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La Moille C.U.S.D. #303 Wellness Policy

Preamble

La Moille C.U.S.D. #303 (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy and will ensure each school’s compliance with the policy.

The designated official for oversight is: Jeff Prusator, Superintendent.

The names, titles, and contact information of these individuals are:

Name	Title / Relationship to the District	Email address	Role on Committee
Emily Leffelman	Principal	eleffelma@lamoilleschools.org	LJSH Coordinator
Jan Geuther	LJSH cook/community member/food service manager	jgeuther@lamoilleschools.org	Assists in the evaluation of the wellness policy
Rose Gallardo	Allen cook	rgallardo@lamoilleschools.org	Assists in the evaluation of the wellness policy
Anne Johnson	Principal	ajohnson@lamoilleschools.org	Allen coordinator
Cindy Martin	School nurse/ parent	cmartin@lamoilleschools.org	Assists in the evaluation of the wellness policy

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.lamoilleschools.org.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The positions/persons responsible for managing the triennial assessment and contact information are Anne Johnson, Principal, ajohnson@lamoilleschools.org and Emily Leffelman, Principal, eleffelman@lamoilleschools.org

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; low in saturated fat and sodium, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served.
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
 - Schools will be encouraged to source fresh fruits and vegetables from local farms where practical.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria.
- Students are served lunch at a reasonable and appropriate time of day.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school. Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website.
- The District will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-priced meals by using checklists that mask students' eligibility status.
- Schools will serve students a reimbursable meal, regardless of whether the student has money to pay or owes money.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias school stores and snack or food carts. High school principals will be encouraged to limit the sale of beverages with caffeine to high school students.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#).

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Food loss and waste continue to be an issue facing the nation's food supply. In order to prevent food waste, the District will make every effort to produce the precise number of meals needed on any given day by using production records and resources such as the USDA's Food Buying Guide. However, in the event excess food remains, the district will continue to provide food to students in need beyond the meals provided through the USDA School Nutrition Programs. Therefore, the District shall follow the established food sharing plan, in accordance with Public Act 102-0359, and federal and local regulations and sanitation codes. The District shall designate a share table station where children may return whole and/or unopened food or beverage items they choose not to eat. These items will be made available to other children who may want another serving during the meal service. See "Attachment" on page 17

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, farm visits, Farm to School programs, other school foods and nutrition-related community services;
- Children will have an opportunity to visit local farms and the Bureau County Ag Fair to learn about agriculture and the food system;
- Teaches media literacy with an emphasis on food and beverage marketing; and

- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* and during the extended school day (including during out-of-school time/and before and after school) will meet or exceed Smart Snacks.

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; school boards and backboards displayed distributed, offered or sold by the district.
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system

- free samples, taste tests or coupons for products

As the District/school nutrition services/Athletics Department/PTO reviews existing contracts and considers new contracts, educational materials for the classrooms, equipment, and product purchasing, every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. Physical activity may not be assigned to students as a consequence of poor behavior or punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 150 minutes per week throughout the school year.

All District **secondary students** (middle and high school) will receive 225 minutes per week of physical education instruction throughout the school year.

The school district prohibits students from being exempt from PE for other school or community activities for physical education class time.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education classes in District are taught by licensed teachers who are certified or endorsed to teach physical education.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by participating in interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) to provide expanded physical activity opportunities for all students and community members. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies, and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leaders names are Anne Johnson, Principal and Emily Leffelman, Principal.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include participating in a local 5K or health walk, taking advantage of the insurance plan's discounts for health club membership, and providing healthy choices when District meeting meals are provided. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost. The district weight room will be available to all staff outside of contractual/working hours.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Social - Emotional Climate (School Climate)

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.

The district is committed to creating a positive social- emotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- establishing school safety and violence prevention policies and strategies • connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practices
- regularly assessing and reporting upon the district-and building-level implementation of these practices and providing appropriate resources for continuous improvement

Counseling, Psychological and Social Services

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate (see SocialEmotional Climate section of this document)
- implementing evidence-based interventions for students in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based OST staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement.

Appendix A: Share Tables Food Safety Requirements and Other Best Practices

This resource provides a list of food safety requirements and other best practices to consider when establishing a share table.

Step 1 (REQUIRED): Follow Federal, State, and local health and food safety requirements:	
<ul style="list-style-type: none"> ● Comply with FNS food safety requirements outlined in 7 CFR 210.13, 226.20(l), and 225.16(a). ● Comply with all local and State health and food safety codes, including storage of reused items. ● <u>Schools only</u>: Ensure policies for saving and sharing food or beverage items are consistent with the local educational agency’s Hazard Analysis and Critical Control Point (HACCP) plan. 	
Step 2: Establish clear guidelines for food components that may and may not be shared or reused as part of a later reimbursable meal:	
<ul style="list-style-type: none"> ● <i>Food components FNS recommends sharing:</i> <ul style="list-style-type: none"> ○ Unopened pre-packaged items, such as a bag of baby carrots or sliced apples stored in a cooling bin. ○ Whole pieces of fruit, such as apples or bananas. ○ Unopened milk, if immediately stored in a cooling bin maintained at 41°F or below. 	<ul style="list-style-type: none"> ● <i>Food components FNS does not recommend sharing:</i> <ul style="list-style-type: none"> ○ Unpackaged items, such as a salad bowl without a lid. ○ Packaged items that can be opened and resealed. ○ Open items, such as an opened bag of baby carrots or sliced apples. ○ Perishable foods, when a temperature control mechanism is not in place.
Step 3: If sharing items that require cooling is permissible under local and State laws, establish strict food safety guidelines to prevent the risk of foodborne illness:	
<ul style="list-style-type: none"> ● Maintain proper temperature (and temperature logs) (<i>41 degrees Fahrenheit or colder</i>) by storing food components in a temperature controlled storage bin, such as an ice tub or cooler. ● Make note of expiration dates on packaged foods, and do not intermix reused items with items that have not yet been prepared and served yet. ● Decide how many times a food item can be re-used (recommended just once). 	
Step 4: Supervise the share table at all times to ensure compliance with food safety requirements:	
<ul style="list-style-type: none"> ● Ask supervisors to make sure packaging of items placed on the share table is not open, punctured, or otherwise compromised. ● If cooling bins are used, have supervisors monitor the bin to ensure that time and temperature control requirements are met. ● Invite children to participate as “share table helpers,” or assistant monitors, teaching them about the importance of food safety and recycling. 	
Step 5: Promote the share table to children and families:	
<ul style="list-style-type: none"> ● Provide children and families with information about share table guidelines. ● Ask for input from parents and guardians, and make sure families are comfortable with their children participating in the share table option. ● Explain the share table concept to children, taking care to emphasize the importance of healthy eating and trying new foods whenever possible. ● Display signage outlining share table “rules” and encouraging recycling. 	

APPENDIX B: ESSENTIAL HEALTHY EATING AND PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS
K-2	<ul style="list-style-type: none"> ▪ MyPlate ▪ Meals and Snacks ▪ Valid Information ▪ Food Safety ▪ Breakfast ▪ Social Influences ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
3-5	<ul style="list-style-type: none"> ▪ MyPlate ▪ Fruits/Vegetables /Whole Grains ▪ Fats ▪ Added Sugars ▪ Calcium ▪ Meals and Snacks ▪ Valid Information ▪ Breakfast ▪ Peer Pressure ▪ Food Safety ▪ Water ▪ Breakfast ▪ Sodium ▪ Social Influences ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
6-8	<ul style="list-style-type: none"> ▪ Disease Prevention ▪ MyPlate ▪ Labels ▪ Variety ▪ Fruits/Vegetables/ Whole Grains ▪ Fats ▪ Added Sugars ▪ Calcium ▪ Meals and Snacks ▪ Peer Pressure ▪ Body Size ▪ Water ▪ Breakfast ▪ Eating Out ▪ Eating Disorders ▪ Dietary Guidelines ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
9-12	<ul style="list-style-type: none"> ▪ Disease Prevention ▪ Labels ▪ Energy In/Out ▪ Peer Pressure ▪ Weight Control Practices ▪ Body Size ▪ Food Safety ▪ Breakfast ▪ Eating Out ▪ Eating Disorders ▪ Dietary Guidelines ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
K-2	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity
3-5	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity ▪ Physical Activity and Weight ▪ Physical Activity and Academics ▪ Phases of Exercise Sessions ▪ Opportunities for Community Physical Activity ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity
6-8	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity ▪ Physical Activity and Weight ▪ Physical Activity and Academics ▪ Differences between Physical Activity/Exercise/Fitness ▪ Phases of Exercise Sessions ▪ Opportunities for Community Physical Activity ▪ Injury Prevention ▪ Weather-Related Safety ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity
9-12	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Physical Activity and Academics ▪ Inactive Lifestyle and Chronic Disease ▪ Phases of Exercise Sessions ▪ Overcoming Barriers to Physical Activity ▪ Opportunities for Community Physical Activity ▪ Injury Prevention ▪ Weather-Related Safety ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity

Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Goals for next triennial assessment in 2027:

Nutrition education:

Encouraging field trips to Ag Fair and farm visits

Encourage FFA to present programs to elementary and Jr. High students

Provide nutrition education and health education information to teachers annually to include in their educational programming.

The district nurse will provide nutrition education annually to each building during lunch.

Nutrition promotion:

Nutrition promotion will be shared through multi-channel approaches: newsletters, website, social media, communication home to families, and monthly food menus.

Hold student surveys of meal preferences in each building annually.

Physical activity:

Elementary teachers will be given ideas on how and when to encourage movement breaks in an attempt to provide 3-5 minute breaks at least 3 times per week.

Principals will encourage and promote physical activity through staff updates.

Discourage teachers from withhold physical activity as a punishment for not completing work, misbehavior, etc

Other school-based wellness activities:

Continue to promote healthy living activities within the community.

Encourage staff to participate in the health insurance plan's healthy living program.

Include wellness information in school provided professional development.

Promote use of the district weight room to all staff.