



Wellness Policy and Procedures

203 E. Plaquemine Street
Jennings, La 70546

revised
August 27, 2021

Jefferson Davis Parish School Board Wellness Policy

Preamble

Jefferson Davis Parish School Board (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.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} 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.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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 measureable goals and outcomes are identified within each section below.

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School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee that will assist in implementation, periodic review, and updating of the Jefferson Davis Parish district-level wellness policy (heretofore referred as "wellness policy").

The District Wellness Committee 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; physical education teachers; health education teachers; school health professionals; school health professionals, school administrators, school board members; health professionals; and the general public.

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 Superintendent or his/her designee shall be responsible for assuring compliance with established district wide nutrition and physical activity wellness policies. In each school, the principal or designee shall oversee compliance with those policies in his/her school and shall report to the school's compliance to the Superintendent or his/her designee.

School food service staff, at the school or district level, shall assess compliance with nutrition policies within school food service areas and report on this matter to the Superintendent (or if done at the school level, to the school principal).

The designated official for oversight is Kieran D. Coleman, PhD, Health/Physical Education Supervisor – 203 E. Plaquemine Street , Jennings, La- (337) 824-1834.

Wellness Policy Implementation, Monitoring, Triennial Progress Assessments, and Community Engagement

Implementation Plan

Each school will establish a School Health Counsel (SHC) composed of a minimum of 4 members including but not limited to:

- Principal or designee
- Teacher
- Nurse
- Physical Education Teacher
- Parent Rep

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- Cafeteria Manager
- Community Rep

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

Monitoring

The SHC will be responsible for assessing the level of implementation of the Jefferson Davis Parish School District Local Wellness Policy by reviewing site-based nutrition education, physical activity, and other school based activities that are designated to promote student wellness at each school site.

Triennial Progress Assessments

The SHC will conduct a review on the third year to assess each site's health and nutrition promotion including school meals, a la carte cafeteria sales, vending machines, student stores, concession stands, classroom parties/special events, and fundraising events. The SHC will also examine how wellness education is incorporated into the school's curriculum and school environment. Emphasis will include utilizing the cafeteria as a classroom and community resources.

A plan of action for the school's wellness program will be developed by the SHC and submitted to the district designee.

The district designee will compile and analyze the report from the SHC and report the findings to the District Wellness Committee. If needed, revisions will be made to the Jefferson Davis Parish Wellness Policy.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy in the Child Nutrition Department Offices at the Food Service Warehouse]. 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.

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Community Involvement, Outreach and Communications

The District will actively inform families and the public each year of basic information about the Jefferson Davis Parish District Wellness Policy by making the information available on the district homepage: www.jeffersondavis.org.

The District will invite the public to attend the District Wellness Committee meeting when reviewing the triennial assessment and making revisions to the Jefferson Davis Parish District Wellness Policy, if needed.

I. 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; that are moderate in sodium, low in saturated fat, 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), the School Breakfast Program (SBP), and as needed, the Summer Feeding Program and Summer School Option. 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 by providing:
 - Sliced or cut fruit weekly
 - All staff members training to prompt students to select and consume the daily vegetable options to ensure reimbursable meals are being distributed.
 - White milk in nonfat and low-fat options.
 - Daily announcements that are used to promote and market menu options.

In addition to the above, the Child Nutrition Program will also provide:

- Menus posted on the District website
- School meals that are administered by a team of child nutrition professionals.
- Accommodate students with special dietary needs.

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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](#).

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.

- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- 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>. Principals will be provided the website for Pennington Biotech Medical Research Center's website which provides a living source of approved items, criteria, and solicitation for analysis of future items.

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* 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, 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 are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#). See Appendix B
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards. See Appendix C

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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. . See Appendix C

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]. See Appendix D

Schools will encourage fundraisers promoting physical activity (such as walk-athons, Jump Rope for Heart, fun runs, etc.). Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. Per Louisiana standard: Fundraisers intended for sale off campus are exempt.

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/>.

See Appendix A

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;

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- 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, school gardens, Farm to School programs, other school foods and nutrition-related community services.
- *In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the approved state health education curricula*

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

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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* will meet or exceed the USDA Smart Snacks in School nutrition standards

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

II. 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

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(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. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students. See Appendix G

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.

Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours

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 *150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).*

All [District] **secondary students** (middle and high school) are required to take the equivalent of two 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.

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers in JDP will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All secondary physical education classes in JDP are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*

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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 **5 minutes of recess** on all days during the school year *This policy may be waived on early dismissal or late arrival days*). 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.

"Students will be allowed outside for recess except when outdoor temperature is above/below f wind chill factors, 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, according to each school's recess guidelines.

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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 at least three days per week. 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 options such as physical activity clubs or interscholastic sports.

III. 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.

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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, Health Promotion, and Family Engagement

The District will support community based physical activity programs.

Staff Wellness and Health Promotion

The SHAC supports a staff wellness through wellness incentives offered through the district's health benefits.

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.

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- ¹ 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.
- ² 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.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.
- ⁴ 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.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.
- ⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. 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.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.
- ⁸ 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.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.
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- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
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- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063–1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

JDP Wellness Policy Implementation Plan

Goal 1:

To create an environment where healthy food choices are encouraged and wellness is promoted throughout the school district

OBJECTIVE	ACTION STEPS	PERSON RESPONSIBLE	TARGET DATE	DATE COMPLETED	EVALUATIVE INSTRUMENT
<p>Increase opportunities for students, staff and parents to engage in activities that promote wellness and healthy lifestyles</p>	<ul style="list-style-type: none"> ➤ Planning and instruction of healthy eating that promotes overall good nutrition <ul style="list-style-type: none"> ➤ Fulfilling menu guidelines/pattern requirements according to federal and state regulations ➤ Professional development regarding nutritional values/safety standards ➤ Offer awareness/visitation days to get families into school cafeteria ➤ Increase communication regarding the benefits of healthy lifestyles <ul style="list-style-type: none"> ➤ Monitoring of foods outside of CNP: sold, unsold - parties, rewards ➤ Increase nutrition education and engage in nutrition promotion 	<p>CNP Supervisor</p> <p>Health/PE Supervisor</p> <p>Parents</p> <p>Cafeteria Staff</p> <p>Community Stakeholders</p> <p>Teachers</p> <p>School Administration</p>	<p>On-going throughout the school year</p>	<p>May 2020</p>	<p>In-service Documentation</p> <p>Pictures</p> <p>Classroom Projects/Assignments</p> <p>Website</p> <p>Newsletters</p> <p>Checklists</p> <p>Bulletin Boards</p>

JDP Wellness Policy Implementation Plan

Goal 2:

To create a school environment that promotes participation in Life-long physical activities while reaching an enhanced level of physical fitness

OBJECTIVE	ACTION STEPS	PERSON RESPONSIBLE	TARGET DATE	DATE COMPLETED	EVALUATIVE INSTRUMENT
Create opportunities in which physical fitness is promoted through class participation as well as individualized fitness activity assessments	➤ Development of class schedules which would provide evidence of allocated PE & recess times on a daily basis	Health/PE Supervisor	On-going throughout the school year	May 2020	School-Wide Initiatives Assessment data Physical education Schedules Pictures
	➤ Utilize physical education class periods to encourage students to set and accomplish individualized fitness gram targets at least two times a year	Community Stakeholders Parents Teachers			
	➤ Involve students in community health awareness projects that support physical fitness <ul style="list-style-type: none"> ▪ Jump Rope for Heart ▪ School Walk 	School Administration			
	➤ Utilize ways in which to discipline students without jeopardizing their physical fitness opportunities				

Appendix B: Healthy Snack Ideas

Snacks are important to provide nutrients for growing children. School can play a major role in helping students become fit, healthy and ready to learn. One way to accomplish this is for foods offered in schools to support lessons learned in the classroom regarding nutrition and physical activity. Positive examples of making healthy eating choices and encouraging physical activity should be visible throughout the school. Parties as well as cafeterias, school stores, vending machines and after-school events offer opportunities for schools to reinforce the message that making healthy food choices and being physically active means a healthier body and a sharper mind.

Snack Ideas for School and Classroom Parties

Foods offered for school parties should add to the fun, not be the main focus. Schools responsible for helping students learn lessons about good nutrition and healthy lifestyles should practice these lessons during school parties. Consider this list of healthy snack choices for classroom events.

Fresh fruit and vegetables (cut up for easy eating)

Baby carrots and other veggies w/ low fat dip

Yogurt

Trail mix

Fig cookies

Animal crackers, vanilla wafers, graham crackers

Baked chips, baked Cheetos, baked Doritos

Pretzels

Low fat popcorn

Granola bars

Bagels w/ low fat cream cheese

Soft pretzels and mustard

Pizza (no extra cheese and 1 meat only)

Pudding

Frozen fruit bars

String cheese

Cereal Bar

Whole-grain cereal

Nabisco 100 calories packs

Individual fruit cups

Rice cakes incl. flavored

Lean turkey sandwiches

Whole grain crackers

Single-serve low fat or fat free milk

Bottled water (incl. unsweetened flavored water)

100% fruit juice (single serve)

Appendix C: Non-Food Rewards

At school, home and throughout the community, kids are offered food as a reward for “good” behavior. Often these foods have little or no nutritional value but are easy, inexpensive and can bring about short-term behavior change. Using food as a reward undermines nutrition education, encourages overconsumption of extra calories, and teaches children to eat when they are not hungry (seeking food as a source of comfort).

There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
- It encourages over-consumption of foods high in added sugar and fat.
- It teaches kids to eat when they’re not hungry as a reward to themselves.
- Kids learn preferences for foods made available to them, incl. those that are unhealthy.
- Poor food choices and inadequate physical activity contribute to obesity in children.

Students Learn What They Live

Kids naturally enjoy eating healthy and being physically active. Schools and communities need to provide them w/ an environment that supports healthy behaviors. Below are some alternatives for students to enjoy instead of being offered food as a reward at school.

Zero Cost Alternatives:

Sit by friends
Read outdoors
Have an extra art time
Have an extra recess
Read to a younger class
Make deliveries to office
Play a favorite game or puzzle
Walk w/ a teacher during lunch
Invite a “lunch buddy” to eat with
Listen w/ headset to book/audiotape
Have a teacher read a special book to class
Give a 5-minute chat break at end of day

Watch a video
Teach the class
Enjoy class outdoors
Play a computer game
Get a “No Homework” Pass
Listen to music while working
Earn play money for privileges
Eat lunch outdoors w/ the class
Be a helper in another classroom
Get “free choice” time at end of day

Low Cost Alternatives:

Select a paperback book
Take a trip to treasure box (non-food)
Receive a video store or movie coupon
Receive a “mystery pack” (notepad, folder, sports cards, etc.)

Enter a drawing for donated prizes
Get stickers, pencils, other supplies
Get a set of flash cards (from comp)

Appendix D: Healthy Fundraisers

Raising money may present a constant challenge for schools. School fundraisers may help pay for computers, field trips, athletics, music, art, and other programs that educate and enrich young lives. More than just raising money to pay for valuable programs, a well-run fundraiser can also be an experience that educates, builds self-esteem, provides community service, and promotes school and community spirit.

Fundraising doesn't have to involve selling food items of limited nutritional value, such as candy. The following fundraising ideas offer alternatives to selling candy. When healthy food choices are used as fundraising times, the healthy eating message presented in the schools is reinforced. Some of the ideas even have the added benefit of providing additional physical activity opportunities for students.

Schools could sell a variety of non-food items such as:

Gift wrap
Magazine subscriptions
Garden seeds
Candles
Discount coupon books
Raffles of gift baskets
Plants and Flowers
School Spirit Items
Cookbooks

Other Ideas:

Car Washes
Walk-a-Thons
Family game nights or skate nights
Hire a student for a day – for odd jobs, babysitting services, etc.
3-on-3 basketball or soccer tournaments
Silent auction
Talent Show
Monday night football “Dads Night Out”
Moms night out – restaurant discounts
School Movie Night (free movies can be rented at library)
Raffle of Dinner prepared by school faculty
Fashion Show
Dinner and a movie
Dinner Theatre (students perform play)
Parent “principal of the day”
Sell VIP parking spaces

Appendix G: Alternative Ways to Discipline

The benefits of recess include improved attention, reduced fidgeting, mental and physical break from the school day and allows students to be active and release energy. Withholding recess for whatever reason should be discouraged. The following are alternatives to this practice:

- 1. The child gets a strike for each time he/she misbehaves. Have a different consequence for each strike (i.e. strike 1: warning, strike 2: parent receives call from the teacher, strike 3: child is sent to principal's office).**
- 2. Student must clean up the mess he/she made (pick up toys in the classroom, put away books in the library, or pick up trash outside while others play during recess).**
- 3. Student must write a letter of apology explaining what he/she did wrong.**
- 4. Student must write an essay on what he/she did wrong and how to behave better next time (good for reflection and self-evaluation).**
- 5. Student is given extra homework.**
- 6. Have the student and teacher call home together to report misbehavior to family.**
- 7. Send a note about misbehavior home, have it signed by parent and return it the next school day (try to involve parents w/ improving student's behavior).**
- 8. Do community service.**
- 9. Have the student miss a class trip or school event if he/she cannot behave properly.**

Reference: <https://cspinet.org/resource/alternative-school-discipline-options-withholding-recess>

