

School Wellness in Colorado:

Findings from a Survey of Large School Districts

September 2010



**By Scott Groginsky, Senior Policy Director,
Colorado Children's Campaign**



COLORADO CHILDREN'S CAMPAIGN

Introduction

Student wellness, including nutrition and physical activity, are critical to learning and achievement. As public schools work to ensure successful academic outcomes, education professionals and policymakers are increasingly recognizing the importance of student wellness to this goal. Research links nutrition and physical activity to better student health and behavior outcomes, as well as improved academic results. In addition to public school leaders' involvement in nutrition and wellness issues, leaders in the health, philanthropic and business fields are also recognizing the important role of public schools in improving children's wellness.

This report outlines how wellness is related to student success, describes the findings of a Colorado Children's Campaign survey of key wellness policies of most of Colorado's largest school districts, summarizes recent state and federal policy initiatives in this area, and highlights options at the local, state and federal levels that promote physical education and nutrition in schools.

Why School Wellness Matters

Schools are facing new challenges in preparing students to continue their education or enter the workforce. Children's home environments are changing, while shifting economics and demographics demonstrate the need for supports that go beyond extra academic help and tutoring. Child poverty is rising faster in Colorado than anywhere else in the nation, which can lead to more students struggling to learn because their basic needs aren't being met.¹

For many children, the only opportunity they have to eat a healthy meal or engage in physical activity is at school. School-age children spend 7.5 hours a day on academic activities, which is second only to the 8-9 hours they spend per day sleeping.² During the school day, children typically eat one to two meals, plus snack food and drinks. In addition, the school environment provides students with opportunities to learn about and practice healthy nutrition and physical activity. With child obesity and diabetes rates rising, the role of schools takes on a heightened level of importance. Also, research has shown how important it is for schools to support student wellness. Specifically, a 2009 National Association of State Boards of Education (NASBE) report found that students who are healthy and physically active are more likely to be motivated, attentive and successful academically.³ Between inconsistencies found in many students' home environment, the strong correlation between good nutrition and strong academic achievement and the amount of time kids spend at school each day, it makes sense for schools to support students' health.



Student Wellness and Positive Outcomes

Research has shown that nutrition and physical activity have a strong impact on children's learning, health and behavior. Specifically, studies have found the following results:

Wellness Matters to Learning

- Hunger is shown to shorten attention spans and impede a child's concentration, making it difficult to learn.⁴
- Malnutrition and poor nutrition is linked with school failure, including lower test scores and grade repetition.⁵
- A 2008 study found that children with healthy diets performed better in school than children with unhealthy diets.⁶
- Physical activity is linked with higher academic performance, including improved math, reading and writing scores.⁷
- An emerging body of research documents the positive influences of physical activity and breakfast on cognitive functioning, favorably affecting educational outcomes.⁸

Wellness Matters to Child Health

- Neurons regulate how kids learn, and exercise has been found to increase the level of neurotrophins (the chemical responsible for neuron health) in the brain and spinal cord.⁹
- Physical activity increases the rate of blood flow which nourishes the brain with oxygen, boosting its efficiency.¹⁰
- A 2008 study found that elementary schools in Philadelphia that made healthy changes to their food and drinks experienced a reduction in obesity of their students.¹¹
- The correlation between hunger and childhood obesity is well documented.¹²

Wellness Matters to Behavior

- Compared with healthy children and adolescents, obese children and adolescents report significantly lower health-related Quality of Life (QOL) score in all domains, including physical, emotional, social, and school functioning.¹³
- Poor nutrition is tied to aggressive, disruptive and violent behavior among adolescents.¹⁴
- One study found that obese children were twice as likely to be placed in special education or remedial classes as non-obese children overweight.¹⁵



Federal and State Policy Contexts

States currently have full discretion over significant aspects of school nutrition and physical activity policies. Some states have specific policies in these areas, while others allow local school districts to set such policies – the latter being primarily the case in Colorado. The Children’s Campaign survey found that the Colorado school districts surveyed lack comprehensive requirements in these areas. This finding is consistent with policies in other states. A 2010 NASBE study of over 600 school district wellness policies nationwide concluded that “concerns about childhood obesity and overweight have not led to widespread adoption of state and local district level policies” to improve nutrition and increase physical activity and Physical Education at the middle and high school levels.¹⁶

School Nutrition Policies

Although federal law and regulation require that school meals meet minimum nutritional standards set by the U.S. Department of Agriculture (USDA), the federal government has no nutritional requirements for school snacks and beverages, which are typically referred to as “competitive foods” because they compete with school food service programs. Because of the lack of federal governance over school snacks and beverages, these policies are determined at the state and/or local school district levels. Unlike about half of other states, Colorado allows local school districts to set school snack policies. However, due to a 2008 law, Colorado now requires minimum nutritional standards for school beverages. State legislators defeated a bill in 2009 that would have required school snack standards.

Only a few of Colorado’s large school districts require nutritional standards for all snacks for all students (see chart on pages 10 and 11). Although most of these districts require nutritional standards for some snacks for some of their students, the result of this local control is that some or all students in a vast majority of the state’s large school districts have access to non-nutritious snacks in school.

According to the NASBE study, about half of school district policies throughout the nation required some nutritional guidelines for competitive foods and beverages. Specific limits on fat and sugar, however, are less prevalent at both the state and district levels, with just 34 percent of state policies and 22 percent of district policies limiting fat at the high school level; and just 24 percent of state policies and 9 percent of district policies limiting sugar. These percentages are only slightly higher for state-level and district-level policies in middle and elementary schools, and calorie limits are even rarer.¹⁷ The study notes that there are “relatively few state-level and district-level policies that adequately promote healthy nutrition environments at the middle school and high school levels.”¹⁸

For the second time in three years, the U.S. Congress is seriously considering requiring minimum federal nutritional standards for school snacks and beverages. At the time of the publication of this report, reauthorization of the federal Child Nutrition Act was pending in Congress. One aspect of the proposals in both the U.S. Senate and House of Representatives is to establish such standards to be set through rule of the USDA.



Physical Activity and Physical Education (P.E.) Policies

Colorado is one of only two states that does not require local school districts to set a minimum number of P.E. classes or credits for their students (see chart on pages 15 -17). Although nearly all large Colorado districts require some P.E. for high school graduation, only a few require P.E. for students in elementary school and middle school. School districts' reluctance to require P.E. for elementary and middle school students is discussed on page 6 under "Alternative Perspectives about School Wellness Legislation."

Only one of the 23 surveyed districts in Colorado requires a specific number of minutes of physical activity and only a few encourage or promote a specific number of physical activity minutes (see chart on pages 10 and 11). State legislators rejected a bill in 2009 that would have required a minimum number of weekly physical activity minutes in public schools.¹⁹

The Colorado Children's Campaign survey results resemble what NASBE found in other states, which is that few states have physical activity requirements outside P.E. and district wellness policies were relatively silent on meeting national standards for time requirements for P.E. or physical activity.²⁰

Local School District Wellness Policies

The current federal Child Nutrition Act, enacted in 2004, required all school districts to establish wellness policies if they receive federal reimbursement for school meal programs. This provision was codified in Colorado state statute in 2005. However, these laws only encourage – and do not require - districts to cover the three central components of nutrition standards, physical activity standards and health education. Most Colorado districts' wellness policies do address each of these issues, but as the Children's Campaign survey found, very few of the large districts require minimum standards for snacks sold to all students or physical activity. This is consistent with NASBE's 2010 national survey findings – that in many areas, state- and district-level policies are "simply not addressing critical components of school nutrition and physical activity policy at any level (elementary, middle or high school)."²² In addition, NASBE reported in 2009 that a nationwide survey of school and community health professionals found that at least 70 percent do not feel that schools are adequately implementing wellness policies.²³

The pending federal Child Nutrition Act reauthorization would require that local school district wellness policies set goals for nutrition promotion and physical activity, set an implementation plan for achieving the goals, require evaluations of the policies, and provide technical assistance for development and oversight of these policies.

In addition to requiring nutritional standards for all foods sold to students in public schools and bolstering local school district wellness policies, other key provisions of the federal Child Nutrition Act proposal includes: increased school meal reimbursement levels for nutritious meals; streamlined certification and expanded outreach for low-income children's access to free and reduced meal programs; strengthened summer, after-school and child care meal programs; more resources for nutrition education in schools; and improved food safety requirements for school meals.

Let's Move Campaign

In February 2010, First Lady Michelle Obama initiated the "Let's Move" campaign with the goal to end childhood obesity within a generation so that children born today will reach adulthood at a healthy weight. At the launch of the campaign, President Barack Obama signed a Presidential Memorandum creating the first ever Task Force on Childhood Obesity. The Task Force will conduct a review of every single program and policy relating to child nutrition and physical activity and develop a national action plan to maximize federal resources and set concrete benchmarks toward the First Lady's national goal. The main elements of this campaign include increasing physical activity, improving access to healthy, affordable foods and providing healthy food in schools.²¹

School Nutrition and Physical Activities Policies in Colorado: A Historical Outline of Key Legislation

Over the past five years, Colorado state legislators have considered various bills to improve the nutritional quality of foods and drinks sold to students in schools. These include:

Colorado Beverage Standard

• Colorado enacted **SB 129 in 2008** and a subsequent rule that required specific beverage standards for vending machines, a la carte purchases (sold to students in cafeteria lines or snack carts) and school stores. The new standards prohibit all sugar-based sodas and other drinks and diet soda in public schools. Although this law established state beverage standards, nearly all of Colorado school districts lack comprehensive, nutritious standards for school snacks. (See chart on pages 10 and 11).

Vending Machine Legislation

• **2004: SB 103** - Encouraged 50 percent of public school vending machine products to be healthy.
• **2005 and 2006: SB 197 and HB 1056** - Proposed to change the language of the state vending machine law from “encouraged” to “required” but was blocked both times. SB 197 was defeated in the House of Representatives in 2005 and HB 1056 was passed by the legislature in 2006, but vetoed by then-Governor Bill Owens.

Wellness Policies

• **2004:** Federal reauthorization of the Child Nutrition Act - Included a requirement that all school districts establish a wellness policy as a condition of receiving federal meal reimbursement.
• **2005: SB 81** - Encouraged Colorado school districts to ensure healthy food choices, provide wellness instruction and physical activity to every student and disseminate information to parents about nutritional content of foods.
• **2009: SB 163 and Rule 301-I (Section 11.05 (g))** requires Colorado public schools to post a link to their district wellness policy and report specific wellness services, including recess (for elementary schools); existence of a wellness committee or team; required health education and P.E. classes; breakfast participation; licensed school nurse; and school-based health centers.

Free Lunch and Breakfast and Supplemental Food Expansions

• **2007: SB 59** - Allowed the state to pay for school breakfasts for students from low-income families, specifically those that qualify for reduced-price lunch.
• **2008: SB 123** - Provided state funding for children in grades K-2 in the reduced-price lunch program.
• **2009: SB 33** - Enacted to pay for free lunches for an additional 43 full-day preschool students.
• **2010: HB 1022** - Required the state to promote federal food benefit programs to needy families and removes the asset test to encourage recipients to break out of poverty.

Expanded School Meal Options

• **2009: SB 230** - Allowed charter schools to serve as school food authorities to promote healthy meal choices.
• **2010: HB 1335** - Authorized Boards of Cooperative Education Services (BOCES) to serve as school food authorities to make healthier foods more affordable in rural school districts.

Coordinated School Health Expansion

• **2008: HB 1224** - Expanded the state’s Coordinated School Health program by including it as an allowable use of Comprehensive Health Education funding.

Public Support for School Wellness is Strong

While improving student wellness in schools is a relatively recent trend, survey data reveals that Coloradans are already supportive of this urgent priority. A 2008 poll commissioned by The Colorado Health Foundation found that Colorado voters are overwhelmingly support improving nutritional standards and increasing physical activity and physical education in schools.²⁴ The results included:

- 94 percent of Coloradans surveyed support efforts to increase the nutritional standards of school lunches.
- 82 percent support efforts to remove unhealthy snacks from vending machines and replace them with healthy snacks.
- 86 percent support requiring 30 minutes of physical education each day in Colorado schools, even if that means reducing time in other subjects.

Alternative Perspectives about School Wellness Legislation

Advocates of strong school nutrition standards have argued that as public entities that must make food and drinks available to children, schools have a responsibility to ensure that healthy options are available to students. In addition, unhealthy school foods undermine many parents' efforts to make sure that their children are eating healthy. Similarly, child health advocates have pushed for concrete P.E. and physical activity requirements in public schools as a way of reducing child obesity and promoting improved learning outcomes.

On the other hand, opponents of these requirements argue that foods and drinks in school is a local control issue that should be determined by local school districts or left to parents. Another concern often expressed by school district officials is that improving the nutritional content of all drinks and snacks will lead to a reduction in critical revenue derived from food sales because students will purchase these items at a nearby store instead. However, examples from across the country reveal that nutritional improvements in schools and districts of all sizes typically show stable or even increased revenues, with, at most, only a dip in sales in only the first year of the change.²⁵



One reason that many school districts and schools do not require P.E. for elementary and middle school students is because they feel pressured by state and federal education accountability measures to ensure sufficient time on areas tested by standardized assessments particular areas, including reading, writing and math. Another reason, particularly in an era of limited state funding, may be the financial challenge that districts face in having to pay for P.E. teachers for all grade levels. District officials have contended that a state law requiring a specific number of physical activity minutes in public schools, as proposed in 2009 (SB 131), would have created an unfunded mandate and led schools to narrow the curriculum by cutting out other classes. Proponents argued that schools could fairly easily integrate physical activity minutes into many existing classroom and school activities without sacrificing other classes.

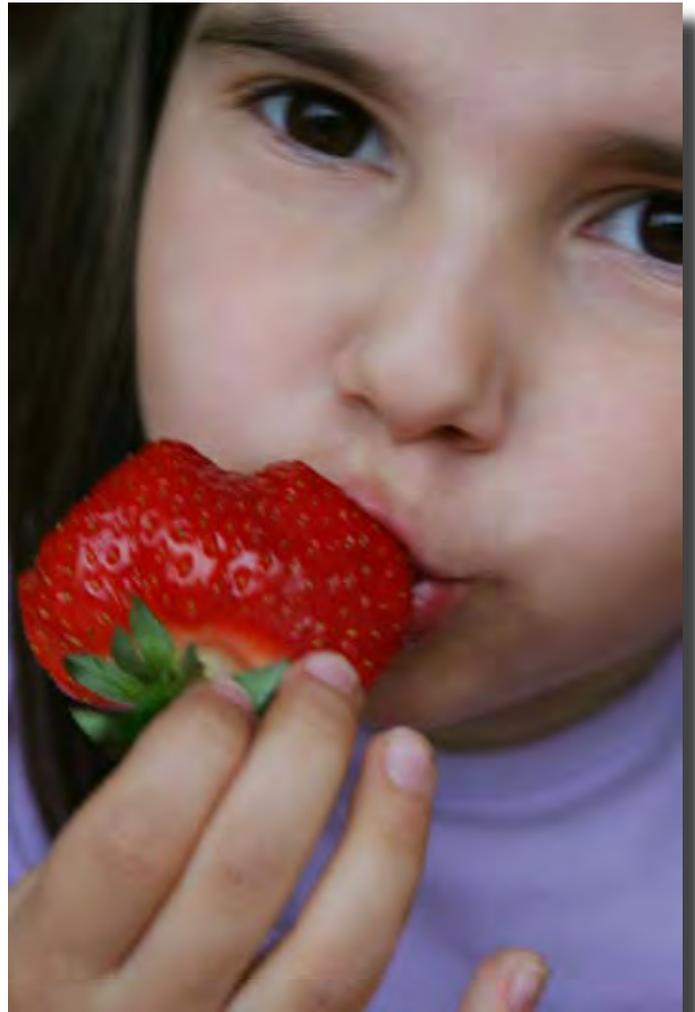
About the Survey

The Colorado Children's Campaign conducted this survey between July 2009 and March 2010. Of the districts surveyed, 21 are in the top 23 districts in terms of student enrollment. The other two districts, which are also relatively large districts, were chosen to ensure a wide representation of geographic mix. Information about school district snack and physical activity policies was primarily derived from the school district wellness policies from the districts' websites during the summer of 2009, and, if needed, through follow-up phone and e-mail clarifications with district officials. The information about districts' physical education standards or guidelines was gathered in the fall of 2009 and winter of 2010 through phone conversations and e-mail correspondence with district personnel.

The Colorado school district policies described in this report reflect those in place for the 2009-10 school year. The snack policies from other states are from 2008, so changes may have been made since then. The snack policies reported on in this survey include snacks and entrees sold to students in vending machines, school stores and a la carte, which are available in the cafeteria lines or on snack carts.

The employees of the 23 school districts who provided information regarding this research represented various positions within the districts, including: Learning Services Department, Director of Curriculum and Instruction, Assistant Superintendent of Learning Services, Curriculum Coordinator, Director of Curriculum, Instruction and Assessment, Manager of Human Resources, Student Achievement Department, Student Support Services, Secretary to the Assistant Superintendent of Curriculum and Instruction, Director of Health and Wellness, Superintendent's office staff, P.E. teachers, Secretary to the Assistant Superintendent, Administrative Assistant, P.E. and Health District Specialist, K-12 P.E. and Whole Child Facilitator, P.E. Coordinator, Secretary to the Board of Education, District Registrar, and school principals.

The scope of this survey is limited to the components noted above and does not include other important nutrition and physical activity efforts taking place in Colorado public schools. In that context, this report does not intend to disregard these positive efforts, and in fact briefly describes some of them on page 9.



Survey Findings

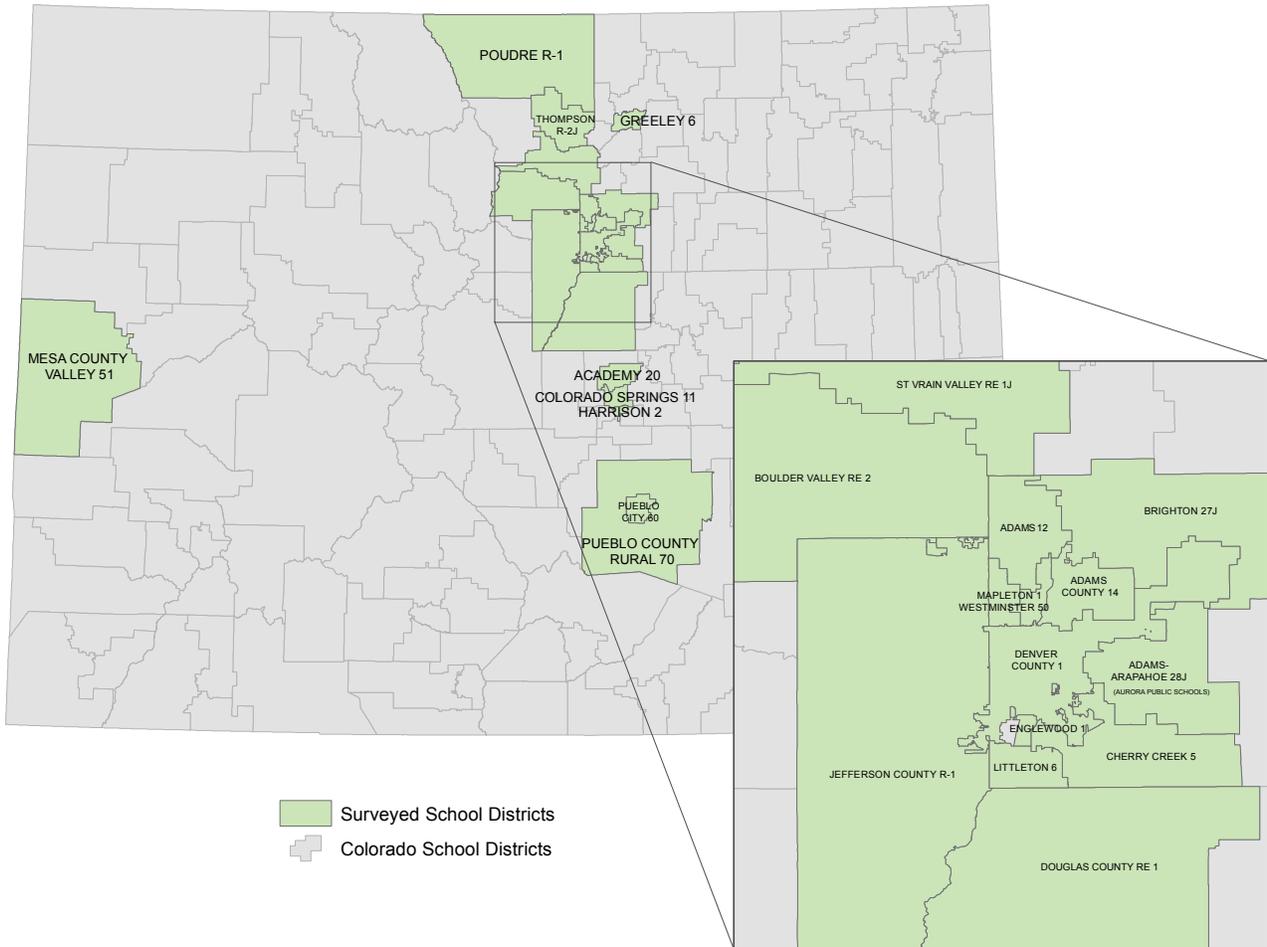
Summary of Key Findings

With policy actions already taken to address this issue at the federal, state and local levels and more possibly on the way soon, Colorado policymakers face the responsibilities and challenges of how to ensure that students have access to healthy food and physical activity. Local school districts in Colorado currently have full control over the policies in this area – particularly standards for school snacks, physical education and physical activity – and such policies are wide ranging. This survey examined local policies in these three areas for 23 of Colorado’s largest school districts, representing 78.9 percent of the public school students in Colorado.

The district policies reflected in the results of this survey have significant implications for state and federal policies. Colorado legislators have spent much of the past decade considering, passing, funding and defeating legislation aimed at defining school wellness requirements, programs and services. State Board of Education members have also adopted related policies. At the federal level, the U.S. Congress built on long-standing federal meal requirements by setting a framework for local wellness policies six years ago and is poised in 2010 to expand services and strengthen standards.

The following findings are for the 23 Colorado school districts surveyed:

- Academy 20
- Adams 12
- Adams 14
- Aurora Public Schools
- Boulder Valley School District
- Brighton 27J
- Cherry Creek
- Colorado Springs District 11
- Denver Public Schools
- Douglas County
- Englewood
- Greeley 6
- Harrison
- Jefferson County
- Littleton Public Schools
- Mapleton
- Mesa 51
- Poudre Valley
- Pueblo 60 City Schools
- Pueblo 70
- Thompson
- St. Vrain Valley
- Westminster 50



Rather than requiring standards for nutritious school snacks, physical education and physical activity, many of the Colorado school districts surveyed instead encourage, recommend or promote them.

The Colorado Children's Campaign's survey of large Colorado school districts found the following:

Snacks

- Only 4 of 23 districts require that all snacks meet nutritional standards in all schools.
- Only 6 of 23 districts require that all snacks meet nutritional standards in elementary schools.
- 8 of 23 districts require at least 50 percent of snacks in all schools to meet nutritional standards.
- 2 of 23 districts have no nutritional standards/guidelines for snacks.

Physical Activity

- Only 1 of 23 districts requires a specific number of minutes of physical activity per week.
- Only 4 of 23 districts encourage or promote a specific number of minutes of physical activity.

Physical Education (P.E.)

- 22 of 23 districts require at least 1 semester of P.E. for high school graduation.
- 6 of 23 districts require at least 2 semesters of P.E. for high school graduation.
- Only 4 of 23 districts require P.E. courses for elementary and middle school students.
- 1 additional district requires P.E. courses for elementary school students and 1 additional district requires P.E. courses for 6th grade students.

Wellness Progress in Colorado Schools and School Districts

Despite the lack of comprehensive and specific requirements for snacks, physical activity and P.E. in most of Colorado public schools, some districts have made other notable advancements in the wellness of their students. The Colorado Legacy Foundation has recently led efforts to promote and develop these actions. Some of this progress has occurred in smaller districts not covered by this report. Examples of these activities include:

- Forming substantive relationships with community partners, such as healthy food producers and distributors to bring healthy food to schools (Denver Public Schools)²⁶
- Improving school menus so school lunches and breakfasts are healthier (Boulder Valley School District, Denver Public Schools, Durango School District)
- Establishing comprehensive wellness systems, such as school-based health centers (Adams 14) and participation in the state's coordinated school health program²⁷
- Conducting district-wide wellness assessments, planning, and evaluations (Durango)²⁸
- Increasing participation in summer food programs, farm-to-school programs, and school gardens (many school districts)²⁹

In addition, some smaller districts not included in this survey do require P.E. in elementary and middle schools (East Grand) and require snack standards for all students in vending machines and a la carte (Gilpin County).³⁰ Although various schools and school districts are implementing these progressive reforms throughout Colorado, they continue to be mostly sporadic and piecemeal, indicating the need for broader change.

District	Snack Standards	Physical Activity
Academy 20	- No required snack standards except nutritional snacks must be made available to students	- Physical activity is recommended to be included in a school's daily education program from PreK-12
Adams 12	- 50% of all snacks in vending machines must meet nutritional standards	- Building representatives shall disseminate information about opportunities for students to take part in meaningful and structured physical activities both in school and in the community
Adams 14	- Nutritional standards for all snacks in all schools	- Schools are encouraged to allow all students to have access to daily, age appropriate physical activity - At least 60 minutes and up to several hours of physical activity is recommended for students in PreK-12
Aurora	- No required snack standards	- Schools must provide students a variety of opportunities to engage in physical activity
Boulder Valley	- Nutritional standards for all snacks in all schools	- Elementary Schools-daily recess is required - Middle Schools-recess is highly encouraged
Brighton	- 50% of all snacks must meet nutritional standards	- Elementary Schools-encouraged to have at least 150 minutes per week of physical activity - Middle and High Schools-encouraged to have at least 225 minutes per week of physical activity
Cherry Creek	- Schools are encouraged to meet nutritional standards	- Schools are encouraged to provide opportunities for age-appropriate and culturally sensitive regular physical activity to all students
Colorado Springs District 11	-All foods in vending machines and a la carte must meet or exceed the district's nutrition standards	- Every student has access to age- appropriate regular physical activity
Denver	- Nutritional standards for all snacks in all schools	- Elementary Schools-encouraged to have at least 150 minutes per week of physical activity - Middle and High Schools- encouraged to have at least 225 minutes per week of physical activity
Douglas	- All a la carte snack items must meet nutritional standards - At least 50% of all vending machines in schools must meet nutritional standards	- Teachers must provide short physical activity breaks between lessons or classes as appropriate.
Englewood	- Elementary Schools- nutritional standards for all snacks - Middle and High Schools- 50% of all snacks must meet nutritional standards	- Primary goal is to provide opportunities for every student to develop the knowledge, attitudes, and skills to be able to regularly participate in physical activity from PreK-12
Greeley 6	- 50% of all snacks must meet nutritional standards	- Physical activity is recommended to be included in a school's regular education program from PreK-12
Harrison	- 50% of all snacks in vending machines must meet nutritional standards	- Physical activity is recommended to be included in a school's daily education program from PreK-12
Jefferson County	- Schools are encouraged to take steps to ensure that nutritious foods are available	- Elementary Schools--promote a minimum of 37.5 hours per year of physical activity, have at least 15 minutes a day of recess in addition to lunch recess Middle and High Schools-promote at least 15 hours of physical activity

District	Snack Standards	Physical Activity
Littleton	<ul style="list-style-type: none"> - Elementary Schools-nutritional standards for all snacks - Middle Schools- 50% of all snacks in a la carte and school stores must meet nutritional standards - High School-no standards 	<ul style="list-style-type: none"> - Goals include promoting options for student participation in physical exercise including athlete and extramural programs
Mapleton	<ul style="list-style-type: none"> - 60% of all snacks in vending machines must meet nutritional standards 	<ul style="list-style-type: none"> - Elementary schools: Require a minimum of 30 minutes per day of physical activity - Middle schools: Require a minimum of 30 minutes per day of physical activity - The district must provide physical activity opportunities to students with a suggested goal of 60 minutes per day including all recesses
Mesa 51	<ul style="list-style-type: none"> - 75% of total food servings in vending machines, school stores, and a la carte must meet nutritional standards 	<ul style="list-style-type: none"> - The district must provide opportunities for physical activity through daily recess, physical education classes and walking programs
Poudre	<ul style="list-style-type: none"> - 50% of all snacks in vending machines must meet nutritional standards 	<ul style="list-style-type: none"> - Physical activity is recommended to be included in a school's daily education program from PreK-12
Pueblo 60	<ul style="list-style-type: none"> - Goals include establishing nutrition standards for food and beverages served or sold on campus that meet or exceed SB 04-103 Section 1(3) 	<ul style="list-style-type: none"> - Goals include promoting increased opportunities for students to engage in physical activity
Pueblo 70	<ul style="list-style-type: none"> - No required snack standards except all students must have access to healthful food choices in appropriate portion sizes throughout the school day including in the vending machines 	<ul style="list-style-type: none"> - Elementary Schools-encouraged to have at least 150 minutes per week of physical activity - Middle and High Schools- encouraged to have at least 225 minutes per week of physical activity
Thompson	<ul style="list-style-type: none"> - Schools are encouraged to have nutritious foods available 	<ul style="list-style-type: none"> - No physical activity standards
St.Vrain	<ul style="list-style-type: none"> - All snacks in a la carte must meet nutritional standards -Snacks sold in vending machines must meet at least 50% of the nutritional standards 	<ul style="list-style-type: none"> - Elementary Schools-encourage daily recess - Middle Schools- encourage physical activity during lunchtime
Westminster	<ul style="list-style-type: none"> - All snacks in all schools that are provided to students during a snack period must conform to recommended USDA dietary guidelines -Elementary Schools - All food sales must take place at the end of the day 	<ul style="list-style-type: none"> - Ensure that students engage in healthful levels of vigorous physical activity

Notes:

- 1) This chart covers foods sold to students in vending machines, a la carte and school stores. It does not cover fundraisers or school parties.
- 2) This chart does not cover beverage standards required by the State Board of Education or meal standards required by the Federal Child Nutrition Act.

District	Physical Education (P.E.)
Academy 20	<ul style="list-style-type: none"> - Elementary schools: site-based - Middle schools: site-based - High schools: must have 3 credits (3 semesters) of P.E. to graduate - Physical activity should include regular physical education, in accordance with the district's content standards, as well as co-curricular activities
Adams 12	<ul style="list-style-type: none"> - Elementary schools: site-based (depends on size of school) *Most have P.E. every 5th or 6th day for 30-45 minutes - Middle schools: site-based (depends on size of school) *Most have P.E. every 5th or 6th day for 30-45 minutes - High schools: must have 2 credits (2 semesters) of P.E. to graduate
Adams 14	<ul style="list-style-type: none"> - Elementary schools: encouraged to have 150 minutes per week of P.E. - Middle schools: encouraged to have 225 minutes per week of P.E. *6th grade -1 trimester of P.E. required; 7th/8th grades - P.E. offered as an elective - High schools: must have 1 credit (3 trimesters) of P.E. to graduate - Encourage schools to follow the National Association of Sport and Physical Education (NASPE) recommendations for greater personal achievement of physical fitness
Aurora	<ul style="list-style-type: none"> - Elementary schools: recommend 150 minutes per week of P.E. - Middle schools: recommend 225 minutes per week of P.E. - High schools: must have 1.5 credits (3 semesters) of P.E. to graduate
Boulder Valley	<ul style="list-style-type: none"> - Elementary schools: grades 1-5 require 90 minutes per week of P.E.; Kindergarten requires 45 minutes per week of P.E. - Middle schools: require ½ credit per year of P.E. *Equivalent of 20 minutes per day per year - High schools: must have 15 credits (3 semesters) of P.E. to graduate - Require all P.E. instructors to meet the criteria of highly qualified
Brighton	<ul style="list-style-type: none"> - Elementary schools: encourage 150 minutes per week of P.E. - Middle schools: encourage 225 minutes per week of P.E. - High schools: must have 2 credits (2 semesters) of P.E. to graduate - Encourage schools to follow the National Association of Sport and Physical Education (NASPE) recommendations
Cherry Creek	<ul style="list-style-type: none"> - Elementary schools: site-based - Middle schools: site-based - High schools: must have 2 units (3 semesters P.E.; 1 semester Health Ed.) of P.E. to graduate - Continue the integration of district concepts/skills for physical education that teachers students about the effects of nutrition and physical activity
Colorado Springs District 11	<ul style="list-style-type: none"> - Elementary schools: require 90 minutes of P.E. per week (including recess) - Middle schools: require 1 quarter per year of P.E. - High schools: must have 3 credits (3 semesters) of P.E. to graduate
Denver	<ul style="list-style-type: none"> - Elementary schools: site-based; requirements vary by school from 45 minutes to 150 minutes per week of P.E. - Middle schools: P.E. is offered as an elective - High schools: must have 10 semester hours (1 year) of P.E. or dance to graduate - Recommend a quality physical education program for all students to learn about and participate in physical activity
Douglas	<ul style="list-style-type: none"> - Elementary schools: site-based - Middle schools: site-based - High schools: must have 1 credit (2 semesters) of P.E. to graduate - All students in grades K-12 are recommended to receive quality physical education a minimum of 3 times per week for 40-45 minutes for the entire school year
Englewood	<ul style="list-style-type: none"> - Elementary schools: recommended 2-3 times per week for 50 minutes - Middle schools: encourage students to take 1 semester of P.E. per year - High schools: must have 15 credits (3 semesters) of P.E. to graduate *Information for Englewood High School - Goals include implementing a physical education course of study consistent with research, national, and state standards

District	Physical Education (P.E.)
Greeley 6	<ul style="list-style-type: none"> - Elementary schools: no P.E. requirements or recommendations - Middle schools: no P.E. requirements or recommendations - High schools: must have 2 units (3 semesters P.E.; 1 semester Health Ed.) of P.E. to graduate - Physical activity should include regular physical education, in accordance with the district's content standards, as well as co-curricular activities
Harrison	<ul style="list-style-type: none"> - Elementary schools: no P.E. requirements or recommendations - Middle schools: no P.E. requirements or recommendations - High schools: must have 1 credit (1 year) of P.E. to graduate - A coordinated physical education program should be developed for grades 1 through 12 with supervision appropriate for each level
Jefferson County	<ul style="list-style-type: none"> - Elementary schools: require 45 minutes per week of P.E. - Middle schools: recommend 1 semester of P.E. - High schools: Class of 2008-Class of 2012 must have .5 credits (1 semester) of P.E. to graduate; Class of 2013 and beyond no P.E. requirement
Littleton	<ul style="list-style-type: none"> - Elementary schools: recommend 60 minutes per week of P.E. - Middle schools: recommend 1 semester per year of P.E. - High schools: must have 12 credits (4-6 semesters) of P.E. to graduate - Goals include implementing a physical education course of study consistent with research, national, and state standards
Mapleton	<ul style="list-style-type: none"> - Elementary schools: site-based - Middle schools: site-based - High schools: must have 2 units (4 semesters) of P.E. to graduate - State and district physical education curriculum standards and guidelines must be met or exceeded
Mesa 51	<ul style="list-style-type: none"> - Elementary schools: no P.E. requirements or recommendations - Middle schools: no P.E. requirements or recommendations - High schools: must have 1 credit (1 semester) of P.E. to graduate - Physical education classes will be in accordance with the national, state, and district's content standards
Poudre	<ul style="list-style-type: none"> - Elementary schools: site-based <ul style="list-style-type: none"> *Average of 1-2 times per week for 45-50 minutes - Middle schools: site based <ul style="list-style-type: none"> *Average of 2-3 semesters of P.E. - High schools: must have 20 credits (4 semesters) related to wellness and living skills to graduate - Schools are expected to follow board policy recommendations for physical education
Pueblo 60	<ul style="list-style-type: none"> - Elementary schools: site-based - Middle schools: site-based - High schools: must have 1.5 credits (3 quarters) of P.E. to graduate (includes a swimming class)
Pueblo 70	<ul style="list-style-type: none"> - Elementary schools: site-based - Middle schools: site-based - High schools: must have 1.5 credits (3 semesters) of P.E. to graduate - Physical activity should include regular physical education, in accordance with the district's content standards, as well as co-curricular activities
Thompson	<ul style="list-style-type: none"> - Elementary schools: require 60 minutes per week of P.E. - Middle schools: require 1 class per semester (45 minutes per day) of P.E. - High schools: must have 1 credit (1 semester) of P.E. to graduate
St.Vrain	<ul style="list-style-type: none"> - Elementary schools: recommend 150 minutes per week of P.E. - Middle schools: recommend 225 minutes per week of P.E. - High schools: must have 2 credits (4 semesters) of P.E. to graduate - Physical activity should include regular physical education, in accordance with the district's content standards, as well as co-curricular activities
Westminster	<ul style="list-style-type: none"> - Elementary schools: no P.E. requirements or recommendations - Middle schools: no P.E. requirements or recommendations - High schools: no P.E. requirements or recommendations

Note: All information for this chart was obtained through school and district policies as well as phone and/or email conversations with district employees.

National Review: Other State Approaches

As Colorado policymakers consider future legislation on school nutrition and physical activity, it is helpful to look at what other states' approaches are on these issues. According to the Center for Science in the Public Interest (CSPI) as presented in the below chart, 24 states have statewide nutrition standards for snacks served in the public schools and 12 states have comprehensive school food and beverage nutrition standards that apply to the whole campus and the whole school day at all grade levels. The below chart includes general categories of states' nutritional standards and examples of specific requirements.

Snack Standards	# of States	Name of State	Example
Limit Added Sugars	24	AL,AZ,AR, CA, DC, FL, HI, IL, IN, IA, KY, LA, MS, NV,NJ, NM, NC, OR, RI, SC,TN,TX, WA,WV	- All foods offered through vending, snack bars, student stores and fundraising programs must have no more than 35% added sugar by weight with a 15 gram maximum, excluding natural sugars, fruits, vegetables and dairy (MS)
Limit Fat	22	AL,AZ,AR, CA, DC, HI, IL, IN, KY, LA, MS, NV, NJ, NM, NC, OR, RI, SC, TN, TX,WA,WV	- Snacks must have no more than 8 grams of fat/ serving (not including nuts and seeds) (NJ) - All snack foods must have no more than 8 grams of fat per one ounce serving or no more than 30% of calories from fat (WV)
Limit Saturated Fat	18	AZ, CA, DC, HI, IL, IN, KY, MS, NV, NJ, NM, NC, OR, RI, SC, TN, WA, WV	- Individual dairy or whole grain item may be sold if there is no more than 10% calories from saturated fat (CA)
Limit Trans fat	12	AZ, CA, DC, HI, IN, MS, NJ, NM, NC, OR, SC, TX	- Snack items must have no more than 0.5 grams of trans fat per serving (OR) - 50% of all foods sold to grades K-12 must have no more than 10% calories from saturated and trans fat (IN)
Limit Portion Sizes	11	AL,AZ,AR, IN, KY, ME, MS, NV, NC, TN, TX	- French fries can be served in elementary schools once a week and must meet portion size limit (AR)
Limit Sodium	5	AL,AZ, KY, NV, TN	- Snack foods: 1.5 ounce servings must have less than 360 mg of sodium (AL)
Beverage Standards	# of States	Name of State	Example
Limit Sugary Drinks	27	AL,AZ,AR, CA, CO, CT, DC, FL, HI, IL, IN, IA, KY, LA, ME, MS, NV, NJ, NM, NC, OR, RI, SC, TN, TX, WA, WV	- Carbonated beverages may be sold in high schools if 100% fruit juice is sold at each location where carbonated beverages are sold (FL) - Sugared carbonated drinks, including mid-calorie carbonated drinks, can not be sold in middle schools but diet sodas are allowed (NC)
Limit Portion Sizes	12	AL,AZ,AR, IN, KY, ME, MS,NV, OR, SC, TN, TX	- Portion size limit of 17 ounces for elementary school beverages and 20 ounces for middle and high school beverages (does not include water) (KY)
Limits on Whole or 2% Milk	9	AL,AR, DC, IN, KY, LA, MS, OR, TN	- Low-fat, nonfat and flavored milk; up to 150 calories per 8 ounces with max. of 10 ounces (AL)

Source: Derived from Center for Science in the Public Interest. State School Foods Report Card 2007. Rep. Nov. 2007. Web. <<http://www.cspinet.org/2007schoolreport.pdf>>.

According to the National Association of Sport and Physical Education (NASPE), Colorado is an exception in not requiring P.E. in public schools. As presented in the following chart, Colorado is one of only two states that does not require P.E. courses for students. NASPE's multi-state data show that Colorado is, however, much like most other states in not requiring physical activity in public schools, as just 14 states require physical activity in some schools. Such requirements apply only to elementary school students in all but three states. Six of the 14 states with physical activity requirements specify the number of weekly minutes required. This information is presented in the chart below.

State	P.E. Requirement	High School Graduation Requirement	Physical Activity Requirement
Alabama	Requires 30 minutes of education per day (K-5), recommends 50 minutes 6-12	1.0 credit for graduation	None - allows local school districts to choose
Alaska	No requirement K-5, requires that it must take place in high school, but no specifics	1.0 credit for graduation	None
Arizona	Requires that it take place K-8, but no time requirements (decided locally)	No requirement	None
Arkansas	60 minutes per week (K-6), 60 minutes per week (5-8) and 0.5 high school credits	0.5 credits for graduation	90 minutes per week (K-6)
California	200 minutes every 10 school days (1-6), 400 minutes every 10 days (7-12)	2 years of P.E.	Requires recess (1-6)
Colorado	No requirement	No requirement	No requirement
Connecticut	P.E. is required K-6, must be available in high school	1.0 credit for graduation	Daily recess (K-6)
Delaware	Requires P.E. take place K-8 and be available in high school	1.0 credit for graduation	None
D.C.	No requirement for K-8, one year required in high school	1 year	None
Florida	150 minutes per week in K-5, requires P.E. in 6-8 with no time requirement, and it must be available in high school	1.0 credit in personal wellness, personal fitness of Health Opportunities through Physical Education	None
Georgia	Requires for K-8, must be available in high school	0.5 personal wellness and 0.5 P.E. credit	None
Hawaii	30 minutes per week in K-6, students in high school need 1 year to graduate with 200 minutes	1.0 PE and 0.5 personal wellness	None
Idaho	Requires K-8	No requirement	None
Illinois	Requires K-12	No requirement for graduation, but P.E. is required daily	None
Indiana	Requires K-8, must be available in high school	2 credits in P.E.	Daily activity is required - no time specified
Iowa	Requires K-12, high schoolers must do 45 minutes per week	2.0 credits, 0.5 given per year	None

State	P.E. Requirement	High School Graduation Requirement	Physical Activity Requirement
Kansas	P.E. is required K-6 (or K-8 in some schools), must be available in high school	1.0 Carnegie credit	Daily recess (k-6)
Kentucky	High schools must provide access	0.5 credits for graduation	None
Louisiana	150 minutes per week in K-8, must be available in high school	1.5 credits for graduation	None
Maine	Requires in K-8, must be available in high school	1.0 credit for graduation	None
Maryland	Requires in K-8, must be available in high school	0.5 credits for graduation	None
Massachusetts	Requires K-12	No requirement	None
Michigan	Requires K-12	1.0 credit, split between health and physical education	None
Minnesota	Requires P.E. in K-8 and that it is available in high school	No requirement	Decided by district
Mississippi	45 minutes per week of health education, 150 minutes a week of activity based education, 50 of which are P.E.	0.5 Carnegie Credits	150 minutes per week of activity based education
Missouri	50 minutes per week K-6, 45 minutes per week 7-8, and it must be available in high school	1.0 Physical Education credit	150 minutes per week K-6 (20 minute daily recess may count as part), 225 minutes per week 7-8
Montana	Requires K-6, 225 per week 7-12	1.0 health enhancement credit, 0.5 earned per year	None
Nebraska	Requires P.E. in K-8 and that it is available in high school	No requirement for graduation, but most schools require one semester	None
Nevada	Only requires P.E. in middle school	2.0 P.E. credits, 1 personal wellness credit	None
New Hampshire	Requires K-8, must be available in high school	1.0 P.E. credit for graduation	None
New Jersey	150 minutes of health, safety and P.E. education weekly, grades 1-12	3.75 credits per year or 150 minutes per week each year, 15 total credits at end of high school	None
New Mexico	Required in K-12, no time specification	1.0 credit for graduation	None
New York	120 minutes of P.E. in K-6, K-3 must be daily, 4-6 must meet 3 times per week. In 7-12, 90 minutes per week is mandatory.	2.0 credits for graduation	None

State	P.E. Requirement	High School Graduation Requirement	Physical Activity Requirement
North Carolina	Requires P.E. K-5, Healthful living in 6-12 with at least one high school credit earned for P.E.	1.0 credit in healthful living, which include health and P.E.	None
North Dakota	Requires specific minutes K-6, up to 119 minutes. The state requires 45 min per week in 6-8 and P.E. must be available in high school	0.5 PE, 0.5 health (if health is not available, then students may do 1.0 PE)	Recess is required
Ohio	Required at all grade levels	0.5 credits for graduation	None
Oklahoma	60 minutes of P.E. (K-5), required to provide P.E. to 6-12	No requirement	60 minutes per week of physical activity (K-5)
Oregon	High schools must provide access, new law in 2017 will require for K-8	1.0 credit	None
Pennsylvania	Required K-6, and state requires that middle schools and high schools provide P.E.	State focuses on standards rather than credits	None
Rhode Island	Requires 100 minutes per week, K-12	No requirement	None (Recess does not count as 100 minutes)
South Carolina	60 minutes per week K-5, no requirement 6-12	1.0 credits, including 0.5 in personal wellness	None
South Dakota	Requires P.E. in high school, no time length requirements	0.5 credits for graduation	None
Tennessee	Requires health and P.E. K-8	0.5 credits for graduation	90 minutes per week, K-12
Texas	Required at all grade levels, format is flexible	1.0 credit for graduation	135 minutes per week (elementary school), 30 minutes per day (PK-5), 30 minutes per day (6-8)
Utah	Requires K-6, 225 minutes + required in 7-8 and for 3 years of high school	1.5 credits, including 0.5 in personal wellness, 0.5 fitness for life, 0.5 in health education	None
Vermont	Required in K-12	1.5 credits for graduation	None
Virginia	Required K-7	2.0 credits to graduate, 1.0 per year	Requires daily recess K-5 (150 minutes per week of activity)
Washington	100 minutes per week K-6, 100 minutes per week 7-8, 2 credits in high school	2 credits in health and fitness education	None
West Virginia	90 minutes K-6, required in 7-8 with no time requirements	1.0 credit for graduation	None
Wisconsin	Requires K-12	1.5 credits for graduation	Recess is required K-6
Wyoming	A local control state, but every district requires P.E.	Standards can be met in a variety of ways	None

SOURCE: National Association of Sport and Physical Education, and American Heart Association. Shape of the Nation Report. Rep. 2010. Web. <<http://www.aahperd.org/naspe/publications/upload/Shape-of-the-Nation-2010-Final.pdf>>.

Acknowledgements

Research of policies of the selected Colorado school district policies and other states, as well as construction of the charts, was conducted by three interns of the Colorado Children's Campaign, Erica Gross, Vanessa Graziano and Meg Lafave. Another intern, Alissa Swartz, assisted with selected research and editing for the publication. The Children's Campaign is grateful to each of them for their hard work and dedication to this project. Rick Metz of the Colorado Association of Health Physical Education, Recreation and Dance also assisted with some contact information and research for the survey. Editing assistance was provided by Cody Belzley and Christine Rafanelli of the Colorado Children's Campaign and publication assistance was provided by Design Coordinator Rob Sherow.

End Notes

- ¹ Colorado Children's Campaign. *2010 Kids Count in Colorado!* Rep. Colorado Children's Campaign, Apr. 2010. <<http://www.coloradokids.org/includes/downloads/2010kidscountwebfinal.pdf>>.
- ² WebMD. "Child Sleep: Recommended Hours For Every Age." *WebMD*. 9 Feb. 2009. <<http://www.webmd.com/parenting/guide/sleep-children>>.
- ³ National Association of State Boards of Education, Center for Safe and Healthy Schools, and Colin Pekruhn. *Preventing Childhood Obesity: A School Health Policy Guide*. Rep. 2009. <<http://www.rwjf.org/files/research/20090506nasbeguide.pdf>>
- ⁴ United States of America. U.S. Department of Health and Human Services. Center for Disease Control and Prevention. *Morbidity and Mortality Weekly Report: Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. By Center for Disease Control and Prevention. 14 June 1996. <<http://www.cdc.gov/mmwr/PDF/RR/RR4509.pdf>>.
- ⁵ Brown, J. Larry, and Ernesto Pollitt. "Malnutrition, Poverty and Intellectual Development." *Scientific American* 274.2 (1996): 38-43. ; Alaimo, K., Olson, C.M., Frongillo Jr., E.A. Food insufficiency and American school-aged children's cognitive, academic, and psychosocial development. *Pediatrics* July 2001; 108(1):44-53; Center on Hunger, Poverty, and Nutrition Policy. Statement on the Link between Nutrition and Cognitive Development in Children. Medford, MA: Tufts University School of Nutrition 1995; Pollitt, E., Leibel, R., Greenfield, D. Brief fasting, stress, and cognition in children. *American Journal of Clinical Nutrition* 1991; 34 (Aug): 1526-1533; Quendler, S. Link Between Nutrition, Physical Activity, and Academic Achievement. 2002, Literature Review.
- ⁶ Michelle D. Florence, Mark Asbridge, Paul Veugelers "Diet Quality and Academic Performance," *Journal of School Health*, April 2008, Vol. 78, No. 4.
- ⁷ Coe, D. P. et al. (2006). Effect of Physical Education and Activity Levels on Academic Achievement in Children. *Medicine & Science in Sports & Exercise*. 38(8), pp. 1515-1519; California Department of Education, "The Relationship Between Physical Fitness and Academic Achievement," 2001 PFT/SAT-9 Study, Sacramento, CA., 2002; Sallis, J.F. et al., Effects of health-related physical education on academic achievement: Project SPARK Research Quarterly for Exercise and Sport, 1999; 70(2), 127-134; Field T, Diego M, Sanders CE. Exercise is positively related to adolescents' relationships and academics. *Adolescence* 2001; 36: 105-110.
- ⁸ Charles E. Basch, *Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap*, EQUITY MATTERS: Research Review No. 6, A Research Initiative of the Campaign for Educational Equity Teachers College, Columbia University, March 2010, pp. 41, 50.
- ⁹ The Medical News. "Exercise Can Help Brain Healing Process." *The Medical News*. 2 June 2004. <<http://www.news-medical.net/news/2004/06/02/2144.aspx>>.
- ¹⁰ Medina, John. "Exercise | Brain Rules." *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School / Brain Rules /*. <<http://www.brainrules.net/exercise>>.
- ¹¹ Foster, G. D., S. Sherman, K. E. Borradaile, K. M. Grundy, S. S. Vander Veur, J. Nachmani, A. Karpyn, S. Kumanyika, and J. Shults. "A Policy-Based School Intervention to Prevent Overweight and Obesity." *Pediatrics* 121.4 (2008): E794-802. Print.
- ¹² *Journal of Nutrition Education and Behavior*, "Food Insecurity and Gender are Risk Factors for Obesity," Katie S. Martin, PhD and Ann M. Ferris, PhD, RD, Volume 39, Issue 1, Pages 31-36 (January 2007).
- ¹³ Schwimmer, J. B., Burwinkle, T. M. and Varni, J. W. "Health-Related Quality of Life of Severely Obese Children and Adolescents," *Journal of the American Medical Association* 2003, 289, no. 14 (2003): 1813-19.
- ¹⁴ Pfeiffer Treatment Center. "Bibliography for Aggressive and Violent Behavior." *Pfeiffer Treatment Center*. <<http://www.hriptc.org/content/aggressive.php>>.
- ¹⁵ Tershakovec, A. M., Weller, S. C. and Gallagher, P. R. "Obesity, School Performance and Behaviour of Black, Urban Elementary School Children," *International Journal of Obesity & Related Metabolic Disorders* 1994 18, no. 5 323-27.
- ¹⁶ National Association of State Boards of Education. *Obesity Prevention Policies For Middle and High Schools: Are We Doing Enough?* Issue brief. May 2010. <<http://nasbe.org/index.php/downloads/safe-and-healthy-schools/issue-brief/425-obesity-policies-issue-brief-4-28-10/download>>.

- ¹⁷ National Association of State Boards of Education. *Obesity Prevention Policies For Middle and High Schools: Are We Doing Enough?* Issue brief. May 2010. <<http://nasbe.org/index.php/downloads/safe-and-healthy-schools/issue-brief/425-obesitypoliciesissuebrief-4-28-10/download>>.
- ¹⁸ Ibid, p. 6.
- ¹⁹ Colorado State Senate. S. 131 (2009) (enacted). Print.
- ²⁰ Ibid, p. 13.
- ²¹ Let's Move. "America's Move to Raise a Healthier Generation of Kids." *Let's Move*. Web. <<http://www.letsmove.gov/about.php>>.
- ²² National Association of State Boards of Education. *Obesity Prevention Policies For Middle and High Schools: Are We Doing Enough?* Issue brief. May 2010. <<http://nasbe.org/index.php/downloads/safe-and-healthy-schools/issue-brief/425-obesitypoliciesissuebrief-4-28-10/download>>.
- ²³ National Association of State Boards of Education, Center for Safe and Healthy Schools, and Colin Pekruhn. *Preventing Childhood Obesity: A School Health Policy Guide*. Rep. 2009. <<http://www.rwjf.org/files/research/20090506nasbeguide.pdf>>; Action for Healthy Kids. *Progress or Promises? What's Working For and Against Healthy Schools*. Rep. Fall 2008. <<http://www.actionforhealthykids.org/resources/files/progressorpromises.pdf>>.
- ²⁴ American Viewpoint. *Colorado Voters Overwhelmingly Support Improving Nutrition, Removing High-Sugar Beverages, High-Sugar Foods and High Fat Foods from Colorado Schools*. Rep. <http://www.coloradohealth.org/assets/0/380/834aa761-97d0-4cd5-861f-e994941f300d.pdf>. Web.
- ²⁵ Center for Science in the Public Interest. *Schools and School Districts That Have Improved School Foods and Beverages and Not Lost Revenue*. Rep. Web. <http://www.cspinet.org/nutritionpolicy/improved_school_foods_without_losing_revenue2.pdf>.
- ²⁶ Auge, Karen. "Colorado Schools Taste Change in Student Meals." *Denver Post*. 8 Aug. 2010. Web. <http://www.denverpost.com/news/ci_15707434>.
- ²⁷ Colorado Legacy Foundation. *2009 Health & Wellness Best Practices Guide for School Districts*. Rep. 2009. Web. <http://www.colegacy.org/guide_2009/HWBPGweb.pdf>.
- ²⁸ Ibid.
- ²⁹ Auge, Karen. "Colorado Schools Taste Change in Student Meals." *Denver Post*. 8 Aug. 2010. Web. <http://www.denverpost.com/news/ci_15707434>.
- ³⁰ Colorado Legacy Foundation. *2009 Health & Wellness Best Practices Guide for School Districts*. Rep. 2009. Web. <http://www.colegacy.org/guide_2009/HWBPGweb.pdf>.



1580 Lincoln Street, Suite 420 ● Denver, CO 80203
Phone: 303.839.1580 ● Fax: 303.839.1354 ● www.coloradokids.org