

# Edwardsville School District Wellness Policy

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## Edwardsville School District 7 Wellness Policy

### Preamble

Edwardsville School District 7 (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.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> 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.<sup>11,12,13,14</sup>

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.

## 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 to 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 (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. 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 name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

Name	Title	Email address	Role
Lynda Andre	Superintendent	<a href="mailto:landre@ecusd7.org">landre@ecusd7.org</a>	Superintendent
Cathie Wright	Director of Curriculum and Instruction	<a href="mailto:cwright@ecusd7.org">cwright@ecusd7.org</a>	Curriculum Director
Breanna Gordon	Food Service Coordinator	<a href="mailto:bgordon@ecusd7.org">bgordon@ecusd7.org</a>	Food Service Coordinator
Elizabeth Jacobs	Curriculum Coordinator	<a href="mailto:ejacobs@ecusd7.org">ejacobs@ecusd7.org</a>	Curriculum Coordinator
Lori Compton	Special Education Coordinator	<a href="mailto:lcompton@ecusd7.org">lcompton@ecusd7.org</a>	Special Education Coordinator
Adam Garrett	Special Education Director	<a href="mailto:agarrett@ecusd7.org">agarrett@ecusd7.org</a>	Special Education Director

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.ecusd7.org](http://www.ecusd7.org)

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy on District 7's central computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment\* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

### ***Annual Progress Reports***

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year [in September], and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and

- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in [*English spoken in District*].

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

The DWC: “*in collaboration with individual schools/SWCs*” will establish and monitor goals and objectives for the District’s schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

### ***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 position/person responsible for managing the triennial assessment and contact information is Felicia Minor, Food Service Coordinator, 618-656-1182.

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

The District 7 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 progress reports 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 other 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; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meet 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 [USDA nutrition standards](#).)
- 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
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - 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

- Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
- Menus will be created / reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- 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 (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- 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.
- Local and/or regional products are incorporated into the school meal program;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden
- School hosts field trips to local farms

### ***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.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

### ***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 (i.e., "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 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.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

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\* [and *ideally, the extended 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, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

### ***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 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; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### ***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 and 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 evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### ***Nutrition Education***

The District aims to teach, model, encourage, and support healthy eating by 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;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

### ***Essential Healthy Eating Topics in Health Education***

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

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food 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

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

## **IV. Physical Activity**

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive,

school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied 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](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. 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).

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 60-89 minutes per week throughout the school year.

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

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.

### ***Essential Physical Activity Topics in Health Education***

The District will include in the health education curriculum 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 or most 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 in to the recess transition period/timeframe before students enter the cafeteria.

**Outdoor recess** will be offered when weather is feasible for outdoor play. Depending on regions or weather conditions, districts may insert weather guidelines or guidelines for outside play here. Students will be allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during “code stay” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.”]

In the event that the school or district 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.

### ***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: District should choose appropriate and reasonable options such as clubs, physical activity in aftercare, intramurals, or varsity sports.

## **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 all *Schools in the District will* 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. All school-sponsored wellness events will include physical activity opportunities.

### ***Community Health Promotion and 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 (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 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 leader's name is Christy Buie, District Head Nurse (cbuie@ecusd7.org).

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. 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.

### ***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.

*Glossary:*

**Extended School Day** - time during before and after-school activities that include clubs, intramural sports, band and choir practice, drama rehearsals, etc.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, 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** - midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

## Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
Albert Cassens	Tanya Patton	Principal	<a href="mailto:tpatton@ecusd7.org">tpatton@ecusd7.org</a>	Principal
Columbus	Julie Matarelli	Principal	<a href="mailto:jmatarelli@ecusd7.org">jmatarelli@ecusd7.org</a>	Principal
Glen Carbon	Curt Schumacher	Principal	<a href="mailto:cschumacher@ecusd7.org">cschumacher@ecusd7.org</a>	Principal
Goshen	Tara Wells	Principal	<a href="mailto:twells@ecusd7.org">twells@ecusd7.org</a>	Principal
Worden	Beth Renth	Principal	<a href="mailto:cschumacher@ecusd7.org">cschumacher@ecusd7.org</a>	Principal
LeClaire	Cornelia Smith	Principal	<a href="mailto:csmith@ecusd7.org">csmith@ecusd7.org</a>	Principal
Nelson	Andrew Gipson	Principal	<a href="mailto:agipson@ecusd7.org">agipson@ecusd7.org</a>	Principal
Hamel	Matt Sidarous	Principal	<a href="mailto:msidarous@ecusd7.org">msidarous@ecusd7.org</a>	Principal
Midway	Matt Sidarous	Principal	<a href="mailto:msidarous@ecusd7.org">msidarous@ecusd7.org</a>	Principal
Woodland	Tara Fox	Principal	<a href="mailto:tfox@ecusd7.org">tfox@ecusd7.org</a>	Principal

<sup>1</sup> Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.

<sup>2</sup> Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

<sup>3</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

<sup>4</sup> Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

<sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

<sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

<sup>7</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.

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- <sup>8</sup> MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.
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## Appendix B: Healthy Party Ideas

### Non-Food Celebrations

- Games or crafts – ask parents to bring supplies for a game or craft project
- Let's trade! Ask parents to bring small items to trade, such as pencils, stickers or erasers
- Dance party
- Extra recess or play time
- Special book
- Guest readers
- Activity time
- Overnight stuffed animal or item from class or program
- Special show and tell
- Special time with principal, teacher or site staff – take a walk around the school or playground
- Organize a community project
- Have a themed scavenger hunt around the school or site
- Stock a treasure chest – ask parents to bring items such as pencils, stickers and erasers or other small trinkets to fill the chest
- Themed parade around your school - try a vocabulary or food group theme!
- Allow the birthday child to be the class or site assistant for the day to help with special tasks, such as making deliveries around the school or site or lead the line
- Make it an event! Allow the birthday child to wear a special sash and crown or carry a special item
- For birthday celebrations, allow the birthday child to choose the game, activity, music, item, book, etc.

### Healthy Snack and Beverages Ideas

- Water
- 100% fruit juice with no added sugar
- Fat-free or low fat milk
- Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
- 100% fruit juice slushes with no added sugar

- Fresh fruit – trays, salads or kabobs
- Fresh vegetables – trays, salads or kabobs
- Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
- Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
- Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frosty fruits – freeze your own fruit (frozen grapes make a great summer treat!)
- Dried fruit with no added sugar
- Nut or seed butter (serve with fruit or whole grain crackers)
- Nuts or seeds
- Trail mix made of nuts or seeds and dried fruit with no added sugar
- Whole grain crackers
- Low-fat cheese (serve with fruit or whole grain crackers)
- Hummus (serve with vegetables or whole grain crackers)
- Small whole grain waffles or pancakes topped with fruit or nut or seed butter
- Whole grain pretzels (soft or crunchy)
- Low-fat or air-popped popcorn (no added butter or salt)
- Graham crackers
- Nut or seed butter and jelly sandwiches on whole grain bread
- Small whole grain bagels or English muffins with nut or seed butter or jelly
- Pizza (on whole grain crust with low fat cheese and lean protein or vegetable toppings)
- Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, nut or seed butter and jelly or vegetables)
- Fat-free or low fat pudding
- Bean quesadillas or burritos made with whole grain tortillas with salsa
- Whole grain cereal bars
- Baked whole grain tortilla chips with salsa or bean dip
- Baked chips (small portions)

*Adapted from Alliance for a Healthier Generation; Healthy Celebrations, Let's Celebrate!; viewed on 2.6.15;*  
*[https://www.healthiergeneration.org/take\\_action/schools/snacks\\_and\\_beverages/celebrations/](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/celebrations/)*

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## Appendix C:

### Alternative Ways to Reward Children

- Pencils
- Stickers
- Erasers
- Drawings or raffles for a prize
- Tokens/points toward a prize
- Special physical activity breaks
- Choice of special activity
- Students have the opportunity to lead an activity
- Extra free time
- Special book selected by student
- A feat by a teacher or principal
- Special dress day (like PJs)
- Special visitor
- Choice of music for study time
- Certificates or ribbons
- Post recognition signs (i.e. student of the month) around the school
- Special section in the announcements
- Call or letter to a parent
- Photo board
- Going first for something
- “No Homework” pass
- Designing a prominent bulletin board
- Special event (i.e. dance or kite-flying party)
- Extra recess or P.E. time

*Adapted from Alliance for a Healthier Generation; Non Food Rewards; viewed on 2.6.15;*

*[https://www.healthiergeneration.org/\\_asset/tljc7f/12-5933\\_NonFoodRewards.pdf](https://www.healthiergeneration.org/_asset/tljc7f/12-5933_NonFoodRewards.pdf)*

## Appendix D: Healthy Fundraising Ideas

### Events that promote physical activity and celebrate fitness

- As-THON-ishing results: School groups raise thousands of dollars when students get pledges for miles biked, distance walked, time jumped, or time skated. Bike-a-thons, Trike-a-thons, Walk-a-thons, Jog-a-thons, Skate-a- thons, and Dance-a-thons, as well as 1K or 5 K races, are a few examples.
- Hidden talents = fundraising treasures: Talent shows are a fun and healthy way to raise money. Children can sing, dance, juggle, perform magic tricks, do gymnastics, and get ready for an appearance on American Idol!
- Friendly competitions: Tickets sales for games can really boost the bottom line. Example = basketball games between a high/middle school team – and a team of teachers, police or fire department members, or local college players.
- Sport-o-rama: A bowling alley, miniature golf course, or club (tennis, swim, or fitness) can help sponsor/organize a tournament or family fun night.
- Rent-a-teen programs: Young people can set up a ‘job bank’ to rake leaves, water gardens, mow lawns, walk dogs, wash windows, or do other services.
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### Other events that involve communities in supporting schools

- Carnivals or game nights
- Spelling bees for kids and adults
- Book fairs and read-a-thons
- Giant yard and/or craft sales
- Auctions of products and services
- Raffles for products and services
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### Non-food items to sell

- Car washes and dog washes
- Recycling (cans to ink cartridges)
- Singing telegrams
- Holiday gift-wrapping services
- Grocery store rebate programs
- Bake-less bake sales
- School spirit items, especially those that support healthy choices, such as water bottles,

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- Fribees®, and other sports equipment and clothing. Other options include decals, bumper stickers, cups, and stadium pillows/blankets
  - Coupons books
  - Calendars
  - Magazine subscriptions
  - First aid and car safety kits
  - Holiday wreaths, candles, greeting cards, and wrapping paper
  - Newsletter and yearbook space or advertisements
  - School supplies (notebooks, pencils, pens and crayons)
  - Arts and crafts made by students and/or school staff

*Adpated from Mississippi Department of Education, Office of Healthy Schools; Smart Fundraising for Healthy Schools; viewed on 2.6.15; [http://www.healthyschoolsms.org/ohs\\_main/initiatives/documents/FundraisingAlternatives.pdf](http://www.healthyschoolsms.org/ohs_main/initiatives/documents/FundraisingAlternatives.pdf)*

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## Appendix E: Ideas for Physical Activity Breaks

**1. Chair Aerobics:** Have students pull their chairs out from their desk. They should sit up straight, keeping their ankles together to do leg lifts by extending their legs to a 180-degree angle for 20 repetitions. Then have students stand behind the chair and while holding the back for balance, extend their right leg out to the side to a 45-degree angle for 20 repetitions. Then repeat with the left leg.

**2. Task Master:** Have students stand up and push in their chairs. Explain that you are going to give them a series of tasks and the goal is to complete them as quickly as possible. Direct students that once they have completed the task, they should stop where they are and raise their hand. For the first task have students touch 10 chairs not in a row. For the next task have students touch elbows with 8 classmates. For the last task, touch toes with 6 classmates wearing 6 different colored shirts.

**3. Boogie Days:** Have students spread out across the room and play one school-appropriate song and let kids bust-a-move. Have them follow your moves and make sure movements are appropriate. Try doing some vintage moves like the Twist, mash potatoes or just jumping around.

**4. No Stress Test:** Make it a classroom tradition to have a 5-minute walking break before a test to help everyone unwind and relax.

**5. Take a Tour:** Lead students on an imaginary tour of a different country or state in a charades like game. For example, take a tour of Texas: march to the Alamo, climb an oak tree, climb Guadalupe Peak, swim in the Gulf of Mexico. Create other simulations that point out various landmarks within any state.

**6. Play Cards:** Using a standard card deck, assign an activity to each of the four suits (ex: jumping in place, running in place, sit-ups, squats). Pass out a card to each student and they have to do the activity for that suit for 20 seconds. Have students pass their cards to their neighbor and repeat for 5 passes. Add a twist: have students perform the activity the number of times designated on the card.

**7. Mix it Up:** Create a dance sequence one move at a time by calling out a move. Add one move each time through the sequence. Moves could include: stomp left, high five, jump twice, spin in a circle, squat, etc.

**8. Acting Out:** Read a paragraph or page of a book, and every time an action verb comes up, the students have to act it out.

**9. Look Ma, No Hands!:** Have students put an object on the floor (pen, notebook, ID card) and call out different body part they have to try to pick it up with (ex: elbows, feet, knees, forearm, neck, etc).

**10. Keep it Clean:** Push some chairs to the side and draw an imaginary line down the middle of the room. Give students several soft objects to throw (wadded up paper from the recycle bin works well). Students begin throwing objects across the line—the object is to keep objects off of your side of the room. When you call “time” the cleanest side (the one with the fewest objects)wins. Do best 2 out of 3 for minute sessions.

**11. Calm Down:** Lead students in stretches to help loosen up tension. Have students each hold for 15-20 seconds each: reach for the sky, touch toes, arm circles, neck circles, knee to chest,20 etc.

**12. Quiz Me:** While reviewing for a test, ask the students a series of true-or-false questions. Ifthe question is true students should jump in place for 15 seconds. If it is false they should touch their toes.

**13. Shake It:** Students remain seated and raise their hands in the air. Have them start by shaking their right hand 10 times, left hand 10 times, left foot 10 times and right foot 10 times. Repeat counting down the number of shakes from 9-1. Speed up or slow down the counting to keep it interesting.

**14. Workout Videos:** Although most workout videos can last from 20-40 minutes, they're often broken down into different moves that only last 2-4 minutes. If you have a TV in your classroom, work through a video over the course of a week doing one move at a time. Libraries often have workout videos for students.

**15. Write Your Name:** Using your index finger as an imaginary pencil, write your name in huge cursive in the air. Now repeat using different body parts as your pencil — elbow, knee, toe, belly button, head. Don't forget to make sure all your i's are dotted and t's are crossed!

**16. Mime Yourself:** Have students get into pairs and without talking mirror each other's actions. Specify who will be the leader to start, and tell students that without talking they should switch back and forth as to who has the lead.

**17. Take the Long Way:** Before your next class change, stop class 3 minutes early and take your students the long way to their next room.

**18. Stand Up for Vocabulary:** Create a poem or song using vocabulary words that all start with the same letter. Every time a word starting with that letter is said or sung have students stand up or sit down.

**19. Rainstorm:** Have a rainstorm in your classroom. Have students follow your lead; begin by having students very lightly rubbing their hands together, then lightly snap, slap their thighs, slap their thighs and stomp their feet (the rainstorm is at its peak!). Then stop stomping their feet, just slap their thighs, return to lightly snapping, rubbing their hands and stop. Do each action for 20 seconds.

**20. Animal Instincts:** Pick one student to call out an animal and have everyone mimic how that animal moves. Go around the room until every student has an opportunity to call out an animal and the class has mimicked that animal.

**21. Train Like a Pro:** Have students emulate various sports for 10-15 seconds each:

- kick a field goal
- shoot a jump shot
- run through tires
- swing a bat
- serve a tennis ball
- downhill skiing
- spike a volleyball
- swing a golf club
- throw a football
- shoot an arrow
- shoot a hockey puck
- swim

**22. The Classroom Workout Circuit:** Have students do the following in place for 1 minute each (feel free to mix up the order): jog in place, high knees, jumping jacks, hop on one foot, hop on the other foot, hop on both feet.

**23. Take a Seat!:** Have students stand up and pull their chairs away from their desks. They should stand in front of their chair (seat facing out). Have students quickly sit, then stand, sit then stand 8-10 times. Next, quickly repeat sitting halfway down and standing, repeating 8-10 times. Last, have

students barely sit (just touching the chair) and stand quickly repeating 8-10 times.

**24. Stations:** Create 3 stations in different areas of the room designated by a sign depicting a different physical activity (boxing jabs, running in place, jumping on both feet, jumping jacks, sit-ups, etc). Divide students into 3 groups and assign them to a station. Have students perform the activity for one minute and then rotate to the next station. To mix it up, add new types of activities or more stations.

**25. Do the Conga!:** Have students line up, placing their hands on the shoulders of the student in front of them. Start some music and lead students around the classroom.

**26. Walk and Talk:** Break students into groups of 2 or 3, and assign a topic related to a current lesson plan that students need to discuss while taking a 5-minute walk. They should report their discussion back to the class.

**27. Physical Activity Jeopardy:** Tape 5-10 envelopes with one physical activity listed inside each envelope on the board in the front of the classroom. Write 10, 15, 20 and 25 on the outside of each envelope. Call on a student to pick one of the envelopes, and the class performs the physical activity inside it for the number of repetitions listed on the front of the envelope. Activities could include: boxing jabs, jumps, push-ups, triceps dips using their chair, arm circles, jumping jacks, elbow to opposite knee touches, etc.

**28. Feel the Beat:** Have every student get a partner and sit cross legged on the floor facing their partner 2-3 feet away. Place a hacky-sac or other object between them. Turn on some music and have students perform the following actions to the beat of the music:

- tap knees
- tap shoulders
- clap
- tap knees, shoulders, clap
- clap partners hands (both, right-right, left-left)

When the music stops, students try to be the first to grab the hacky-sac. Repeat for 5 times.

**29. Stretch It Out:** Have students stand with both arms extended out in front. Slowly, alternate using arms to push open an imaginary door. Clasp hands together and extend arms out, bending the elbows slightly, and stretch neck by lowering your head (as if trying to touch nose to chest).

**30. Future Trainer:** Have a student lead a 3-5 minute physical activity break doing any activities or games of the class's choosing —be creative and have everyone in the class get involved.

*Adapted from Fuel Up To Play 60; In-School Activity Break Ideas; viewed on 2.6.15*

*<https://school.fueluptoplay60.com/tools/view.php?id=15749467>*