls.k12.mn.us>; click on Wellness Policy).

Providing copies of Wellness Policy 6690, letter to families or *How to Raise Healthy Kids* at school open houses or parent-teacher conferences is another way to save on postage.

Meet with your school's PTS/PTO and site council to gain the support of families. Principals can use the talking points above and provide copies of the following handouts:

- Wellness Policy
- Obesity Fact Sheet
- Frequently Asked Questions

## School/district newsletters

In December 2006, the district mailed all families the debut edition of *Family Matters*, the district's new district wide newsletter. In that issue the following information about the wellness policy was provided:

### Focus on Your Child's Health

#### *Healthy students are happy learners!*

Wonderful changes are happening in schools in the area of student health. One change is a revamped cafeteria menu that includes more nutritious foods and beverages. Vending machines at many schools are now offering many healthy options. More changes are on the way.

These positive changes are the result of a new wellness policy, required by federal law, which better addresses the nutrition and physical activity needs of students. The number of overweight and obese children has risen dramatically in the past 10 years. This policy seeks to reverse that troubling trend.

Student health and academic achievement are closely related. Research shows that children who eat nutritious foods and are physically active get a boost in brain function and are better able to focus in the classroom. Students who eat breakfast at home or at school do better on tests. In addition, student fitness has been linked to improved math, reading and writing scores.

In the next few months, families will receive more information on the wellness changes happening at schools. Families can help support schools as they begin to implement the changes outlined by the policy. For a copy of the wellness policy, please visit the Student Support Services web site at: <http://sss.mpls.k12.mn.us/>

As your school continues to make progress in the implementation of the wellness policy, including information in your school newsletter is an easy way to communicate to families. The article below could be printed in its entirety, or the bullet points can be used as shorter highlights that can be used as individual tips for parents under a "Student Health & Wellness" section in your newsletter. Here is a sample of text that can be adapted for your newsletter:

#### *Helping Children Grow Up Healthy and Ready To Learn*

In the summer of 2006, the Minneapolis School Board approved *Wellness Policy 6690*. The policy supports our students' health by including more opportunities at school for physical activity and better nutrition.

While our school staff is responsible for implementing the policy, families are also asked to help us create healthier schools. Specifically, the policy asks the following of parents and guardians:

- Because many students have **food allergies or special food needs**, students are asked to not share their food or beverages with other students during meal or snack times.
- Families are encouraged to pack **healthy lunches and snacks** and to try and not include beverages and foods that have little nutritional value.

- **Classroom celebrations (e.g., birthday parties)** should encourage healthy choices and portion control.
- Starting at the beginning of the 2007-2008 school year, **fundraising** efforts will support healthy eating by emphasizing the sale healthy food items or of non-food items. Minneapolis Public Schools encourages parent teacher organizations, booster clubs, and all other external organizations that use school property to adopt this same practice. A list of healthier food choices and non-food choices for fundraising are available through our school.

To help families figure out which foods and beverages are healthy, the district has posted a handout called *How to Raise Healthy Kids* on Student Support, Family & Community Engagement website (<http://sss.mpls.k12.mn.us>; click on Wellness Policy). This handout gives helpful information on how to provide your child with healthy foods and increase their physical activity. It also provides information on how to read nutrition labels so that you can assess which foods have better nutritional value.

If you have questions about the policy, or are interested in receiving more information about nutrition or physical activity, please call the Steps Coordinator at 668-5451.

### **Send a news release to your community paper**

Your local community paper may be interested in featuring your school in a positive story that highlights both the national and local efforts to improve the health of students. The sample news release (see Appendix C) can be adapted and e-mailed or faxed to your community paper, but you will need to seek approval from the district's Communication Department (668-0230) before sending it out. The Communication Department can also provide you with contact information to your school's community newspaper.

Before sending a news release, you should determine who will be the best person to be the spokesperson on this topic. The school principal, school wellness champion along with the district's food services director may be good choices.

Remember that if the media comes to your school and wants to talk to students or take their photos/video for the story, media releases need to be signed by the student's parent/guardian and returned to the school ahead of time.

## **Evaluating The Implementation Progress**

Part of the requirement under of the *Child Nutrition and WIC Reauthorization Act of 2004* is to develop a plan to measure the implementation of the policy. An evaluation tool to track each school's progress will be provided to school principals at a later date. Schools will need to complete and turn in their evaluation report by the end of each school year during the three-year implementation period. The evaluation tool will be based on the Wellness Policy Implementation Chart above and the assessment tool provided in Appendix E.

# Frequently Asked Questions

## 1. When does the wellness policy go into effect?

The federal *S.2507 Child Nutrition and WIC Reauthorization Act of 2004* mandates that all school districts implement a wellness policy by the beginning of the 2006-2007 school year. As such, aspects of the Minneapolis Public Schools wellness policy will be in effect for the 2006-2007 school year, while other aspects of the policy will have a more gradual phase with full implementation attained by the end of the 2008-2009 school year.

The aspects of the policy that will be implemented over a gradual period of time include fundraising and those that impact curriculum. All schools are expected to fully abide by the policy by the end of the 2008-2009 school year.

## 2. Who can we call about which foods may be served at after-school activities?

The wellness policy states: The district will recognize that the purpose of all foods sold outside of the reimbursable meals menu are for in between or as an addition to balanced meals. Foods and beverages sold or served on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will be limited to the following:

At Elementary Schools

- Reimbursable meal menu items;
- Fruits;
- Vegetables;
- Lowfat Dairy Items;
- Yogurt;

At Middle/Junior High and High Schools (includes grades 6-8 in K-8 buildings)

- Reimbursable meal menu items;
- Foods that contain 7 grams of fat or less per serving;
- Foods that do not have sugar or other caloric sweeteners as the first ingredient;

See Appendix A for specific guidelines under *Foods Sold Outside of the Reimbursable Meals Menus* or call Food Services at 668-2820.

## 3. Will cultural events, feasts and celebrations be affected by this policy?

Any cultural event, feast or celebration held during the school day (school day is defined as the period from half hour before school starts until after the school bell rings at the end of the school day) needs to adhere to the wellness policy.

School principals and staff will not allow the sale of low nutrition value foods and will limit the offering of low nutrition snacks. See Appendix A for specific guidelines under *Foods Sold Outside of the Reimbursable Meals Menus* or call Food Services at 668-2820 for ideas on healthy food alternatives.

#### **4. When does the policy affecting birthday parties go into effect?**

The wellness policy states that:

- Classroom celebrations should encourage healthy choices and portion control and not include more than one item that does not meet the requirements for foods sold outside of the reimbursable meals menus.

This policy goes into effect by the end of the 2007-2008 school year. Ideas for healthier celebrations will be provided at the **Wellness Champions Workshop on Thursday, February 1, 2007**.

#### **5. What do we say to parents who bring in store bought items for their child's birthday when the birthday party for the class was held on another day?**

Principals/administrators will need to discuss this issue with their site council and those charged with assisting with the implementation of the wellness policy. Schools will need to communicate expectations with families.

#### **6. When does the policy affecting fundraising go into affect?**

The wellness policy states:

- a. Fundraising efforts will be supportive of healthy eating by emphasizing the sale healthy food items or of non-food items.
- b. Fundraising activities which involve the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus.
- c. Students and staff will be prohibited from personal fundraising efforts that include the sale of foods or beverages on campus.
- d. The district wellness committee will disseminate a list of healthy fundraising options to schools and student organizations and will serve as a resource.
- e. The district will make external organizations (e.g. parent teacher organizations, booster clubs, etc.) using school property aware of the policy regarding fundraising with food and beverage items and will encourage them to adopt the same policy. The district wellness committee will supply a list of healthier food choices and other choices for fundraising and will offer to help source certain items as is feasible.

The district recognizes that many fundraising plans have already been determined for the 2006-2007 school year. To accommodate schools, the district will allow for a gradual implementation of the fundraising policy as outlined in this section. All schools are expected to fully abide by the policy by the 2007-2008 school year. Healthy fundraising ideas will be provided at the **Wellness Champions Workshop on Thursday, February 1, 2007**.

**7. Can schools have pop machines? Does the wellness policy say where they are to be located in schools or what is to be sold?**

Schools can **no longer sell pop** in student-accessible vending machines. The wellness policy states:

- a. The following beverages may be allowed for sale in all Minneapolis Public Schools:
  - Unflavored or flavored low fat or fat free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA);
  - Water without added caloric sweeteners or artificial sweeteners;
  - 100% juice.
- b. The following beverages will not be allowed for sale in any Minneapolis Public Schools:
  - Soft drinks containing caloric sweeteners or artificial sweeteners;
  - Sports drinks;
  - Iced teas;
  - Fruit based drinks that contain less than 100% real fruit juice;
  - Beverages containing caffeine, excluding lowfat or fat free chocolate milk (which contain trivial amounts of caffeine).

The wellness policy does not dictate the location of vending machines but the districts urges elementary and K-8 schools that have staff vending machines locate them out of sight of students.

**8. What can schools do during conferences to help parents work with the new policy? Many of our Hmong parents do not read English or Hmong newsletters.**

Schools may wish to set up displays of healthy birthday options, healthy bag lunch/snack options and information about a balanced diet. Providing copies of *Raising Healthy Kids* (see Appendix D) is also a good idea. Schools should work with the school nurse and school food service supervisor to plan ideas. Site councils may wish to be involved too.

**9. Can perfect attendance parties continue to get popcorn as a reward?**

Schools with perfect attendance parties can still provide popcorn as a reward as long as the serving size does not exceed one and one-quarter ounces; however, schools are strongly encouraged to find alternatives to providing food as a reward. Ideas on healthier celebrations will be provided at the **Wellness Champions Workshop on Thursday, February 1, 2007**.

**10. Is the district looking at purchasing a new health curriculum for the elementary schools?**

At this point, there are no plans to purchase an elementary health curriculum.

**11. Is there district funding for staff wellness or must schools set aside their own funding for staff wellness?**

At this time, there are no district funds for staff wellness efforts, but wellness opportunities do become available on occasion; look at the district's electronic employee newsletter for opportunities. Schools are encouraged to look to other funds for staff wellness efforts.

**Appendix A: Minneapolis Public Schools  
Wellness Policy 6690**

April 27, 2006

## **Minneapolis Public Schools Wellness Policy & Guidelines**

### **I. PURPOSE**

The purpose of this policy is to develop healthy learners through a school environment that promotes and protect students' health, well being and ability to learn by supporting healthy eating and physical activity.

### **II. GENERAL STATEMENT OF POLICY**

- A. The Minneapolis Public Schools recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school district will involve students, parents, teachers, food service staff and community partners and industry experts in implementing, monitoring and reviewing our district Wellness Policy and Guidelines.
- C. The school environment will promote and protect students' health, wellbeing and ability to learn by providing opportunities for healthy eating and physical activity.
- D. All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- E. All students will have access to a variety of affordable, nutritious and appealing foods that meet their health and nutrition needs.
- F. All foods and beverages made available on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will meet and strive to exceed USDA Dietary Guidelines where appropriate.
- G. The religious, ethnic and cultural diversity and food allergies of the student body will be respected in meal planning, nutrition education and physical activity; and school sites will provide clean, safe and pleasant settings with adequate time for students to eat.
- H. All schools in the district will fully participate in the federal school meal programs to the maximum extent practicable.

### **III. ACCOUNTABILITY**

The Superintendent shall execute administrative procedures that ensure the implementation of and compliance with the district Wellness Policy and Guidelines. These procedures shall include adoption of guidelines, designation of district level and site-based staff responsible for policy implementation and the development of a work plan with district-wide assessment, timeline and evaluation indicators. An annual report will be made to the School Board to ensure district wide compliance with the policy and guidelines.

### **IV. COMMUNICATIONS**

The school district will develop and implement a communications plan which includes staff and student training and communication to families to ensure understanding of the rationale for the wellness policy and needs and actions of the wellness policy.

# **Wellness Policy Implementation GUIDELINES**

## **A. Foods and Beverages in Schools**

### **1. School Meals**

- a. The school district will provide healthy and safe school meal programs that comply with all federal, state, and local statutes and regulations.
- b. The Food Services Department will aim to be self-supporting; however, budget neutrality or profit generation will not take precedence over the nutritional needs of students.
- c. The Food Service Director will establish a menu committee that includes parents, students, and staff to assist in choosing new menu items to be served in schools.
- d. The District will accommodate the changing special nutrition needs of students; and will accommodate the cultural, ethnic, and religious diversity of our community.
- e. Meals served through the National School Lunch and Breakfast Programs will:
  - Offer a variety of fruits and vegetables, with an emphasis on including a variety of fruits and vegetables from the blue/purple, green, white, yellow/orange, and red fruit and vegetable groups on the monthly menu.
  - Serve only low fat (1%) and fat free milk except when whole or 2% milk is recommended for students with special nutritional needs; offer lactose reduced milk when requested by students and/or parent/guardian;
  - Work towards ensuring that at least half of served grains are whole grain;
  - Continue to exclude deep fried foods and strive to replace higher fat main entrée items with lower fat items as appropriate;
  - Continue to replace menu items that contain trans fats with foods that do not contain trans fats.
  - Be served in portion sizes that meet National School Lunch Program and Breakfast Program requirements.
  - Meet current USDA nutrition requirements.

### **2. Food Safety**

- a. All foods sold or served to students will be prepared in health inspected facilities under the guidance of food safety certified staff.
- b. The District will provide student access to hand washing or hand sanitizing before students eat any meals or snacks.

### **3. Scheduling of Meals**

- a. School sites will make every effort to provide sufficient time for all students to eat in the school cafeteria and will schedule meal periods at appropriate times during the school day. Schools will move towards:
  - Providing students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes to eat after sitting down for lunch; and
  - Arranging for accommodations for students who need more time to finish their lunch; and
  - Scheduling meal periods at appropriate times i.e. lunch should be served between 10:50 AM and 1PM; and
  - Scheduling lunch periods to follow recess periods in elementary schools to increase student nutrient intake and reduce food waste; and

- Offering attractive dining areas which have enough space for seating all students scheduled for that meal period; and
  - Schools will evaluate their open campus policy taking into consideration the food choices that students make when they are able to leave campus.
- b. The district and individual school sites will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfast that encourage participation, including “grab and go” breakfast, breakfast in the classroom, or breakfast during morning break.

#### **4. Food and Behavior**

- a. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan, behavior intervention plan, or a 504 Individual Accommodation Plan).
- b. Schools will not withhold foods or beverages as punishment.

#### **5. Fundraising**

- a. Fundraising efforts will be supportive of healthy eating by emphasizing the sale healthy food items or of non food items.
- b. Fundraising activities which involve the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus.
- c. Students and staff will be prohibited from personal fundraising efforts that include the sale of foods or beverages on campus.
- d. The district wellness committee will disseminate a list of healthy fundraising options to schools and student organizations and will serve as a resource.
- e. The district will make external organizations (e.g. parent teacher organizations, booster clubs, etc.) using school property aware of the policy regarding fundraising with food and beverage items and will encourage them to adopt the same policy. The district wellness committee will supply a list of healthier food choices and other choices for fundraising and will offer to help source certain items as is feasible.

#### **6. Celebrations**

- a. Classroom celebrations should encourage healthy choices and portion control and not include more than one item that does not meet the requirements for foods sold outside of the reimbursable meals menus.
- b. The district wellness committee will disseminate a list of healthy party ideas to parents and teachers and will serve as a resource.

#### **7. Sharing Foods and Beverages**

Schools should not allow students to share their food or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children’s diets.

#### **8. Snacks**

Snacks served during the school day or in after school care or enrichment programs will make a positive contribution to children’s diets and health. The district will work towards serving whole grains, fruits, vegetables and low-fat dairy as the primary snack items.

## **9. Foods Sold Outside of the Reimbursable Meals Menus**

The District will recognize that the purpose of all foods sold outside of the reimbursable meals menu are for in between or as an addition to balanced meals. Foods and beverages sold or served on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will be limited to the following:

At Elementary Schools

- Reimbursable meal menu items;
- Fruits;
- Vegetables;
- Lowfat Dairy Items;
- Yogurt;

At Middle/Junior High and High Schools (includes grades 6-8 in K-8 buildings)

- Reimbursable meal menu items;
- Foods that contain 7 grams of fat or less per serving;
- Foods that do not have sugar or other caloric sweeteners as the first ingredient;

## **10. Beverages**

- a. The following beverages may be allowed for sale in all Minneapolis Public Schools:
  - unflavored or flavored low fat or fat free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA);
  - water without added caloric sweeteners or artificial sweeteners;
  - 100% juice.
- b. The following beverages will not be allowed for sale in any Minneapolis Public Schools:
  - Soft drinks containing caloric sweeteners or artificial sweeteners;
  - Sports drinks;
  - Iced teas;
  - Fruit based drinks that contain less than 100% real fruit juice;
  - beverages containing caffeine, excluding lowfat or fat free chocolate milk (which contain trivial amounts of caffeine).

## **11. Portion Sizes**

Except in cases where the National School Lunch Program or School Breakfast Program require a larger serving size to meet meal pattern requirements, portion sizes of the following items will be limited to:

- One and one quarter ounces for baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, and dried fruit;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, lowfat or fat free ice cream;
- Eight ounces for non frozen yogurt;
- Twelve fluid ounces for beverages, except
  - 16 fluid ounces for milk;
  - Unlimited for water
- Fruits and non-fried vegetables are exempt from portion size limits.

## **12. Food Marketing**

- a. School based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals sold outside of the reimbursable meals menu.
- b. School based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruit, vegetables, whole grains, and low fat dairy products is encouraged.

## **B. Nutrition Education**

Schools will provide nutrition education as a part of a holistic, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Development and adoption of Nutrition Education curricula will follow district policies 6200 and 6220 and the accompanying regulations regarding new curricula. Nutrition Education at MPS will:

- a. Develop and deliver a sequential, interdisciplinary comprehensive K-12 health education program that will be included as part of a K-12 comprehensive curriculum delivered by a licensed elementary (K-5) or Health Educator (7-12) in grade level bands: K-2, 3-5, 6-8 and 9-12;
- b. Be offered as a part of an early and consistent program that is integrated throughout the school day and after school programs;
- c. Use the school cafeteria as a “learning laboratory” and include enjoyable , developmentally age-appropriate, participatory activities such as taste tests, promotions, farm visits to farms and gardens;
- d. Be culturally relevant and teach students about cross-cultural nutrition;
- e. Link with school meal programs, other school foods and nutrition-related community services;
- f. Provide and promote nutrition education to families and the broader community in cooperation with such agencies as WIC, Community Health Clinics, ECFE, Adult Education and other community organizations;
- g. Be reviewed district-wide annually by school health education instructors, food service, health related services, city-wide student government, and medical and nutrition professionals;
- h. Promote a healthy lifestyle and wellness programs using district communications resources such as cable channel 15 and PSAs;
- i. Train staff in stress management, nutrition education and provide general wellness resources and opportunities.

## **C. Physical Activity**

### **1. Physical Education (P.E.)**

- a. The district will encourage all schools to provide students regular physical education of 150 minutes/week for elementary and 225 minutes/week for middle and high school students for the entire school year.
- b. The district will maintain graduation requirements of two credits of both Health and Physical Education in high school.
- c. The district will follow state compulsory instruction law which requires all students ages 7-16 (and kindergarten) to receive instruction in health and physical education. There will be no exemptions to this law (i.e., choice between band, foreign language and physical education is not permissible).

- d. All physical education will be taught by a certified physical education teacher.
- e. Physical education courses will provide an opportunity for students to learn, practice and be assessed on developmentally appropriate motor skills, social skills and knowledge.
- f. Student involvement in other activities involving physical activity (i.e. interscholastic or intramural sports or elective classes such as marching band) will not be substituted for meeting the physical education requirement.
- g. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- h. The district will establish an enrollment cap for PE class sizes to ensure adequate supervision and minimize risk of school district liability for injuries.
- i. Schools will increase the number of physical education electives available to high school students.
- j. Age appropriate physical activities to promote positive growth and development will be implemented for early childhood programs within the district.

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

For students to receive the recommended amount of physical activity throughout the day (i.e. at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE (Physical Education) education class. Toward that end:

- a. Classroom health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
- b. Opportunities for physical activity will be incorporated into other subject lessons (such as science, math and social studies), where appropriate; and
- c. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
- d. Schools will discourage extended periods (i.e. periods of two or more hours) of inactivity.

## **3. Daily Recess**

All elementary school students will have at least 20 minutes a day of supervised recess, preferably before lunch and outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

## **4. Physical Activity Opportunities Before and After School**

- a. All schools will provide every student with opportunities to voluntarily participate in extra curricular physical activities that meets his or her needs interests and abilities.
- b. Middle and High Schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.
- c. High Schools shall offer interscholastic athletic programs that shall adhere to the rules and regulations of the Minnesota State High School League.
- d. Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.
- e. Out of school hour childcare and programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

- f. School facilities will be available to student staff and community members before and after the school day, on weekends, and during school vacations for physical activity and nutrition programs through Community Education.
- g. School communities will examine if biking and walking to school is safe and encourage students to bike and walk to school where appropriate.

#### **5. Physical Activity and Punishment**

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

#### **D. Staff Wellness**

School staff serve as role models for students and are the key to successful implementation of student wellness programs. Therefore, the district and schools should offer staff wellness programs as well as general wellness resources and opportunities. This may include workshops and presentations on health promotion, stress management, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling.

#### **E. Communication with Families and the Community**

1. The district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The district will provide information to families, community based organizations and the general public about ways to promote healthy lifestyles.
5. The district will encourage community based organizations and other out of school time activity providers to provide healthy foods and physical activity as part of their programming.
6. The district will encourage community based organizations and other out of school time activity providers to adopt wellness policies that will promote healthy lifestyles.

#### **F. Implementation and Monitoring**

1. The Superintendent shall execute administrative procedures that ensure the implementation of and compliance with the wellness policy. These procedures shall include adoption of current guidelines, the designation of district level and site-based staff responsible for policy implementation and an implementation work plan.
2. An annual report will be made to the School Board to ensure district wide compliance with the policy.
3. A Wellness Committee shall be formed to plan, implement and improve the school district's nutrition and physical activity environment.
4. A district-wide assessment will be implemented to assess the nutrition and physical activity needs of students. Assessments will be repeated every three years to help review policy compliance, assess programs, and determine areas in need of improvement.
5. An implementation work plan will be created with timeline and evaluation indicators.

6. Schools will include wellness policy implementation plans in their School Improvement Plans.
7. The school district will develop and implement a communications plan which includes training to ensure understanding of the rationale for the wellness policy and the implementation plan.

**Legal References:** 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
P.L. 108-265 (2004) § 204 (Local Wellness Policy)  
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

**Local Resources:** Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org) and  
[www.actionforhealthykids.org/filelib/toolsforteam/recom/MN-Healthy%20Foods%20for%20Kids%208-2004.pdf](http://www.actionforhealthykids.org/filelib/toolsforteam/recom/MN-Healthy%20Foods%20for%20Kids%208-2004.pdf)  
American Association for Health, Physical Education, Recreation and Dance  
American Heart Association, [www.americanheart.org](http://www.americanheart.org)  
Center for Disease Control  
Hennepin County Health Department  
Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
National Alliance for Nutrition & Activity  
School Nutrition, [www.schoolnutrition.org](http://www.schoolnutrition.org)  
University of Minnesota Extension Service

# **Appendix B: Obesity Fact Sheet**

## The Relationship Between Student Health and Learning

- Research clearly shows that nutrition and physical activity are directly linked to academic achievement.
- Children who eat well and are physically active learn better, while poorly nourished and sedentary children tend to have weaker academic performance and score lower on standardized achievement tests.
- Poor nutrition and hunger interfere with cognitive function and are associated with lower academic achievement in underweight, normal weight and overweight children.
- Emerging research suggests that lower academic achievement is associated with being overweight.
- Participation in breakfast programs is associated with increased academic test scores, improved daily attendance, better class participation and reduced tardiness.
- Numerous studies have found that regular physical activity supports better learning. Student fitness levels have been correlated with academic achievement, including improved math, reading and writing scores.
- Research also suggests that decreasing physical education may undermine the goal of better performance, while adding time for physical activity may support improved academic performance.



**Source:** The information above was provided by the *Action Guide for School Nutrition and Physical Activity Policies*, Connecticut State Department of Education, February 2006, page 4.

## The Impact of Obesity

- Obesity is increasing rapidly in the United States, affecting adults and children and people of all races, ethnicities, and income levels.
- Since 1980, the percentage of overweight children ages 6 to 11 has doubled, and the percentage of overweight adolescents ages 12 to 19 has tripled. Childhood obesity has both immediate and long-term serious health impacts.
- In 2002, 16 percent of 6-19 year-olds were overweight.
- Rates of overweight were higher among Mexican American boys (25.5 percent), non-Hispanic black girls (23.2 percent), and American Indian youth. Non-Hispanic white adolescents from lower-income families are more likely to be overweight than their counterparts from higher income families.
- In some communities almost half of pediatric diabetes cases are type 2 diabetes, which was once believed to affect only adults.
- In one large study, 61% of overweight 5-to10-year-olds already had risk factors for heart disease, and 26% had two or more risk factors for the disease.
- Overweight children have a greater risk of social and psychological problems such as discrimination and poor self-esteem.

## The Impact of Obesity

- Overweight children have a 70% chance of being overweight as adults – facing higher risks for many diseases such as heart disease, diabetes, stroke, and several types of cancers.
- The costs of treating obesity-related diseases are staggering and rising rapidly: direct health costs rose from \$52 billion in 1995 to \$75 billion in 2003.
- Good eating habits and regular physical activity are critical for maintaining a healthy weight. Unfortunately, less than 25% of adolescents eat enough fruits and vegetables each day. More than a third of students in grades 9-12 do not regularly engage in vigorous physical activity.

## The Role of Schools In Preventing Childhood Obesity

Reversing the obesity epidemic requires a long-term, well-coordinated approach to reach young people where they live, learn, and play. Schools have a big part to play. Working with other public, voluntary, and private sector organizations, schools can play a critical role in reshaping social and physical environments and providing information, tools, and practical strategies to help students adopt healthy lifestyles.



- More than 95% percent of young people are enrolled in schools.
- Students have the opportunity to eat a large portion of their daily food intake and to be physically active at school.
- Schools are an ideal setting for teaching young people how to adopt and maintain a healthy, active lifestyle.
- Research has shown that well-designed, well-implemented school programs can effectively promote physical activity and healthy eating.
- Emerging research documents the connections between physical activity, good nutrition, physical education and nutrition programs, and academic performance.

### Information adapted from the following sources:

The Role of Schools in Preventing Childhood Obesity, The State Education Standard, National Association of State Boards of Education, December 2004.

Make a Difference at Your School! CDC Resources Can Help You Implement Strategies to Prevent Obesity Among Children and Adolescents, U.S. Department of Health and Human Services Centers for Disease Control and Prevention.

# **Appendix C: Sample Letter & News Release**

# Sample Letter

[DATE]

Dear Families,

Minneapolis Public Schools is pleased to announce that the School Board has approved the new *Wellness Policy 6690*. The policy supports our students' health by including more opportunities at school for physical activity and better nutrition.

While principals and teachers will be responsible for most of the policy, families are also asked to help us create healthier schools. Specifically, the policy asks the following of parents and guardians:

- Because many students have **food allergies or special food needs**, students are asked to not share their food or beverages with other students during meal or snack times.
- Families are encouraged to pack **healthy lunches and snacks** and to try and not include beverages and foods that have little nutritional value.
- Starting at the beginning of the 2007-2008 school year, **fundraising** efforts will support healthy eating by emphasizing the sale healthy food items or of non-food items. Minneapolis Public Schools encourages parent teacher organizations, booster clubs, and all other external organizations that use school property to adopt this same practice. A list of healthier food choices and non-food choices for fundraising are available through our school.

To help families determine which foods and beverages are healthy, we have provided you with a handout called *How to Raise Healthy Kids*. [OR: To help families figure out which foods and beverages are healthy, the handout *How to Raise Healthy Kids* has been posted on the Student Support, Family & Community Engagement website (<http://sss.mpls.k12.mn.us>; click on Wellness Policy).] This handout gives helpful information on how to provide your child with healthy foods and increase their physical activity. It also provides information on how to read nutrition labels so that you can assess which foods have better nutritional value.

A copy of *Wellness Policy 6690* is posted on the district's website at <http://sss.mpls.k12.mn.us> (click Wellness Policy). If you have questions about the policy, or are interested in receiving more information about nutrition or physical activity, please call the Steps Coordinator at 668-5451.

Sincerely,

William D. Green, J.D., Ph.D.  
Interim Superintendent of Schools

# NEWS RELEASE

## Moncton Community School

2230 Scarborough Lane  
Minneapolis, MN 55555  
www.moncton.k12.mn.us

### Media Contact:

Cecelia Becker, School Wellness Champion  
Ph: 612-668-0000

## Moncton Community School Makes Significant Changes to Improve Student Health

### *The Local Impact of the Federal "Child Nutrition and WIC Reauthorization Act of 2004 – Section 204, Public Law 108-265"*

**Minneapolis, MN, February 1, 2007** – It's a new day at Moncton Community School where students, staff and families are starting to feel the effect of Minneapolis School Board *Wellness Policy 6690*. The new wellness policy, which was approved last summer, has immense potential of improving student health and academic performance. The new wellness policy supports students' health by including more opportunities at school for physical activity and better nutrition.

With the federal *Child Nutrition and WIC Reauthorization Act of 2004 – Section 204, Public Law 108-265*, which mandates that all school districts implement a wellness policy by the 2006-2007 school year, schools across the nation have been given an exciting opportunity to improve the health and academic success of youth.

"This is a historic time for our students and families. Student health has always been a top priority for our district and school and to have the commitment validated by the federal act is gratifying," says Principal Robin Fisk. "It's given us even more momentum to make substantial changes to the school environment so that we can better support the health and academic performance of our students."

While good nutrition and ample physical activity are the basis for good health, the obesity rates indicate that too many youth lack the adequate nutrition and exercise needed to build strong bodies and minds. Persons with obesity are at risk of developing serious medical conditions, such as diabetes and hypertension, which can lead to poor health and premature death.

Research has shown that student health directly impacts academic success, from physical activity boosting brain function to children being more focused in school when they're not distracted by pent up energy or poor health.

Fisk says, "One of the most noticeable changes at Moncton Community School are the vending machines which no longer allows the sale of soft drinks and high-sugar beverages. The only beverages sold will be water, 100% juice and low fat milk and all foods sold in vending machines will meet strict nutrition standards." In addition to these changes, Moncton Community School will now only sell non-food items for school fundraising, putting aside the traditional high-sugar, high-fat items.

###

**Appendix D: *How to Raise Healthy Kids* (English, Hmong, Somali and Spanish translations)**

# How to Raise Healthy Kids

**G**etting kids to eat the right foods and getting them away from the T.V. to go outside and play can be challenging. But taking the time to set household rules about eating and exercising while kids are still young are very important. Research tells us that kids with good eating and exercising habits grow up to have fewer health problems and even do better in school. To help parents through the maze of nutrition and exercise information, this brochure outlines some helpful tips that can get your family on the path to good health.

## How to Get Started

Pam Van Zyl York, chairperson of Action for Healthy Kids Minnesota, an organization that addresses childhood nutrition, empowers parents by giving them the right tools to steer kids away from bad choices—like sugary soda—toward good choices that will help them grow up healthy.

For parents, instilling and reinforcing good habits is not always easy. “It does take a certain amount of discipline to say, ‘You have this choice and you have that choice,’” rather than allowing children free rein, she says. Van Zyl York should know; a parent herself, she works with schools, communities, and other groups to instill healthy eating and exercise habits in children.

About 16 percent of children and adolescents are overweight. In the last twenty years, the rate of weight problems has doubled in children and tripled in adolescents, leading to rising rates of diseases that once affected mostly adults, such as heart disease and type II diabetes. Other side effects of poor nutrition can include sleep disorders, joint pain, liver problems, unhealthy teeth and gums, and hypertension.

The following tips are some things to keep in mind as you start making healthier choices in your home:

### Make healthy foods accessible.

Kids will eat what’s there and will not acquire a taste for sweet, salty, and fatty foods. For example, Van Zyl York says she keeps a bag of carrots in the fridge for her kids. “My kids eat those like other kids eat potato chips,” she says. Many times children prefer healthier

foods, she says, and parents just don’t realize it. In her research, teenagers said that one of their favorite foods is fresh strawberries. “We often forget that chips and chocolate bars are not their favorite foods,” she says.

### If at all possible, go to the grocery store by yourself.

Time and cultural pressures often undermine parents’ efforts to feed their kids well, which can make trips to the supermarket especially difficult. With the many pressures on children from advertising and aggressive marketing, children pester their parents to buy certain foods, and they tend to be unhealthy foods that are high in sugar and fat and little or no nutrients.

### Don’t be afraid to say no.

Ultimately, parents need to remember that they are in control of their child’s diet, says William Dietz a pediatrician and director of the Centers for Disease Control and Prevention’s division of nutrition and physical activity. “Parents need to take these steps,” he says. “They don’t need to explain why. Parents think they need their children to agree with them, when in fact, they’re entitled to make these decisions because they’re grown up.”

Dietz even goes so far as to recommend that young children ask their parents for permission to access the refrigerator. “There should be rules about refrigerator access,” he says. “They should not be allowed to go to the refrigerator and get food, because it’s up to the parents to decide what they’re going to eat.”

As kids hit the teen years, parents have to let go of some control when their kids are away from home, but house rules about nutrition

## Helpful Hints

- Get children used to drinking water instead of soda or juice when they’re thirsty.
- If your kids like juice, try substituting sugar-free lemonade or fresh fruit.
- Turn off the T.V. during meals.
- Have healthy portable snacks available, such as grapes, raisins, or mozzarella cheese sticks.
- When the family will be away from home during regular meal time, pack a lunch rather than going to a fast-food restaurant.
- Teach kids the playground games you learned as a child.

should still stand. “Parents need to say, ‘This is the dinner menu. If you’re not hungry, I’ll put it aside and you can eat it later,’” Dietz says. Teens who grow up in a household that promotes good eating habits are likely to adopt those habits as their own.

### **Limit TV and computer time.**

A variety of studies suggests that our country’s video-game-playing and TV-viewing habits play a role in promoting inactivity and exposing children to ads for foods with poor nutritional value. The worst thing parents can do is to put a T.V. in a child’s room. Limiting how often a child can watch T.V. or play video games can really help to them get outdoors to play.

### **Get out of the house.**

When possible, encourage your kids to play outside. Sometimes, though, kids who grow up in neighborhoods in which it’s considered unsafe to play outdoors may find themselves in front of the T.V. more. If your neighborhood is not a good place for kids to play, find a safe place, such as a gym or neighborhood center, for them to exercise. Another way to address this concern is to do activities together as a family.

### **Most of all, have fun.**

Parents should also encourage their kids to participate in sports because they provide exercise and opportunities for social interaction.

A study with fifth graders showed that having fun is the top reason kids are active, and they love spending time with their friends and families. Even if your children don’t like organized sports, they still have options: playing a game of basketball with a sibling in the driveway or down the street, walking to the local park with dad, or inventing their own games with the neighbor kids.

### **Focus on good habits.**

If family members are overweight, focus instead on healthful eating and exercise rather than talking about weight. Teens or children who hear a lot of comments about weight feel badly about themselves and are more likely to engage in unhealthy diet behaviors.

If your teen tells you she thinks she needs to lose weight, encourage her instead to focus on what she’s eating and her level of physical activity, and to let her body do the rest. Talk about how they ate fruit for dessert and what a good decision that was rather than weight.

### **Change gradually.**

Making changes is hard, so be easy on yourself and make changes gradually. Here are some tips to make it easier for getting the entire family healthier:

- Role model healthy behaviors.
- Increase fruits and vegetables.
- Switch to low-fat dairy products.
- Eliminate soda.
- Decrease portion sizes.
- Increase whole grain consumption.
- Enjoy your food.

## **Healthy Snacks**

### **Fruit kabobs**

For an easy way to make eating fresh fruit more fun, make a fruit skewer to dip into yogurt or fruit dip.

### **Carrot sticks with peanut butter**

While “ants on a log” (celery, peanut butter, and raisins) may be a classic, kids will love this carrot version just as much.

### **Frozen grapes**

Here’s a nutritious, fun snack that cools, reenergizes and replenishes kids who are tired from a long day (hopefully filled with activity).

### **Seasoned popcorn**

Naturally low in fat, air-popped popcorn—flavored with seasoning salt instead of butter—keeps all the taste but loses the fat.

## **Snacks to Avoid**

### **Carbonated beverages**

Sodas are filled with sugar, preservatives, and caffeine, all of which cause dehydration.

### **Manufactured baked goods**

Baked goods are full of additives, artificial flavors, and preservatives. Children do not get useful nutrients or energy reserves from this type of snack.

### **Candy bars**

Replace candy bars with a more nutritious carob chocolate granola bar.

# What to Look for in a Nutritional Label

There's more to the nutritional label than meets the eye. Here's a translation.

## Nutrition Facts

**Look closely at the serving size,** particularly how many servings there are in one package. This will help you determine how many servings (and calories from fat) you're consuming.

Percentages based on a daily 2,000-calorie diet.

Serving Size 1 Package (283 g)

Servings Per Container 1

### Amount Per Serving

Calories 290    Calories from Fat 25

Do not exceed 30 percent of your daily calories from fat.

### % Daily Value

**Total Fat** 2.5 g **4%**

Saturated Fat .5 g **3%**

Trans Fat 0 g

**Cholesterol** 25 mg **7%**

**Sodium** 680mg **29%**

**Total Carbohydrate** 52 g **17%**

### Limit these nutrients.

Eating too much fat, cholesterol, and sodium may contribute to risks for heart disease, some cancers, and high blood pressure. Limiting these elements now gives your child a head start for a healthy life ahead of him or her.

### Get enough of these nutrients.

Eat a diet rich in fruits, vegetables, and whole-grain foods for their low-fat, high-vitamin, and high-fiber content, as these may reduce your family's risk of heart disease. When it comes to protein, be sure you get it from lean meats like fish and poultry.

Sugars 20 g

Dietary Fiber 1 g **4%**

**Protein** 14 g

Vitamin A 30% • Vitamin C 10%

Calcium 2% • Iron 2%

The amount of sugar listed includes both natural sugars (such as those that occur in fruits and dairy products) as well as sugars added during processing. As a general rule, keep sugars to less than 10 grams per serving.

## Why Eating Together Makes a Difference

Children who dine with their family at least four times a week eat more fruits, vegetables, whole grains, and calcium-rich foods, eat fewer fried foods, and drink less soda than children who don't, according to a study by University of Minnesota researchers.

Why? Parents decide what to serve, and everyone eating the same food together is a powerful reinforcer of good habits.

One of the strongest and most important factors that influence children's diets is what parents eat. If we really want kids to eat healthy, parents have to role model good behavior as well.

The benefits of eating together go far beyond physical health. Researchers found that teens who ate seven or more weekly meals with their families had higher grades, were less depressed, and were less likely to drink, smoke, or use marijuana than kids who ate with their families less than twice a week.

It's not just about food but also about having that time together as a family. Mealtimes are an opportunity for family members to check-in with one another and share the highs and lows of the day, discuss and share ideas, and their values. And most importantly, to laugh together!

# Get Moving!



Exercising doesn't have to be hard work. As long as kids are moving, they're exercising. That means that playing is exercising, so encouraging children to get outdoors and play or to even be indoors and play (as long as it's not in front of the T.V. or computer) is the key to getting kids to start moving.

One hour of vigorous, intense activity is recommended for the average child or adolescent.

These sixty minutes of activity can be accumulated throughout the day in segments. This can be a quick game of tag, a dance party, a jump-rope contest—whatever is going to get your kids moving.

But be careful, even though your intentions as a parent may be the best, pushing your child to do any sort of activity may backfire. Parents should understand that they cannot force a child to exercise.

All parents can do is help their child learn to be responsible for their own bodies and to take good care of themselves because they can and want to.

## **The Mental-Health Benefits**

While the physical benefits of exercise are obvious, the advantages of activity extend to the realm of mental and emotional well-being as well.

Exercise has been linked with a variety of psychological benefits, including decreased depression and anxiety, improved mood states and self-confidence, and an increased sense of overall quality of life.

Higher levels of activity in children are shown to lower rates of delinquent behavior and boost academic achievement. Kids who

are not active during the day may have problems concentrating in school, which leads to lower achievement. By getting exercise, kids can expend their energy positively and be more focused at school.

## **Fun: The Name of the Game**

Keeping kids active during the cold winter months can be especially difficult. Luckily, health clubs can offer a handy indoor alternative to unpleasant weather.

As organizations, YMCA and YWCA are all about kindness, diversity, benevolence, and now, forward thinking. Classes geared just for children are common to many locations with options such as “Kid’s Exercise Night” and “Kid’s Yoga.”

These programs emphasize having fun which is more appealing to kids than the word ‘exercise’ which can drive them away. Keeping up with the latest trends, health clubs offer programs that bring together exercise and hip-hop for teens and young adults.

Throughout the United States, more and more fitness facilities are encouraging parents and their children to join aerobics, Pilates, or aquatics classes together.

While belonging to a health club is a nice perk, you don't need it to encourage activity among children. Simple things—taking the pet for a walk, running through the sprinkler, raking a pile of leaves to jump into or visiting a museum—will make a world of difference for your family's health.

And remember, exercise can be more fun when a friend or family member shares it with you. Physical activity is likely to be continued if folks enjoy it, have someone to support them in the activity, and join them in maintaining changes.



**Medtronic**  
FOUNDATION

© 2005

Reprinted with permission of Mpls/St. Paul Magazine.

**No T.V. at meals. Host a birthday party at a roller rink. Build a snowman.**

# Kev Tu Me Nyuam Kom Noj Qab Haus Huv



Hmong

**K**om cov me nyuam noj cov zaub mov yog thiab txiav tau kom lawv txhob saib T.V. es mus ua si nraum zoov yuav tsis yooj yim. Tiam sis siv sij hawm los teev kev cai hauv vaj hauv tsev txog kev noj kev haus thiab kev qoj ib ce thaum cov me nyuam tseem yau tseem ceeb heev. Tej kev soj ntsuam pom tias cov me nyuam uas noj zoo thiab siv lub cev ua ub ua no loj hlob los muaj teeb meem muaj mob muaj nkeeg tsawg dua thiab kawm tau ntawv zoo dua. Kom pab tau cov niam txiv txog txoj kev noj qab haus huv thiab qoj ib ce, phau ntawv no sau qhia ib cov kev uas pab tau koj tsev neeg kom ua raws li txoj kev noj qab haus huv.

## Yuav Pib Li Cas

Pam Van Zyl York, tus tswv thawj ntawm Action for Healthy Kids Minnesota, yog ib lub koom haum txhawb me nyuam txoj kev noj qab haus huv, qhia niam txiv tej tswv yim qhuab qhia me nyuam kom txawj txiav txim zoo xws li kev haus dej qab zib mus rau kev txiav txim kom pab lawv loj hlob noj qab haus huv.

Rau cov niam txiv, qhia kuj pwm thiab txhawb txoj kev coj kuj pwm zoo tsis yog ib txoj kev yooj yim. “Nws siv dag zog cob tiag thiaj hais tau tias ‘Koj xaiv tau qhov no xaiv tau qhov tov’ es tsis cia cov me nyuam ua raws lawv siab nyiam,” nws hais qhia. Van Zyl York yuav tsum paub tias; nws yog ib leej niam nws tus kheej, nws ua hauj lwm nrog cov tsev kawm ntawv thiab lwm cov pab pawg qhia kev qhuab qhia txog kev noj qab haus huv thiab kev qoj ib ce rau me nyuam.

Muaj li 16 feem pua ntawm cov me nyuam me thiab me nyuam yaus cev loj nyhav dhau. Nees nkaum xyoo dhau los qhov teeb meem txoj kev rog nyhav dhau muaj lawm ob npaug rau cov me nyuam me thiab peb npaug rau cov me nyuam yaus uas tau muaj txoj kev mob plawv thiab mob ntshav qab zib uas yog ob hom kab mob tej laus thiaj muaj xwb. Cov kev qhia tau tias yog tsis noj qab haus huv yog mob pw tsis taus, mob pob qib txha, teeb meem siab, hniav thiab pos hniav phem thiab nyob tsis taus twj ywm.

Cov tswv yim nram no yog tej yam yuav tau khaws rau nruab siab thaum koj qhuab qhia hauv koj lub tsev:

## Kom muaj zaub mov zoo noj.

Cov me nyuam tsuas noj yam lawv pom muaj thiab tsis hais txog qab zib, qab ntsev thiab zaub mov muaj roj. Piv txwv, Van Zyl York hais tias nws muaj ib hnab zaub carrot nyob hauv tub yees txias rau nws cov me nyuam.

“Kuv cov me nyuam noj cov zaub ntawv cuag

li lwm cov me nyuam noj qos yaj ywm kib,” nws hais. Ntau zaus cov me nyuam nyiam noj zaub mov zoo, nws hais, tab sis cov niam txiv tsis ras txog xwb. Raws li nws cov kev soj ntsuam, cov hluas hais tias yam lawv xis noj dua yog txiv pos nphuab (strawberries) ntshiab. “Peb pheej tsis nco qab tias qos yaj ywm kib thiab qhob noom chocolate tsis yog yam lawv xis noj,” nws hais.

## Yog tias ua tau, mus tom khw yuav zaub koj tib leeg kheej.

Sij hawm thiab haiv neeg hom khoom noj yog tej ua rau niam txiv tsis ras pub noj kom zoo rau lawv cov me nyuam yog li mus khw muas zaub los twb mus nyuab. Vim txoj kev lag luam kev ntxias pha cov me nyuam kom txawj txob lawv cov niam txiv kom muas tej yam zaub mov thiab feem ntau yog tej zaub mov tsis zoo uas qab qab zib thiab muaj muaj roj thiab tsis tshua zoo noj.

## Cov Tswv Yim Pab Tau

- Qhia kom me nyuam xyaum haus dej dawb swm txhob haus dej qab zib los yog kua txiv ntoo thaum lawv nqhis dej.
- Yog koj cov me nyuam haus kua txiv ntoo, hloov rau cov tsis muaj piam thaj xws li kua maj naus los yog noj lub txiv kiag.
- Tua lub T.V. thaum txog caij noj mov.
- Muaj khoom txom ncauj zoo xws li txiv hmab, txiv quav ntswg los yog cheese.
- Thaum tsev neeg mus tawm rooj thaum lub caij noj mov, npaj su tsis txhob mus noj hauv tej khw.
- Qhia cov me nyuam ua tej yam uas koj kawm ua thaum koj tseem yau.

## Tsis txhob ntshai hais tias tsis kam.

Lo lus kawg kiag, cov niam txiv yuav tau nco tias lawv yog cov tswj lawv cov me nyuam txoj kev noj haus, William Dietz uas yog ib tus kws kho mob rau me nyuam thiab tus thawj tswj ntawm lub Disease Control and Prevention fab noj qab haus huv thiab kev siv lub cev ua ub no. “Cov niam txiv yuav tau rhais cov kauj ruam no,” nws hais. “Lawv tsis tas yuav piav tias yog vim li cas. Cov niam txiv pheej xav tias lawv cov me nyuam yuav tau txaus siab li lawv hais, tiam sis qhov tseeb lawv twb yog cov yuav tsum ua txoj dej num no vim lawv yog cov neeg laus.”

Dietz kuj pom zoo mus ntxiv tias cov hluas yuav nug lawv niam lawv txiv kom tau cai qhib lub tub yees. “Yuav tsum muaj kev cai txog txoj kev qhib lub tub yees mus muab zaub mov vim hais tias nws yog leej niam leej txiv txoj kev txiav txim seb lawv yuav noj tau dab tsi.”

Thaum cov me nyuam loj hlob txij yav hluas, cov niam txiv yuav tau tso kev tsis coj nruj nruj heev thaum cov me nyuam tawm hauv tsev mus tiam sis cov kev cai noj haus hauv lub vaj lub tsev yuav tsum coj nyob nruj li qub. “Cov niam txiv yuav tau hais tias, ‘Cov no yog cov zaub mov. Yog koj tsis tshaib plab, kuv muab cia es ib pliag koj mam li noj,’” Dietz hais. Cov hluas uas loj hlob hauv tsev neeg yeej txhawb kev noj zaub mov zoo muaj feem yuav coj tus kuj pwm noj zoo lawv tus kheej.

### **Tswj kev saib TV thiab kov cav computer.**

Ob peb hom kev soj ntsuam pom tias peb lub teb chaws no tus kuj pwm txoj kev ua si tua game thiab saib T.V. yog ib txoj kev cob qhia kom tsis txawj ua ub no thiab cob qhia cov me nyuam txog tej zaub mov uas tsis zoo rau lub cev. Txoj kev tsis zoo tshaj plaws uas niam txiv ua yog muab ib lub TV tso rau hauv tus me nyuam chav pw. Tswj txoj kev me nyuam saib T.V. los yog txoj kev tua game yuav pab kom lawv mus tawm rooj ua si.

### **Mus tawm rooj.**

Thaum mus tau, txhawb koj cov me nyuam kom mus ua si nraun zoov. Tej thaum txawm tias cov me nyuam loj hlob ntawm tej cheeb tsam tsis tshua muaj kev ruaj ntseg zoo los ntshe yuav zoo dua zaum rawv ntawm lub T.V. Yog koj cheeb tsam tsis muaj kev ruaj ntseg zoo rau cov me nyuam ua si, nrhiav tej chaw kom zoo xws li chav tsev ntaus ncaws pob los yog lub tsev uas pej xeem ib cheeb tsam sib koom tau rau lawv qov ib ce. Nws kuj yog lwm txoj kev txhawb kom tsev neeg tau ua si ua ke tam ib tsev neeg.

### **Qhov kawg, muaj kev lom zem.**

Cov niam txiv yuav tsum txhawb lawv cov me nyuam koj koom nrog kev ntaus pob ncaws pob vim yuav muaj kev qoj ib ce thiab sij hawm rau lawv muaj kev sib raug zoo.

Ib txoj kev soj ntsuam txog cov me nyuam kawm ntawv qib tsib pom tias txoj kev lom

zem yog thawj yam uas pab kom cov me nyuam nyiam ua ub ua no thiab lawv nyiam muaj sij hawm nrog lawv cov phooj ywg thiab cov tsev neeg. Txawm koj cov me nyuam tsis nyiam tej kev ntaus pob ncaws pob uas muaj neeg tswj nrog los lawv muaj ntau txoj kev taug: nrog tej txheeb ze pov pob hauv tej kev los yog nram tej kev, taug kev mus rau tej tshav ua si nrog leej txiv, los yog tsim lawv yam kev ua si nrog tej me nyuam nyob ze ib cheeb tsam.

### **Npaj siab rau tej kuj pwm zoo.**

Yog cov neeg hauv tsev muaj cov cev loj nyhav dhau, yuav tau noj tej zaub mov zoo thiab qoj ib ce, tsis txhob tham txog kev ua kom yuag. Cov hluas los yog me nyuam me hnov txog tej lus phem txog lub cev nyhav tsis xav zoo txog lawv tus kheej thiab muaj feem yuav xyaum mus ua tej yam tsis zoo.

Yog koj tus me nyuam hluas qhia rau koj tias nws xav tias nws yuav tau ua kom nws yuag, txhawb kom nws noj tej zaub mov zoo thiab ua ub no kom siv nws lub zog thiab cia nws lub cev mam li ua hauj lwm rau nws. Tham txog tias noj txiv hmab txiv ntoo ua khoom qab zib thiab tej kev txiav txim zoo, tsis txhob tham txog lub cev qhov rog nyhav.

### **Maj mam hloov.**

Kev hloov tsis yooj yim yog li ua kom yooj yim rau koj tus kheej thiab maj mam hloov zus. Nov yog ib cov tswv yim pab kom coj tau tag nrho tsev neeg noj qab haus huv:

- Ua cov coj kuj pwm zoo.
- Noj txiv hmab txiv ntoo ntau dua thiab zaub.
- Hloov mus rau cov zaub mov tsis muaj roj.
- Tshem tawm tej dej qab zib.
- Noj kom tsawg.
- Noj cov khoom muaj nplej ntau ntxiv.
- Txaus siab noj koj cov zaub mov.

## **Cov Khoom Txom Ncauj Zoo**

### **Txiv ntoo ntsw kua qab**

Kom noj txiv ntoo lom zem dua, hlais cov txiv ua nplais los ntsw tej yogurt los yog tej kua txiv ntsw kom qab.

### **Carrot nrog txiv laum huab xeeb**

Cov me nyuam kuj nyiam noj carrot nrog txiv laum huab xeeb xws li hom zaub kav ntsuab pleev nrog txiv laum huab xeeb thiab txiv quav ntswg uas luag tis npe hu uas “ntsaum nce cav” (zaub kav ntsuab, txiv laum huab xeeb thiab cov txiv quav ntswg).

### **Cov Txiv Hmab Khov**

Qhov nov yog ib hom txom ncauj zoo noj, lom zem, txhawb zog thiab ua rau cov me nyuam dhia ib hnub (vam tias yuav npaj kom muaj ntau yam ua txaus ib hnub) zog ntaug tag kom muaj zog.

### **Paj Kws Pleev Qab**

Paj kws pleev ntsev tsis txhob pleev roj butter kom qab tiam sis tsis muaj roj nrog.

## **Cov Khoom Txom Ncauj Uas Yuav Tau Txwv**

### **Cov dej muaj piam thaj Carbonate**

Cov dej qab zib muaj piam thaj, khoom tsau ntev ntev kom txhob lwj thiab tej qab zib, tag nrho cov no yuav ua rau kom lub cev qhuav dej.

### **Khoom noj uas npaj tiav muag**

Cov khoom cub muaj ntau yam txuam nrog, khoom ua kom qab uas tsis yog tej yam tseem, thiab tej khoom muab tsau ntev ntev kom txhob lwj. Cov me nyuam tsis tau tej zaub mov zoo thiab tsis muaj zog los ntawm cov khoom txom ncauj zoo li no.

### **Qhob noom Candy bar**

Hloov cov qhob noom candy bar mus noj lwm cov qhob noom zoo noj xws li cov carob chocolate granola bar.

# Paub Nrhiav Dab Tsi Ntawm Daim Ntawv Qhia Yam Khoom Noj

Muaj ntau yam ntawm daim ntawv qhia yam khoom noj tshaj li yus  
lub qhov muag pom tau. Nov yog cov lus txhais qhia.

**Saib zoo zoo qhov qhia tias noj npaum li cas ib pluag,**  
xyuas qhov qhia tias se ib pob khoom noj no muaj pes tsawg pluag nyob rau hauv. Qhov no yuav qhia koj seb muaj pes tsawg pluag (thiab cov roj calorie) uas koj noj.

## Nutrition Facts

→ **Serving Size** 1 Package (283 g)  
Servings Per Container 1

**Amount Per Serving**  
**Calories** 290 **Calories from Fat** 25

Tsis txhob noj tshaj 30 feem pua ntawm cov roj calorie koj noj ib hnuv twg.

Feem pua raws li 2,000 roj calorie rau ib hnuv twg.

→ **% Daily Value**

|                                |            |
|--------------------------------|------------|
| <b>Total Fat</b> 2.5 g         | <b>4%</b>  |
| Saturated Fat .5 g             | <b>3%</b>  |
| Trans Fat 0 g                  |            |
| <b>Cholesterol</b> 25 mg       | <b>7%</b>  |
| <b>Sodium</b> 680mg            | <b>29%</b> |
| <b>Total Carbohydrate</b> 52 g | <b>17%</b> |

**Noj cov no kom tsawg.**  
Noj cov roj cholesterol thiab ntsev ntau yuav muaj feem mob plawv, tej zaum mob nqaij hlav cancer thiab mob ntshav siab. Txwv cov no tam sim no yuav pab koj tus me nyuam pib ua lub neej noj qab haus huv thaum ntxov.

**Noj kom txaus cov no.**  
Noj cov txiv hmab txiv ntoo thiab zaub mov muaj nplej tseem kom tsis muaj roj ntau, muaj tshuaj qab los nrog thiab muaj nplej ntau vim lawv pab kom koj tsev neeg feem mob plawv tsawg dua. Hais txog cov protein, ua zoo kom koj tau los ntawm cov nqaij xws li ntses thiab qaib.

|                               |           |
|-------------------------------|-----------|
| <b>Sugars</b> 20 g            |           |
| Dietary Fiber 1 g             | <b>4%</b> |
| <b>Protein</b> 14 g           |           |
| Vitamin A 30% • Vitamin C 10% |           |
| Calcium 2% • Iron 2%          |           |

Cov piam thaj sau pom muaj yog tov ob hom tib si ua ke (xws li cov zib los ntawm tej txiv ntoo thiab tej khoom dairy) thaum ua yam khoom noj. Ua raws li txoj cai, noj piam thaj kom tsawg dua 10 gram ib pluag twg.

## Vim Li Cas Noj Mov Ua Ke Muaj Kev Txawv Txav

Cov me nyuam uas noj mov nrog tsev neeg tsawg kawg li plaub zaub ib lim piam twg tau noj txiv hmab txiv ntoo, zaub, nplej thiab cov zaub mov muaj zog rau cov pob txha, noj tsawg cov zaub mov kib thiab haus dej qab zib tsawg dua li cov tsis koom noj mov nrog tsev neeg raws li cov neeg soj ntsuam hauv Tuam Tsev Kawm Ntawv Qib Siab University hauv Minnesota.

Vim li cas? Cov niam txiv xaiv yam yuav noj thiab txhua tus noj tib yam zaub mov ua ke yog ib tug kuj pwm cob qhia muaj zog.

Ib qhov muaj zog thiab tseem ceeb tshaj uas txw tau cov me nyuam kom noj zoo yog noj li cov niam txiv noj. Yog peb xav kom cov me nyuam noj zoo, cov niam txiv yuav tau ua cov qauv kuj pwm zoo cob.

Cov zoo ntawm txoj kev noj mov ua ke muaj mus tob dua txoj kev noj qab haus huv. Cov neeg tshawb fawb pom tias cov hluas uas noj mov xya zaus los yog tshaj nrog lawv tsev neeg kawm tau ntawv zoo dua, tsis muaj kev nyuab siab heev, haus dej caw tsawg tus, tsis haus luam yeeb los yog siv tshuaj yeeb dua cov me nyuam uas noj mov nrog lawv tsev neeg tsawg dua ob zaug ib lim piam twg.

Nws tsis yog hais txog zaub mov xwb tiam sis sis yog txoj kev ua ke tam ib tsev neeg. Caij noj mov yog lub sij hawm rau cov neeg hauv tsev neeg sib taug qab txog ib leeg dhau ib leeg thiab sib qhia kom sib paub txog tej phem tej zoo ntawm ib hnuv dhau los txog, sib tham thiab qhia tswv yim thiab qhia txog tej kev tseem ceeb rau lawv. Thiab tseem ceeb tshaj yog tau luag zoo siab ua ib ke!

# Siv Koj Lub Zog!



Qoj ib ce tsis tag yuav nyuab nyuab. Tsuav cov me nyuam ua ub ua no xwb ces yeej qoj ib ce lawm. Txhais tau tias kev ua si los kuj yog kev qoj ib ce txawm tias ua si hauv tsev xwb thiab kev ua si (tsuav tsis yog ua si ntawm T.V. los yog cav computer) yog lub ntsiab yuav ua tau kom cov me nyuam pib siv lawv lub zog.

Pom zoo tus me nyuam me los yog tus me nyuam yaus ua si siv lub zog txaus nkaus mus li ib teev.

Qhov rau caum feeb no muab faib ua ob peb zaug tau rau ib hnuv twg. Ua si sib caum kis kas cees tib pliag los tau, ua las voos lom zem, sib xeem dhia hlua—dab tsi los tau tsuav kom koj cov me nyuam siv lub cev ua ub no xwb.

Tiam sis ceev faj txawm tias qhov koj ua yeej yog vam zoo xwb los txoj kev yuam koj tus me nyuam ua dab tsi yeej yuav muaj kev rov tsis txaus siab rau koj thiab. Cov niam txiv yuav tsum to taub tias lawv yuam tsis tau ib tug me nyuam mus qoj ib ce.

Tag nrho cov niam txiv tsuas pab kom lawv cov me nyuam ua neeg paub lawv tej dej num txog kev ceev lawv lub cev thiab saib xyuas lawv tus kheej vim lawv muaj peev xwm ua tau thiab xav ua tiag xwb.

## **Kev Zoo Rau Lub Siab Lub Ntsws**

Txawm zoo xws li pom tej kev zoo rau lub cev xwb los tej cov kev zoo rau lub hlwb thiab lub siab lub ntsws muaj ntau yam thiab.

Kev qoj ib ce muaj feem xyuam nrog tej kev zoo rau lub hlwb xws litsis tshua muaj kev nyuab siab thiab ntxhov siab, kaj siab dua thiab muaj peev xwm thiab lub neej zoo dua txhua txhia txoj kev.

Cov me nyuam nquag ua ub ua no muaj feem tsis muaj ua txhaum kev txhaum cai thiab kawm tau ntawv zoo dua. Cov me nyuam uas tsis ua ub ua no yav nruab hnuv muaj teeb meem rau txoj kev cim xeeb ua rau lawv kawm tsis tau ntawv zoo. Cov me nyuam qoj ib ce siv lawv lub dag zog zoo thiab kawm tau ntawv zoo dua.

## **Lom Zem: Hom Kev Ua Si Lub Npe**

Ua kom cov me nyuam ua ub no tau yav caij ntuj no tsis yooj yim. Muaj hmoo, cov chaw pab lub cev kom noj qab haus huv tseem muaj chaw ua si hauv tsev thaum cov huab cua phem.

Tam li cov koom haum, YMCA thiab YWCA yog chaw zoo, chaw muaj ntau haiv neeg, muaj kev zoo thiab tam sim no mus xav txog kev zoo rau yav tom ntej. Muaj chav qhia me nyuam yaus xws li “Kid’s Exercise Night” thiab “Kid’s Yoga” uas yog ob hom kev kawm ua si qoj lub cev.

Cov kev pab no yog kom muaj kev lom zem uas cov me nyuam nyiam dua li txoj kev ‘qoj ib ce’ uas yog ua rau kom lawv xav txav deb. Ua kom phim li tej kev tshiab, cov kev pab no muaj cov kev qoj ib ce nrog rau tej nkauj tshiab tam sim no uas yog cov me nyuam hluas thiab cov neeg hluas lawv nyiam.

Thoob plaws hauv Teb Chaws Asmeska, ntau lub chaw pab kom lub cev muaj kev noj qab haus huv zuj zus txhawb kom cov niam txiv thiab lawv cov me nyuam mus koom kev qoj ib ce xws li aerobic, pilate los yog qoj ib ce hauv pas dej ua ke.

Thaum koom nrog ib lub chaw pab li no yog ib qhov zoo, koj tsis tag yuav hais kom me nyuam ua yam twg. Cov yooj yooj yim li coj tej tsiaj mus taug kev, khiav dhia ua si ntawm dej tsuag ywg nyom, kaus nplooj lwg ua pawg ces dhia rau los yog mus xyuas tej tsev museum teev dab neeg yuav pab tau ntau heev rau koj tsev neeg txoj kev noj qab haus huv.

Thiab nco qab ntsoov, ua tau kev qoj ib ce kom lom zem dua yog thaum muaj tus phooj ywg los yog ib tug neeg hauv tsev koom ua nrog koj. Yog neeg nyiam lawm, txoj kev siv lub cev ua ub ua no yuav ua tau mus ntxiv, yog muaj tus txhawb thiab koom nrog pom tej kev hloov.



**Medtronic**  
FOUNDATION

© 2005

Mpls/St. Paul Magazine tau tso cai rov luam tawm dua.

**Tsis pub saib T.V. thaum noj mov. Ua kev lom zem rau lub hnuv yug ntawm qhov chaw caij khau log.**

# Sida Loo Koriyo Ubad Caafimaad Qaba

Somali

**H**awl fudud ma aha sidii ubadka lagu ababin lahaa inay cunaan raashin fiican lagana fogeeyo Telefishinka oo ay dibadda ugu soo ciyaaraan. Lakiin waxaa muhiim ah in waqti loo helo si guriga uu u yeshoo qaanuun lagu joogo oo qoraya cunidda raashinka iyo waqtiga la cayaaro inta ay caruurta ay yaryihiin. Cilmi baarisyo la qaaday ayaa waxay shegayaan in ubadka lagu barbaariyay dhaqamada wanaagsan ee raashinka iyo jimicsiga in ay la yimadaan shido yari dugsiyadana heer waxbarasho ee fiican ka muujiyaan. Si waalidku ay uga gudbaan laqadaba nafaqadam iyo aqbaarta jimicsiga, bugaan yar wuxuu ku siinayaa tusalooyin ku caawiya oo qoyskaaga u toosiya waddaada leh caafimaadka fiican.

## Sida Wax loo Bilaabo

Pam Van Zyl York, guddomiyaha Action for Healthy Kids Minnesota, oo ah urur xoogga saara nafaqada caruurta, doorka waalidkana ku xoojiya ayagoo siiya qalabka ku aadaan sidii caruurta looga weeciyay inay ku kacaan tallaboyin aan qumaneen—sida soodhada sonkorta badan—una weeciyaan waxyaabaha caafiimadka leh ee ay ku koraan.

Waxaan waalidka u sheegaynaa, in abaabinta iyo baridda dhaqamada wanaagsan aysan ahayn howlo fudud. “Waxaa jirta in xoogaa adadkaysi ah lala yimaado, ‘Lana yiraadho jidkaan iyo midkaas ayaa kuu furan,’ loomana baahna inay dhaco inta caruurta faraha laga qaado ayna doortaan waxa ay rabaan,” ayay tiri. Dabcan Van Zyl York waa qof xogogaal ah; waa waalid, dugsiyadana way ka shaqaysaa.

Qiyaastii boqolkiiba 16 caruurta iyo dhalinyarada ayaa ah kuwo aad u cayilan. Labaatankii sano ee la soo dhaafay, heerka dhibaatooyinka cayilka ee caruurta waa labajibaarantay iyadoo tan dhalinyaradana ay saddexjibaarantay, taana waxay keentay inay soo kordhaan cudurrada lagu yiqiinay dadka waaweyn, sida cudurrada wadnaha iyo sonkorta nooca II. Dhibaatooyinka kale ee ka yimaada nafaqa xumada waa hurdo xumo, kalagoosyada, beerka, ilkaha iyo cirridka oo halaaba iyo dhiig kar.

Naseexoyinka soo socda waa kuwo loo bahaanyahay in maskaxda lagu hayo adigoo markaa bilaabaya doraashada fiican ee gurigaaga:

## Fududee sida loo helo cuntada caafimaadka leh.

Caruurta waxey cunaan wixii la siiyo umana yeeshaan damac cuntada macaan, cusbada ama waxa dufanka leh. Tusaale, Van Zyl York waxay tiri waxey qaboojiyaha ku haysataa karootada ay caruurta ugu tala gashay “Caruurta kuwaas ayey cunaan marka ay caruurta kale cunaan baatata bacda ku jirta,” ayay tiri. Mararka badankood caruurta waxey jecelyihiin raashin caafimad leh, ayay tiri,

waalidkana taasi ma oga. Aqoon baaristeeda, dhalinyarada waxay ku yiraahdeen raashinka nooca ay ugu jecelyihiin waxaa kamid ah istroberiga beerta laga soo gooyay. “Waxaan badanaaba illowna in bataatiga bacda ku jira iyo shukulaatada aysan ahayn raashinka ay igyaga jecelyihiin,” ayay tiri.

## Haddey surogal tahay, bal adiga tag dukaanka raashinka lagu gado.

Waqtiga iyo culeyska ka imaanya dhaqanka ayaa badanaaba wax ka qalda dadaalka ay waalidku nafaqa fiican ku siiyaan caruurtooda, taaso oo safaraada qaasatan loo aado suuqa weyn ka dhigta mid dhib badan. Waa kaloo jira duufsiga badan ay xaysiyadu ku hayaan caruurta si ay u suurtageliyaan waxa caruurta lagu soo jiito, caruurta ay waalidka ku dhibaantay inay cuntada noocaas ah u soo

gadaan, waana raashin aan caafimaad lahayn ayna ku jirto sonkor badan iyo dufan ama aan nafaqa lahayn.

## Ha ka gaabsan inaad maya tiraahdid.

Ugu dambayntu, waalidka waxey u baahanyihiin inay xasuustaan inay iyagu masuul ka yihiin nafaqada caruurtooda, ayay tiri William Dietz oo ah dhaqtarka caruurta iyo maamulaha Xarunta Kahortagga Cudurrada (Centers for Disease Control and Prevention) qaybta nafaqada iyo jimicsiga jirka. “Waalidku waana inay tallaboyinka ku dhaqaqaan” ayay tiri. “Uma ay baahna in fasiray sababta ay sidaa wax yeelayaan”. Uma baahna inay u fasiraan waxa ay sababtu tahay. Waalidku waxay moodaan inay caruurtooda waxa jeclaadaan, laakiin xaqiiqadu tahay, inay talada masuuliyada ayaga saarantahay sababtoo ah waa dad weyn.”

Dietz waxay xitaa ku talisaa inay caruurta waalidka fasax ka qaataan marka ay qaboojiyaha isticmaalayaan. “Isticmaalka qaboojiyaha waa in qawaaniin loo sameyaa” ayay tiri. “Waa inaysan u ogolaan inay qaboojiyaha raashin ka soo qaataan, sababta oo ah waalidku ayey masuuliyad ka saarantahay inay gooyaan waxa ay cunayaan.”

## Waxyaabaha ku caawiya

- Caruurta ka dhig kuwa ubarta inay cabaan biyaha cad intay cabi lahaayeen soodhada marka ay oomaan.
- Haddey caruurta jecelyihiin sharaabka, waxaad ugu badashaa midka aan sonkorta lahayn ee liimonatiga iyo frutka la miiray.
- Waqtiga raashinka la cunayo Telefishinka la damiyo.
- Raashinka fudud sida canabka, sabiibka, ama formaajaha subagga yar ee xabad xabad loo cuno horey ha loo sii qaato.
- Marka uu qoyska uu guriga ka fogyahay ahna xilliga raashinka la cuni lahaa, raashinka horey loo sii qaato inta meel rashinka deg-degga lagu diyaariyo aad wax laga cuni lahaa.
- Waxaad cunuga bartaa cayaaraha aad adiga cayaari jirtay marka aad caruurta ahayd.

**Caruurta cayaaraha ha lala cayaaro. Suuqa raashinka jiro marka aad aadid wareeg kale oo dheeraad ah ku dar.**

Marka ay caruurta sanada toban jirrada galaan, waalidka waxaa loo baahanyahay inay caruurta xoogaa u daayaan inay aayahooda maamulaan siiba marka ay guriga ka fogyihiin, laakin xeerarka ku taxluuqa cuntada waa inaan laga tagin. “Waalidku waa inay yiraahdaan, ‘Kan waa jadwalka cuntada la cuno. Haddaysan gaajo ku haynin, dhinac ayaan kuu dhigaya si aad waqti dambe aad u cuntid’ ” ayey tiri Dietz. Dhalinyarda ku soo kora guryo laga horumarinayo hababka cuntada wanaagsan waxay dhaqamadaasi ka dhiganayaan sida kuwooda ah.

### **La yareeyo waqtiga horfariisto kombiyuutarka iyo telefshinka.**

Sahanno cilmiyeed waxaa laga soo guuriyey inay dhaqamada waddankeena ee isticmaalka fidiyowga iyo dhaqamada fiirsashada Telefshinka inay kordhinayaan jimicsi la’aan caruurtana ay u bartaan inay eegaan xayeyysiyo cunto aan nafaqo liidata leh. Waxa ugu xun oo ay waalid sameyaan waa inay Telefshan dhigaan qolka caruurta. Marka caruurta la siiyo waqti go’an ay telefshinka eegan ama fiidiyow ku cayaaraan waxay fursad u siinaysaa inay waqti ay dibadda ku cayaaraan ay helaan.

### **Guriga dibadda ha looga baxo.**

Marka surogal tahay, ku guubaabi caruurtaa inay dibadda u baxaan oo cayaaraan. Mararka qarkood, laakiin, caruurta ku korta xaafado ah kuwo nabaddu ay ku xuntahay marka dibadda lagu cayaarayo waay taasi dhalinaysaa inay caruurta waqti badan horfadhistaan Telefshinka. Haddaysan xaafaddaadu ahayn mid nabad ah, aad xarumaha jaaliyadaha ee leh qolalka jimicsiga. Si kale oo lo darso arrinkaan waa inuu qoyska oo dhan oo hawlaha ka qaybqaato.

### **Muhiimada waxay tahay in waqtiga laga faa’idaysto.**

Waalidku waa inay caruurtooda ku gubaabiyaan inay ka qaybqaataan cayaaraha sababto ah waxay siinayaan fursado ay ku jimicsadaan bulshadana u dhaxgalaan.

Sahan tirakoob oo laga qaaday caruurta dhigata darajada shanaad waxay muujiyeen in isla cayariddu ay caruurta ka dhigayso kuwo firfircoon, caruurtana ay jecelyihiin in qoysaska saaxibadooda ay waqti la qaataan.

Haddey imaato inaysan caruurtaada ka helin isboortiga meelaha naadiyada ah, fursado kale ayey haystaan: inay walaalhood kubadda koleyga kula cayaaran guriga hortiisa ama jidka u dhow, inay aabahood raacaan marka uu ku lugabaxsanayo beerta lagu nasto, amaba ay ciyarahooda so hindistaan marka ay la cayarayaan caruurta xaafadda daggan.

### **Culayska ha la saaro dhaqanka wanaagsan.**


Haddey xubnaha qoysku ay yihiin kuwo burbuuran, culays ha la saaro anshaxa cuntada la cuno, intii laga hadli lahaa oo kaliya cayil ama culayska qofka. Caruurta lagu dhega hadlo oo wax laga sheego culayskooda waxay ku dhaqaaqayaan dhaqamo gaddisan oo ayaga u daran cafiimaad xumana ka soo raacdo falalka qaldan oo ay ku dhaqaaqayaan.

Haddii cunugtaado kuu sheegto in ay u baahanyahay inay culeyska iska dhinto, marka hore culays saar in laga fiirsado waxa ay cunto iyo heerka jimicsiga, inta kalena ha loo daayo jirkeeda. Caruurtaada kala hadal sida ay u cunaan miraha furutada oo aysa macmacaan cunin iyo tillaabooyinka fiican kana leexo in aad ka hadashid oo kaliya cayilkooda.

### **Si tartiib ah isbadalku ha u dhaco.**

Sida isbadal loo sameyo waa adagtahay, marka waxba ha is lurin oo si tartiib ah isbadalka u samee. Waa kuwaan nasteeexoyin kuu fududeenaya siduu qoyskaaga oo idil u ahaan lahaa mid caafimaadkiisa sii hagaaga:

- Habka wanaagsan ha ahaado mid lagud daydo.
- Badsashada miraha iyo qudaarta.
- U badalo waxyaabaha xoolaha nooca subagga yar.
- Sodhada ha la joojiyo.
- Cuntada inta laga cuno hoos ha loo dhigo.
- Ha la badsado waxa caloosha jilciya sida massagada.
- Rashinkaaga si fiican u cun.



## **Raashinka Fudud ee Caafimaadka Leh**

### **Qudaarta idaaman**

Si aad cunada qudaarta ugu dhigtid mid xarrago leh, waxaa kula dhadhamisa yogorta ama ama waxyaabaha lagu dhanaansado ee qudaraadka lagu miiray.

### **Karootada iyo looska shiidan**

Marka “laysku lamaaniyo kuwaan” (laamaha cagaaran ee qudaarta, looska la shiiday, iyo sabiibka) waa wax heer sare ah, caruurtuna way jeclaan doonaan karootada qaabkaan lo cunayo.

### **Canabka la qaboojiyay**

Waa tana nafaqo lagu istareexo oo caruurta ku soo celisa furfurnaan iyo awood kaddib marka ay maalin dheer ay soo mareen (rajo laga qabo inay ahayd mid waxqabad leh).

### **Dangada dhadhan lagu daray**

Dangada subagga yar oo dhadhan lagu daray—cusba qafiif lagu daray oo ka duwan subagga— kuna reebaysa dhadhanka laakiin subag aan lahayn.

## **Raashinka fudud ee layska dhowro**

### **Cabitaanka soodhada**

Sodhada ay ku jirto sonkor, kimiko, kiimikada qaxwaha, kuwaasho oo biyaha jirka ku jira meesha ka saara.

### **Macmacaan artifishaalka wata**

Macmacaan dhadahn iskudar leh, artifishaal ah kimikana ladu daray. Caruurta kama helaan wax nafaqa oo waxtar leh ama tamar macna leh macmacaankaan.

### **Nacnaca**

Ku badal nacnaca iyo shukulaatada midka nafaqada leh ee massagada laga sameeyo oo shukuulato leh.

# Maxaa laga fiiriyaa Meesha Sharaxaysa Nafaqada

Waxaa jirta aqbaar sharaxaysa nafaqada oo u baahan in si gaar loo eego. Turjumkoodana waa kuwaan.

**Si qaas ah u eeg inta uu isticmaalka la egyahay,** siiba inta jeer oo cuna ahaan la isticmaalka halkii bokis. Tani waxay kaa caawinaysaa inta ay la egtahay tamarta halki mar ee wax laga cuno (tamarta subagga).

Waxaa maalintiiba la cunaa raashin tamartiisu tahay 2,000 iyo boqol ahaan waxa laga helo.

**Kuwaan soo socda nafaqo fiican ka qaado.** Maalin kastaba cun nafaqo leh miro, qudaar, massago, ama waxa sida bariiska oo subagga yar fitaamin sarena leh, oo nafaqa sare leh, kuwaan hoos u dhigayaan inuu qoyskaaga ku dhacaan cudurka wadnaha. Nafaqada jirka dhistana waxaad ka raadsataan malayga iyo digaagga.

## Nutrition Facts

Serving Size 1 Package (283 g)  
Servings Per Container 1

Amount Per Serving  
Calories 290 (Calories from Fat 25)

|                                | % Daily Value |
|--------------------------------|---------------|
| <b>Total Fat</b> 2.5 g         | <b>4%</b>     |
| Saturated Fat .5 g             | <b>3%</b>     |
| Trans Fat 0 g                  |               |
| <b>Cholesterol</b> 25 mg       | <b>7%</b>     |
| <b>Sodium</b> 680mg            | <b>29%</b>    |
| <b>Total Carbohydrate</b> 52 g | <b>17%</b>    |

|                               |           |
|-------------------------------|-----------|
| Sugars 20 g                   |           |
| Dietary Fiber 1 g             | <b>4%</b> |
| <b>Protein</b> 14 g           |           |
| Vitamin A 30% • Vitamin C 10% |           |
| Calcium 2% • Iron 2%          |           |

Nafaqada aad maalintii qaadatid raashinka dufanka leh yeysan ka badan boqolkiiba 30.

**Kuwaan soo socdo nafaqo yar ka qaado.** Marka la cuno cunto dufan badan, subagga, cusbo waxay keenayaan cudurrada wadnaha, qaar kaansar, iyo dhiig karkar. Dhimista waxaan waxay cunugaaga noloshiisa siinaysaa bilow nolo caafmaad ee asaga ama ayda ay hesho.

Tirada sonkorta waa sonkorta caadiga ah (sida mida laga helo qudaarta ama waxaa caanaha ka yimaada) iyo sonkorta lagu daro mar la diyaarinayo. Guud ahaan waxaa fiican in sonkorta 10 garaam hoos loogu dhigo halkii mar ee wax la cunayo.

# Maxaa raashinka la isla cuno ka dhigaya mid wanaagsan

Caruurta wax la cunta qoyskooda qiyaastii afar jeer usbuucii waxa badan ayey ka cuna miraha, qudaarta, massagada, raashinka leh kalsiyum, wax ka cuna rashin la shiilay, sodha ka yar caba caruurta aan qoyska wax la cunin, sida laga soo xigtay cilmi sahan ay qaadeen suxufiyiinta Jaamacadda Minnesota.

Sabab? Waalidka ayaa dooranya waxa la cunayo, qofkastana wuxuu cunayaa isla raashinkaa la wada cunayo taaso oo xoojinaysa dhaqan wanaagsan.

Mid kamid waxyabaha ugu roon ee caruurta u soo jeediya raashinka ay walidkooda cunaan. Xaqiiqadii haddan rabno caruur caafimaad qaba, waalidka waa inuu u noqda kuwa lagaga daydo dhaqanka wanaagsan.

Nacfiga laga helo marka wadajir wax loo cunayo waxay sii dhaafaysaa cafimaadka jirka ah. Suxufiyiinta waxey soo xaqijiyeen in caruurta cunta la cunta qoyskooda todoba ama ka badan usbuuci iany darajada bundadooda sarreyso, madluudnima ma laha, waana kuwa aan laga filan inay qamri, sigaar ama maruwaana cabaan mark la barbadhigo caruurta laba jeer usbuuci qoyskooda wax la cuna.

Waxaa aan ka hadlayno raashin kaliya maaha ee waxaa jirta waxa wadawadaaga ka dhaxeya qoys ahaan. Rashiinka marka la wadacunayo cunug waliba waxuu ka hadlayaan waxaa maalinta uu soo maray, waxa ka yaabiyay iyo waxa uu su'aalo ka qabo, isdhaafsiga fikradaha, iyo waxa ay yihiin asluubta fiican. Waana marka ugu fiican ee farxadda iyo qosolka laysdhaafsado si wadajif ah!

# Ha lagu Dhaqaaqo!

Jimicsiga maaha hawl adag. Haddey caruurta yihiin kuwo socod gala taasi waa jimicsi. Taasi macnaheedu waa caayaraha waa jimicsi, marka ku gubaabbi inay caruurta dibadda ku soo ciyaaraan xitaa meel xirran (hadday taasi ahayn mid ka duwan daawashada telefishinka) waa furaha ah inay caruurta jimicsadaan.

Hal saac oo jimicsi adag ayaa ayaa lagula taliya cunuga caadiga ama dhalinyarada caadiga ah.

Lixdankaan daqiiqo ee dhaqdhaqaaqa ah waaxa laysugu gayn karaa qayba kala duwan ee maalintaa dhacay. Kuwaan waxay noqon koraan cayaaraha orodka, daansiga, iyo tartanka xariga laga boodayo—hadba kii caruurta ku kallifaya inay dhaqdhaqaaqaan.

Iska jira, inkasto dantaada waalid ahaan ay tahay midda ugu fiican, marka aad isku daydid inaad cunugaaga uu sameeyo waxkasta waxay dhalin kartaa dhibaato. Waalidka waa inay xasuustaan inaysan caruurta aysan qasbi karin inay jimicsadaan.

Dhammaan waalidka waxay canugooda ku caawin karan inuu barto siduu masuuliyad uu u qaadi lahaa jirkiisa iyo inay xanaano fiican ay sameyaan sababto ah waa ay awoodi karaan.

## Nacfiyada Caafimaadka Maskaxda

Inkasto la hubo inuu jiro nacfi soo gaara jirka marka jimicsi la saameyo, nacfiga dhaqdhaqaaqa wuxu uu u gudbayaa niyadda iyo wanaagsanaanta.

Jimicsiga waxaa lala xiriira arrimo badan oo la xiriira horumarka caafimaadka maskaxda shacuurtaada, oo kamid yihiin marugada iyo walwalka oo hos u dhacda, hagaaga qalbiga iyo isku kalsoonida, iyo ayada oo kor u qaadaysa tayada nolosha.

Heerka sare ee dhaqdhaqaaqa ee caruurta waxaa lagu arkaa heerka hoose ee aqlaaqumada iyo inay kor u qaado darajada fiican ee machadka. Caruurta uu dhaqdhaqoodu yaryahay maalintii waxaa

dhici karta inaysan u soo wadajeedin waxbarashada taaso keenta inay tayadooda gaabiso. Marka jimicsiga helaan, caruurta waxay awoodooda u jeedinayaan waxyaabo fiican iyo dugsi ay dhigtaan.

## Istareex: Waa Magaca Loollanka

Ka dhigida caruurta iany ahaadaan kuwo dhaqdhaqaaqa bilaha qaboobaha waa arrin adag. Nasiib wanaag meelaha qabowga kaa celinaya ee nadiiyada isbootiga aya kaa celinaya hawad xun ee dibadda ka jirta.

Ururada ay kamid yihiin, YMCA iyo YWCA waa kuwa ah naxariis, kala duwanaan, wanaag, iyo fikirka horey u soconaya. Waxaa jira fasalo caruurta kaliya loogu talagalay oo meelkasta laga helo iyo fursado sida “Habeenka Jimicsiga Caruurta (Kid’s Exercise Night)” iyo Yoogada iskala bixinta ee caruurta.

Barnaamijyadaan waxay ku xooga saaraan in cayaar niyad furan oo ay caruurta aad u jecelyihiin oo ka fudud erayga ‘jimicsi’ kaaso didiya. Wakhti la socodka, ururada naadiyada waxay soo bandhigaan jimicsiyo leh hip-hop iyo waxa ay ka helaan dhalinyarada.

Gebi ahaamba Maraykanka, waxaa aad u soo badanaya goobaha jimicsiga waxayna waalidka iyo caruurta ku gubaabiyaan inay qaatan jimisiyada caadiga, Pilates, ama kuwa dabaasha ayagoo wadajir ah. Marka aad kamid tahay ururka naadiyada caafimaadka waxey leeyihiin wax la mutaysi leh, uma baahnid inaad caarurta aad wax ku toosisid. Waxyaabaha iska yar yar—sida xayawanka beerta lagu nasto lagu so wareejiyo, meelo lagu ordo, aad caleenta geedaha aruurisid, ama aa miyusiimka aadid—waxay isbadal wayn u tahay nolosha caafimaadka qoyskaaga.

Xusuusnow, jimicsiga waa wax raaxa leh marka ay kula wadaagaan saxiibada ama qoyskaaga. Hawlaha jirka waa ay sii soconaya hadday dadka ka helaa, haystaan wax taageraa, iyo inaad ku biirtid si uu isbadal uu u dhaco.



**Medtronic**  
FOUNDATION

© 2005

Mar kale ayaa la daabacay ayaado fasax laga haysto  
Mpls/St. Paul Magazine.

# Cómo criar niños sanos

Spanish

**L**ोगrar que los niños coman los alimentos apropiados y se despeguen del televisor para ir afuera a jugar puede ser un gran reto. Es muy importante tomarse el tiempo para establecer las reglas de la casa sobre comer y mientras los niños son chicos. Los estudios demuestran que los niños que tienen buenos hábitos de alimentación y de hacer ejercicio crecen teniendo menos problemas de salud y hasta les va mejor en la escuela. Para ayudar a los padres con el laberinto de información sobre nutrición y ejercicio, este folleto resume algunos consejos útiles que pueden conducir a su familia al camino de la buena salud.

## Cómo comenzar

Pam Van Zyl York, presidenta de la organización Action for Healthy Kids Minnesota, una organización que trata sobre la nutrición en la niñez, atribuye poderes a los padres al darles las herramientas correctas para guiar a sus niños y alejarlos de las malas elecciones – como las bebidas gaseosas endulzadas – hacia buenas elecciones que les ayudarán a crecer saludablemente.

Para los padres, inculcar y reforzar buenos hábitos no siempre es fácil. “Se necesita disciplina para poder decir, ‘Tienes esta opción y tienes esta otra,’ en vez de darles rienda suelta a los niños,” dice ella. Van Zyl York lo sabe; siendo madre, trabaja con las escuelas, comunidades y otros grupos para inculcar buenos hábitos de alimentación y ejercicio en los niños.

Cerca del 16 por ciento de los niños y adolescentes tienen sobrepeso. En los últimos veinte años, la tasa de problemas por peso se ha duplicado en los niños y triplicado en los adolescentes, conduciendo a tasas en aumento de enfermedades que antes afectaban mayormente a los adultos, tales como enfermedad del corazón y diabetes tipo II. Otros efectos secundarios de una mala nutrición pueden incluir problemas para dormir, dolor en las articulaciones, problemas del hígado, dientes y encías no sanos e hipertensión.

Los siguientes consejos son algunas cosas que se deben recordar conforme usted comienza a hacer elecciones saludables en su casa:

### Mantenga los alimentos saludables accesibles.

Los niños comerán lo que haya disponible y no adquirirán gusto por lo dulce, salado y alimentos grasosos. Por ejemplo, Van Zyl York guarda una bolsa de zanahorias en el

refrigerador para que sus niños las coman. “Mis niños se las comen al igual que otros niños comen papitas,” dice ella. Muchas veces los niños prefieren los alimentos más saludables y los padres no se dan cuenta. En sus investigaciones, los adolescentes indicaron que uno de sus alimentos favoritos son las fresas (frutillas) frescas. “Con frecuencia olvidamos que las papitas y los chocolates no son sus alimentos favoritos,” dice ella.

### Si es posible, vaya solo al supermercado.

El tiempo y las presiones culturales con frecuencia socavan los esfuerzos de los padres de alimentar bien a sus niños, lo que puede hacer que las compras del supermercado sean particularmente difíciles. Con tantas presiones que se imponen a los niños con los

anuncios y mercadotecnia agresiva, los niños fastidian a sus padres para que les compren ciertos alimentos, y tienden a ser alimentos no saludables que tienen un alto contenido de azúcar y grasa, y muy pocos o nada de nutrientes.

### No tenga miedo de decir no.

Ultimadamente, los padres deben recordar que ellos tienen el control de la alimentación de sus niños, dice William Dietz, pediatra y director de la división para la nutrición y actividad física del Centro para el Control y Prevención de Enfermedades. “Los padres deben dar estos pasos,” dice. “No necesitan explicar por qué. Los padres piensan que los niños tienen que estar de acuerdo con ellos, cuando de hecho, ellos tienen el derecho de tomar estas decisiones porque son mayores.”

Dietz también recomienda que los niños pidan permiso a los padres de tener acceso al refrigerador. “Deben haber reglas sobre el acceso al refrigerador,” dice él. “No se les debe permitir ir al refrigerador y sacar comida,

## Consejos útiles

- Acostumbre a sus niños a beber agua en vez de bebidas gaseosas o jugo cuando tengan sed.
- Si a sus niños les gusta el jugo, intente sustituirlo por limonada sin azúcar o fruta fresca.
- Apague el televisor durante las comidas.
- Tenga refrigerios saludables que se puedan llevar, tales como uvas, pasas o tiritas de queso mozzarella.
- Cuando la familia vaya a estar fuera de casa a la hora regular de una comida, prepare un almuerzo para llevar en vez de ir a un restaurante de comida rápida.
- Enseñe a los niños los juegos que usted jugaba afuera cuando era niño(a).

porque los padres son los que deciden qué van a comer.”

Conforme los niños se acercan a la adolescencia, los padres tienen que dejar un poco del control cuando sus niños no están en casa, pero las reglas de la casa sobre nutrición deben seguir. “Los padres deben decir, ‘Esto es lo que vamos a cenar. Si no tienes hambre, lo guardare para que lo comas más tarde,’” dice Dietz. Es muy probable que los adolescentes que crecen en una casa en que se promueven buenos hábitos de alimentación los adopten como propios.

### **Limite el tiempo de televisión y computadora.**

Varios estudios sugieren que los hábitos de nuestro país con respecto a los juegos de video y la televisión, juegan un papel en promover la inactividad y en exponer a los niños a anuncios de alimentos con bajo valor nutricional. La peor cosa que los padres pueden hacer es colocar un televisor en la habitación de un niño. El limitar el tiempo en que un niño puede ver la televisión o jugar juegos de video realmente puede ayudar a que jueguen afuera.

### **Salgan de casa.**

Cuando sea posible, anime a sus niños a jugar afuera. No obstante, algunas veces los niños que crecen en vecindarios en donde es inseguro jugar afuera, están frente al televisor por más tiempo. Si su vecindario no es un lugar seguro para que los niños jueguen, encuentre un lugar seguro, tal como un gimnasio o centro de la comunidad, para que hagan ejercicio. Otra manera es realizando actividades juntos.

### **Pero principalmente, diviértanse.**

Los padres también deben animar a sus niños a participar en deportes porque proveen ejercicio y oportunidades de interacción social.

Un estudio realizado con alumnos de quinto grado demostró que la diversión es la razón principal por la que los niños se mantienen activos, y les encanta pasar tiempo

con sus familias y amigos. Aunque a sus niños no les gusten los deportes organizados, siguen teniendo opciones: jugar un juego de baloncesto con un hermano en la entrada al garaje o en la calle, caminar al parque de la comunidad con papá, o inventar sus propios juegos con los niños del vecindario.

### **Concéntrase en buenos hábitos.**

Si los miembros de la familia tienen sobrepeso, concéntrase en alimentarse saludablemente y hacer ejercicio en vez de hablar sobre el peso. Los adolescentes o niños que escuchan muchos comentarios sobre el peso se sienten mal de sí mismos y están más propensos a tener comportamientos de alimentación no saludables.

Si su adolescente le dice que piensa que necesita bajar de peso, animelo(a) mejor a concentrarse en lo que está comiendo y su nivel de actividad física, y a dejar que su cuerpo haga el resto. Hablen de lo bueno que es comer fruta de postre en lugar de hablar de peso.

### **Cambien gradualmente.**

Hacer cambios es difícil, no se la ponga difícil a usted mismo y haga los cambios gradualmente. Estos son algunos consejos para que sea más fácil que toda la familia se mantenga más saludable:

- Dé el ejemplo con comportamientos saludables.
- Coman más frutas y verduras.
- Cambien a productos lácteos con bajo contenido de grasa.
- Eliminen las bebidas gaseosas.
- Disminuyan las porciones de los alimentos.
- Aumenten el consumo de granos enteros.
- Disfruten su comida.

## **Refrigerios saludables**



### **Brochetas de frutas**

Para que sea más fácil y divertido comer fruta fresca, haga brochetas de frutas para sumergirlas en yogur o aderezo para frutas.

### **Zanahorias cortadas en tiras con mantequilla de cacahuete (maní)**

Aunque el bocadillo conocido como “hormigas en un tronco” (apio, mantequilla de cacahuete y pasas) es un clásico, a los niños igual les encantará esta versión con zanahorias.

### **Uvas congeladas**

Este es un refrigerio nutritivo, divertido, que refresca, da energía y repone a los niños que están cansados después de un largo día (ojalá que lleno de actividad).

### **Palomitas de maíz condimentadas**

Bajas en grasa por naturaleza, las palomitas de maíz infladas con aire – sazonadas con sal sazonzadora en vez de mantequilla – tienen todo el sabor pero sin la grasa.

## **Refrigerios que se deben evitar**

### **Bebidas gaseosas (refrescos)**

Las bebidas gaseosas tienen mucho azúcar, conservadores y cafeína, y todos causan deshidratación.

### **Pastelillos horneados de fábrica**

Los productos horneados tienen muchos aditivos, saborizantes artificiales y conservadores. Los niños no obtienen nutrientes necesarios ni reservas de energía de este tipo de refrigerios.

### **Barras de dulce**

Reemplace las barras de dulce con una barra de granola y chocolate de algarroba.

# Qué ver en una etiqueta de información nutricional

Hay mucho más en una etiqueta de información nutricional de lo que uno ve. Esta es una traducción.

## Nutrition Facts

Serving Size 1 Package (283 g)  
Servings Per Container 1

**Amount Per Serving**

**Calories** 290 **Calories from Fat** 25

**% Daily Value**

|                                |            |
|--------------------------------|------------|
| <b>Total Fat</b> 2.5 g         | <b>4%</b>  |
| Saturated Fat .5 g             | <b>3%</b>  |
| Trans Fat 0 g                  |            |
| <b>Cholesterol</b> 25 mg       | <b>7%</b>  |
| <b>Sodium</b> 680mg            | <b>29%</b> |
| <b>Total Carbohydrate</b> 52 g | <b>17%</b> |
| Sugars 20 g                    |            |
| Dietary Fiber 1 g              | <b>4%</b>  |
| <b>Protein</b> 14 g            |            |
| Vitamin A 30% • Vitamin C 10%  |            |
| Calcium 2% • Iron 2%           |            |

**Fíjese bien en el tamaño de la porción**, particularmente cuántas porciones hay en un paquete. Esto le ayudará a determinar cuántas porciones (y calorías provenientes de grasa) está consumiendo.

Porcentajes en base a una dieta de 2,000 calorías diarias.

**Consuma suficientes de estos nutrientes.** Coma una alimentación rica en frutas, verduras y alimentos de granos enteros, pues son bajos en grasa, tienen un alto contenido vitamínico y alto contenido de fibra, y pueden reducir el riesgo de enfermedad del corazón. Cuando se trate de proteína, asegúrese de obtenerla consumiendo carnes magras tales como pescado y aves.

Tenga cuidado que el porcentaje de calorías diarias provenientes de grasa no exceda el 30 por ciento.

**Limite estos nutrientes.** Comer demasiada grasa, colesterol y sodio puede aumentar el riesgo de enfermedad del corazón, algunos tipos de cáncer y alta presión. El limitar estos elementos ahora le da a su niño un adelanto para una vida más sana.

La cantidad de azúcar indicada incluye tanto azúcares naturales (tales como las presentes en las frutas y productos lácteos), como azúcares añadidos durante el proceso. Como regla general, consuma alimentos que contengan menos de 10 gramos de azúcar por porción.

## Por qué el comer juntos hace diferencia

Según un estudio llevado a cabo por investigadores de la Universidad de Minnesota, los niños que comen con sus familias al menos cuatro veces a la semana comen más frutas, verduras, granos enteros y alimentos ricos en calcio, comen menos alimentos fritos y beben menos bebidas gaseosas que los niños que no lo hacen.

¿Por qué? Los padres deciden qué servir, y el que todos coman los mismos alimentos es una manera muy buena de reforzar los buenos hábitos.

Uno de los factores más fuertes y más importantes que influyen en la alimentación de los niños es lo que los padres comen. Si realmente queremos que los niños coman saludablemente, los padres tienen que poner el ejemplo también.

Los beneficios de comer juntos van más allá de la salud física. Los investigadores encontraron que los adolescentes que comían siete o más comidas a la semana con sus familias tenían calificaciones más altas, estaban menos deprimidos y estaban menos propensos a tomar, fumar o usar marihuana que los niños que comían con sus familias menos de dos veces a la semana.

No se trata sólo de la comida, sino también de pasar un tiempo juntos en familia. Las comidas son una oportunidad para las familias de enterarse cómo están los demás y compartir las cosas buenas y malas del día, discutir y compartir ideas, y sus valores. Y lo más importante, ¡reír juntos!

**Pídales a sus niños que le ayuden a cocinar. Hagan un concurso de salto de cuerda – o saquen su aro Hula-Hoop.**

# ¡A moverse!



Hacer ejercicio no tiene que ser difícil. Siempre y cuando los niños se estén moviendo, están haciendo ejercicio. Esto significa que jugar es hacer ejercicio, por lo que animar a sus niños a salir afuera a jugar o hasta jugar adentro (siempre y cuando no sea frente al televisor o la computadora) es clave para que los niños empiecen a moverse.

Una hora de actividad vigorosa, intensa se recomienda para el niño o adolescente promedio.

Estos sesenta minutos de actividad pueden acumularse durante el día en segmentos. Puede ser un juego rápido de “las traes”, una fiesta con baile, un concurso de saltar la cuerda – cualquier cosa que haga que sus niños se muevan.

Tenga cuidado, aún y cuando sus intenciones como padre pueden ser las mejores, presionar demasiado a su niño para hacer cualquier tipo de actividad puede ser contraproducente. Los padres deben entender que no pueden obligar a su niño a hacer ejercicio.

Todo lo que los padres pueden hacer es ayudar a que sus niños aprendan a ser responsables de sus propios cuerpos y a cuidarse a sí mismos porque ellos pueden y quieren hacerlo.

## Los beneficios para la salud mental

Mientras los beneficios físicos del ejercicio son obvios, las ventajas de la actividad se extienden también hacia el bienestar mental y emocional.

Al ejercicio se le ha atribuido una variedad de beneficios psicológicos, incluyendo la disminución de depresión y ansiedad, mejores estados de ánimo, mayor confianza en sí mismo y un mayor sentido de la calidad de vida en general.

Se ha demostrado que los niveles de actividad más altos en los niños disminuyen las tasas de comportamiento delincuente y mejoran el desempeño académico. Los niños que no se mantienen activos durante el día pueden tener problemas para concentrarse en la escuela, lo que conduce a un desempeño menor. Al hacer

ejercicio, los niños pueden gastar su energía de manera positiva y concentrarse más en la escuela.

## Diversión: el nombre del juego

Mantener a los niños activos durante los fríos meses de invierno puede ser particularmente difícil. Afortunadamente, los centros deportivos ofrecen una alternativa accesible al clima desagradable en un medio bajo techo.

Las organizaciones YMCA y YWCA fomentan la amabilidad, diversidad, benevolencia, y ahora, el pensar hacia el futuro. Las clases exclusivas para niños se ofrecen en muchas ubicaciones con opciones tales como “Noche de ejercicio para niños” y “Yoga para niños.”

Estos programas hacen énfasis en divertirse, lo que es más atractivo para los niños que la palabra ‘ejercicio’, la cual puede alejarlos. Manteniéndose al día con las últimas tendencias, los centros deportivos ofrecen programas que unen el ejercicio y lo que está de moda para adolescentes y adultos jóvenes.

En todos los Estados Unidos, más y más instalaciones deportivas están animando a los padres y a sus niños a participar en ejercicios aeróbicos, Pilates, o clases acuáticas juntos.

Aunque pertenecer a un club deportivo es una ventaja, no lo necesita para fomentar la actividad entre los niños. Cosas sencillas – llevar al perro a pasear, correr entre los irrigadores de césped, juntar una pila de hojas secas para brincar en ella o visitar un museo – harán una gran diferencia en la salud de su familia.

Y recuerde, el ejercicio puede ser más divertido cuando un amigo o miembro de la familia lo comparte con usted. Es probable que la actividad física continúe si los padres la disfrutan, tienen a alguien que los apoye para realizar la actividad y se une a ellos para mantener los cambios.



**Medtronic**  
FOUNDATION

© 2005

Reimpreso con permiso de la revista Minneapolis/St. Paul Magazine.

**No enciendan el televisor durante las comidas. Hagan una fiesta de cumpleaños en un patinadero.**

# **Appendix E: School Wellness Policy Assessment Tool**

# School Wellness Policy Assessment Tool

This assessment tool should be completed by the School Wellness Champion and their Wellness Team (members can include teachers, other staff, students, parents, community partners).

Completion of the assessment tool will help team members determine where their school is currently at with meeting the expectations of the district's *Wellness Policy 6690* as outlined in the *Principals' Wellness Policy Implementation Manual* and the *Wellness Champions Toolkit*. A progress evaluation of each school's progress will be completed by school personnel during each school year (more information to follow at a later date).

## Questions

If you have questions about the assessment tool, please contact Julie Danzl, Health Related Services – Steps Project, at 612-668-5451 or [Julie.danzl@mpls.k12.mn.us](mailto:Julie.danzl@mpls.k12.mn.us).

## Instructions

The chart below is excerpted from the district's *Wellness Policy 6690*. Not all items from the wellness policy are listed, rather only those sections that school principals are responsible for implementing.

Taking the chart below, the school's Wellness Team should determine if a particular section of the wellness policy is either *Fully In Place* or *Partially In Place* at their school, and place an 'X' where appropriate. Keep the results of your assessment tool; you will need it for the evaluation report that will be turned in to the district at a later date (more information will be provided in the near future).

Each item below contains a reference in italicized parentheses that refers to the Wellness Policy Implementation Chart outlined in both the principals' manual and champions' toolkit. Please refer to that manual/toolkit for more information on specific items.

## A. Food and Beverages In Schools

| <b>Wellness Policy Language</b><br>(The number and letter that follow each policy language item in italicized parentheses – e.g., <i>(2-a)</i> – refers to the section that item is taken from in the original wellness policy.) | <b>Year of Implementation</b><br>Y1 = Year 1<br>Y2 = Year 2<br>Y3 = Year 3 | <b>Fully in Place</b><br>X | <b>Partially in Place</b><br>X | <b>Not in Place</b><br>List steps you will take to meet implementation deadline; list challenges/barriers to implementation |
|--|--|----------------------------|--------------------------------|---|
| <b>Food Safety</b>   |  |                            |                                |   |
| 1. All food sold/served to students is prepared in health-inspected facilities under the guidance of food safety certified staff. <i>(2-a)</i>   | Y3   |                            |                                |   |
| 2. The district will provide student access to hand washing or hand sanitizing before students eat any meals or snacks. <i>(2-b)</i>   | Y2   |                            |                                |   |
| <b>Scheduling of Meals</b>   |  |                            |                                |   |
| 3. School sites will make every effort to provide sufficient time for all students to eat in the school cafeteria and will schedule meal periods at appropriate times during the school day. <i>(3-a)</i>                        | Y1   |                            |                                |   |
| 4. Providing students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes to eat after sitting down for lunch <i>(3-a)</i>   | Y1   |                            |                                |   |
| 5. Arranging for accommodations for students who need more time to finish their lunch <i>(3-a)</i>   | Y1   |                            |                                |   |
| 6. Scheduling meal periods at appropriate times i.e. lunch should be served between 10:50 AM and 1PM <i>(3-a)</i>  | Y1   |                            |                                |   |
| 7. Scheduling lunch periods to follow recess periods in <b>elementary schools</b> to increase student nutrient intake and reduce food waste; <i>(3-a)</i>  | Y1   |                            |                                |   |
| 8. Offering attractive dining areas which have enough space for seating all students scheduled for that meal period <i>(3-a)</i>   | Y3   |                            |                                |   |
| 9. Schools will evaluate their open campus <b>[secondary schools]</b> policy taking into consideration the food choices that students make when they are able to leave campus <i>(3-a)</i>                                       | Y1   |                            |                                |   |

| <p align="center"><b>Wellness Policy Language</b></p> <p>(The number and letter that follow each policy language item in italicized parentheses – e.g., <i>(2-a)</i> – refers to the section that item is taken from in the original wellness policy.)</p>   | <p align="center"><b>Year of Implementation</b></p> <p>Y1 = Year 1<br/>Y2 = Year 2<br/>Y3 = Year 3</p> | <p align="center"><b>Fully in Place</b></p> <p align="center">X</p> | <p align="center"><b>Partially in Place</b></p> <p align="center">X</p> | <p align="center"><b>Not in Place</b></p> <p>List steps you will take to meet implementation deadline; list challenges/barriers to implementation</p> |
|--|--|---|---|---|
| <p>10. The district and individual school sites will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfast that encourage participation, including “grab and go” breakfast, breakfast in the classroom, or breakfast during morning break. <i>(3-b)</i></p>   | <p align="center">Y2</p>   |   |   |   |
| <p><b>Food and Behavior</b></p>  |  |   |   |   |
| <p>11. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan, behavior intervention plan, or a 504 Individual Accommodation Plan). <i>(4-a)</i></p>   | <p align="center">Y1</p>   |   |   |   |
| <p><b>Fundraising</b></p>  |  |   |   |   |
| <p>12. Fundraising efforts will be supportive of healthy eating by emphasizing the sale healthy food items or of non-food items <i>(5-a)</i></p>   | <p align="center">Y1</p>   |   |   |   |
| <p>13. Fundraising activities which involve the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus. <i>(5-b)</i></p>  | <p align="center">Y1</p>   |   |   |   |
| <p>14. Students and staff will be prohibited from personal fundraising efforts that include the sale of foods or beverages on campus <i>(5-c)</i></p>  | <p align="center">Y2</p>   |   |   |   |
| <p>15. The district will make external organizations (e.g. parent teacher organizations, booster clubs, etc.) using school property aware of the policy regarding fundraising with food and beverage items and will encourage them to adopt the same policy. The district wellness committee will supply a list of healthier food choices and other choices for fundraising and will offer to help source certain items as is feasible. <i>(5-e)</i></p> | <p align="center">Y1</p>   |   |   |   |

| <p align="center"><b>Wellness Policy Language</b></p> <p>(The number and letter that follow each policy language item in italicized parentheses – e.g., <i>(2-a)</i> – refers to the section that item is taken from in the original wellness policy.)</p>  | <p align="center"><b>Year of Implementation</b></p> <p>Y1 = Year 1<br/>Y2 = Year 2<br/>Y3 = Year 3</p> | <p align="center"><b>Fully in Place</b></p> <p align="center">X</p> | <p align="center"><b>Partially in Place</b></p> <p align="center">X</p> | <p align="center"><b>Not in Place</b></p> <p>List steps you will take to meet implementation deadline; list challenges/barriers to implementation</p> |
|---|--|---|---|---|
| <b>Celebrations</b>   |  |   |   |   |
| <p>16. Classroom celebrations should encourage healthy choices and portion control and not include more than one item that does not meet the requirements for foods sold outside of the reimbursable meals menus. <i>(6-a)</i></p>  | <p align="center">Y1-Y3<br/>Ongoing process</p>  |   |   |   |
| <b>Sharing Foods and Beverages</b>  |  |   |   |   |
| <p>17. Schools should not allow students to share their food or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children’s diets. <i>(7)</i></p>  | <p align="center">Y1</p>   |   |   |   |
| <b>Snacks</b>   |  |   |   |   |
| <p>18. Snacks served during the school day or in after school care or enrichment programs will make a positive contribution to children’s diets and health. The district will work towards serving whole grains, fruits, vegetables and low-fat dairy as the primary snack items <i>(8)</i></p>   | <p align="center">Y1</p>   |   |   |   |
| <b>Foods Sold Outside of the Reimbursable Meals Menus</b>   |  |   |   |   |
| <p>19. The district will recognize that the purpose of all foods sold outside of the reimbursable meals menu are for in between or as an addition to balanced meals. Foods and beverages sold or served on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will be limited to the following: At elementary schools - reimbursable mean menu items, fruits; vegetables; lowfat dairy items, yogurt; At middle/junior and high schools - Reimbursable meal menu items; Foods that contain 7 grams of fat or less per serving; Foods that do not have sugar or other caloric sweeteners as the first ingredient <i>(9)</i></p> | <p align="center">Y1</p>   |   |   |   |

| <b>Wellness Policy Language</b><br>(The number and letter that follow each policy language item in italicized parentheses – e.g., <i>(2-a)</i> – refers to the section that item is taken from in the original wellness policy.)     | <b>Year of Implementation</b><br>Y1 = Year 1<br>Y2 = Year 2<br>Y3 = Year 3 | <b>Fully in Place</b><br>X | <b>Partially in Place</b><br>X | <b>Not in Place</b><br>List steps you will take to meet implementation deadline; list challenges/barriers to implementation |
|--|--|----------------------------|--------------------------------|---|
| <b>Beverages - ALLOWED for sale in all Minneapolis Public Schools</b>  |  |                            |                                |   |
| 20. Unflavored or flavored low fat or fat free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA) <i>(10)</i>  | Y1   |                            |                                |   |
| 21. Water without added caloric sweeteners or artificial sweeteners <i>(10)</i>  | Y1   |                            |                                |   |
| 22. 100% juice <i>(10)</i>   | Y1   |                            |                                |   |
| <b>Beverages - NOT allowed for sale in all Minneapolis Public Schools</b>  |  |                            |                                |   |
| 23. Soft drinks containing caloric sweeteners or artificial sweeteners <i>(10)</i>   | Y1   |                            |                                |   |
| 24. Sports drinks <i>(10)</i>  | Y1   |                            |                                |   |
| 25. Iced teas <i>(10)</i>  | Y1   |                            |                                |   |
| 26. Fruit based drinks that contain less than 100% real fruit juice <i>(10)</i>  | Y1   |                            |                                |   |
| 27. Beverages containing caffeine, excluding lowfat or fat free chocolate milk (which contain trivial amounts of caffeine) <i>(10)</i>   | Y1   |                            |                                |   |
| <b>Portion Sizes - Except in cases where the National School Lunch Program or School Breakfast Program require a larger serving size to meet meal pattern requirements, portion sizes of the following items will be limited to:</b> |  |                            |                                |   |
| 28. One and one quarter ounces for baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, and dried fruit <i>(11)</i>   | Y1   |                            |                                |   |
| 29. One ounce for cookies <i>(11)</i>  | Y1   |                            |                                |   |
| 30. Two ounces for cereal bars, granola bars, and other bakery items <i>(11)</i>   | Y1   |                            |                                |   |
| 31. Four fluid ounces for frozen desserts, including, but not limited to, lowfat or fat free ice cream <i>(11)</i>   | Y1   |                            |                                |   |
| 32. Eight ounces for non frozen yogurt <i>(11)</i>   | Y1   |                            |                                |   |
| 33. Twelve fluid ounces for beverages, except: 16 fluid ounces for milk; and unlimited for water <i>(11)</i>   | Y1   |                            |                                |   |
| 34. Fruits and non-fried vegetables are exempt from portion size limits <i>(11)</i>  | Y1   |                            |                                |   |

| <p align="center"><b>Wellness Policy Language</b></p> <p>(The number and letter that follow each policy language item in italicized parentheses – e.g., <i>(2-a)</i> – refers to the section that item is taken from in the original wellness policy.)</p>  | <p align="center"><b>Year of Implementation</b></p> <p>Y1 = Year 1<br/>Y2 = Year 2<br/>Y3 = Year 3</p> | <p align="center"><b>Fully in Place</b></p> <p align="center"><b>X</b></p> | <p align="center"><b>Partially in Place</b></p> <p align="center"><b>X</b></p> | <p align="center"><b>Not in Place</b></p> <p>List steps you will take to meet implementation deadline; list challenges/barriers to implementation</p> |
|---|--|--|--|---|
| <b>Food Marketing</b>   |  |  |  |   |
| <p>35. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals sold outside of the reimbursable meals menu <i>(12-a)</i></p> | <p align="center">Y1</p>   |  |  |   |
| <p>36. School-based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruit, vegetables, whole grains, and low fat dairy products is encouraged <i>(12-b)</i></p>  | <p align="center">Y1</p>   |  |  |   |

## B. Nutrition Education

| <b>Wellness Policy Language</b><br>(The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)   | <b>Year of Implementation</b><br>Y1 = Year 1<br>Y2 = Year 2<br>Y3 = Year 3 | <b>Fully in Place</b><br>X | <b>Partially in Place</b><br>X | <b>Not in Place</b><br>List steps you will take to meet implementation deadline; list challenges/barriers to implementation |
|--|--|----------------------------|--------------------------------|---|
| <b>Nutrition Education</b> - Schools will provide nutrition education as a part of a holistic, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Development and adoption of Nutrition Education curricula will follow district policies 6200 and 6220 and the accompanying regulations regarding new curricula. Nutrition Education at MPS will: |  |                            |                                |   |
| 37. Develop and deliver a sequential, interdisciplinary comprehensive K-12 health education program that will be included as part of a K-12 comprehensive curriculum delivered by a licensed elementary (K-5) or Health Educator (7-12) in grade level bands: K-2, 3-5, 6-8 and 9-12 (B-a)   | Y3   |                            |                                |   |
| 38. Be offered as a part of an early and consistent program that is integrated throughout the school day and after school programs (B-b)   | Y1-Y3<br>Ongoing process   |                            |                                |   |
| 39. Use the school cafeteria as a “learning laboratory” and include enjoyable , developmentally age-appropriate, participatory activities such as taste tests, promotions, farm visits to farms and gardens (B-c)  | Y1-Y3<br>Ongoing process   |                            |                                |   |
| 40. Be culturally relevant and teach students about cross-cultural nutrition (B-d)   | Y1-Y3<br>Ongoing process   |                            |                                |   |
| 41. Link with school meal programs, other school foods and nutrition-related community services (B-e)  | Y1-Y3<br>Ongoing process   |                            |                                |   |
| 42. Provide and promote nutrition education to families and the broader community in cooperation with such agencies as WIC, Community Health Clinics, ECFE, Adult Education and other community organizations (B-f)  | Y1-Y3<br>Ongoing process   |                            |                                |   |

| <b>Wellness Policy Language</b><br>(The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.) | <b>Year of Implementation</b><br>Y1 = Year 1<br>Y2 = Year 2<br>Y3 = Year 3 | <b>Fully in Place</b><br>X | <b>Partially in Place</b><br>X | <b>Not in Place</b><br>List steps you will take to meet implementation deadline; list challenges/barriers to implementation |
|--|--|----------------------------|--------------------------------|---|
| 43. Promote a healthy lifestyle and wellness programs using district communications resources such as cable channel 15 and PSAs (B-h)  | Y1-Y3<br><br>Ongoing process   |                            |                                |   |
| 44. Train staff in stress management, nutrition education and provide general wellness resources and opportunities (B-i)   | Y1-Y3<br><br>Ongoing process   |                            |                                |   |

## C. Physical Activity

| <b>Wellness Policy Language</b><br>(The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)   | <b>Year of Implementation</b><br>Y1 = Year 1<br>Y2 = Year 2<br>Y3 = Year 3 | <b>Fully in Place</b><br>X | <b>Partially in Place</b><br>X | <b>Not in Place</b><br>List steps you will take to meet implementation deadline; list challenges/barriers to implementation |
|--|--|----------------------------|--------------------------------|---|
| <b>Physical Education</b>  |  |                            |                                |   |
| 45. The district will encourage all schools to provide students regular physical education of 150 minutes/week for elementary and 225 minutes/week for middle and high school students for the entire school year. (1-a)   | Y3   |                            |                                |   |
| 46. The district will maintain graduation requirements of two credits of both Health and Physical Education in high school. (1-b)  | Y1   |                            |                                |   |
| 47. The district will follow state compulsory instruction law which requires all students ages 7-16 (and kindergarten) to receive instruction in health and physical education. There will be no exemptions to this law (i.e., choice between band, foreign language and physical education is not permissible). (1-c) | Y3   |                            |                                |   |
| 48. Student involvement in other activities involving physical activity (i.e. interscholastic or intramural sports or elective classes such as marching band) will not be substituted for meeting the physical education requirement. (1-f)  | Y1   |                            |                                |   |
| 49. The district will establish an enrollment cap for PE class sizes to ensure adequate supervision and minimize risk of school district liability for injuries. (1-h)   | Y2   |                            |                                |   |
| 50. Schools will increase the number of physical education electives available to high school students. (1-i)  | Y3   |                            |                                |   |

| <p style="text-align: center;"><b>Wellness Policy Language</b></p> <p>(The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)</p>  | <p style="text-align: center;"><b>Year of Implementation</b></p> <p>Y1 = Year 1<br/>Y2 = Year 2<br/>Y3 = Year 3</p> | <p style="text-align: center;"><b>Fully in Place</b></p> <p style="text-align: center;">X</p> | <p style="text-align: center;"><b>Partially in Place</b></p> <p style="text-align: center;">X</p> | <p style="text-align: center;"><b>Not in Place</b></p> <p>List steps you will take to meet implementation deadline; list challenges/barriers to implementation</p> |
|--|---|---|---|--|
| <b>Integrating Physical Activity into the Classroom</b>  |   |   |   |  |
| <p>51. For students to receive the recommended amount of physical activity throughout the day (i.e. at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE (Physical Education) education class. (2)</p> <p>Toward that end:</p> | Y3  |   |   |  |
| <p>52. Classroom health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television (2-a)</p>   | Y2  |   |   |  |
| <p>53. Opportunities for physical activity will be incorporated into other subject lessons (such as science, math and social studies), where appropriate (2-b)</p>   | Y3  |   |   |  |
| <p>54. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate (2-c)</p>   | Y2  |   |   |  |
| <p>55. Schools will discourage extended periods (i.e. periods of two or more hours) of inactivity (2-d)</p>  | Y2  |   |   |  |
| <b>Daily Recess</b>  |   |   |   |  |
| <p>56. All elementary school students will have at least 20 minutes a day of supervised recess, preferably before lunch and outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment (3)</p>   | Y2  |   |   |  |
| <b>Physical Activity Opportunities Before and After School</b>   |   |   |   |  |
| <p>57. All schools will provide every student with opportunities to voluntarily participate in extra curricular physical activities that meets his or her needs interests and abilities (4-a)</p>  | Y3  |   |   |  |

| <b>Wellness Policy Language</b><br>(The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)  | <b>Year of Implementation</b><br>Y1 = Year 1<br>Y2 = Year 2<br>Y3 = Year 3 | <b>Fully in Place</b><br>X | <b>Partially in Place</b><br>X | <b>Not in Place</b><br>List steps you will take to meet implementation deadline; list challenges/barriers to implementation |
|---|--|----------------------------|--------------------------------|---|
| 58. Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time (4-d)   | Y1-Y3<br><br>Ongoing process   |                            |                                |   |
| 59. School facilities will be available to student staff and community members before and after the school day, on weekends, and during school vacations for physical activity and nutrition programs through Community Education (4-f)   | Y1   |                            |                                |   |
| 60. School communities will examine if biking and walking to school is safe and encourage students to bike and walk to school where appropriate (4-g)   | Y1-Y3<br><br>Ongoing process   |                            |                                |   |
| <b>Physical Activity and Punishment</b>   |  |                            |                                |   |
| 61. Teachers and other school and community personnel will not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment (5)   | Y1   |                            |                                |   |
| <b>Staff Wellness</b>   |  |                            |                                |   |
| 62. School staff serve as role models for students and are the key to successful implementation of student wellness programs. Therefore, the district and schools should offer staff wellness programs as well as general wellness resources and opportunities. This may include workshops and presentations on health promotion, stress management, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling. (D) | Y1-Y3<br><br>Ongoing process   |                            |                                |   |