

Madison County Government (64-108699051) WELLNESS POLICY
Updated January 2019

Regional Office of Education
Wellness Policy/Procedures

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Edwardsville CUSD #7 Wellness Policy

Preamble

The Madison County Government Juvenile Detention Center (hereto referred to as the District) is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

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 throughout the day;
- 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 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.

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Relevant Data

- Illinois has the 9th highest obesity rate among 10-17 year-olds.
- Madison County Adult Obesity Rate 31%
- The Madison County Health Department has identified Obesity Reduction as one of three healthy priorities for the county over the next five years.

Through our district meal program, physical activity and wellness initiatives, the District is an important player in promoting the health and safety of our students while helping them establish lifelong healthy behaviors.

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 twice per year** to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will include to the extent possible, school administrators, social workers; students; and when possible, membership will include a health department staff and/or Supplemental Nutrition Assistance Program Education coordinators (SNAP-ED).

Leadership

Jon P. Volkmar, Superintendent, 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 names, titles, of those serving on the District Wellness Committee are:

Jon P. Volkmar	Superintendent
Amy Funk	SNAP-Ed Educator, University of Illinois Extension

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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; 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.

This wellness policy can be found at:

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at Food Service Director's Office located at District's Administrative Offices. 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;

Annual Notification of Policy

To the extent possible, the District will work to inform the public and families about this policy, including its content, updates and implementation status. Given the unique District structure as a Juvenile Detention Center, The District is working with the County to post on the Madison County Website. The name and contact information of the participants leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee will be posted in the main office.

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;
- 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 is the District Superintendent.

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

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of appropriately deemed assessment tools, 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 will 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 stakeholders 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 ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information.

The District will annually notify the public about the content of or any updates to the wellness policy.

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; 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). 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.

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Our district uses evidence-based strategies from The Smarter Lunchrooms Movement to encourage selection and consumption of healthy food choices in the cafeteria. We will utilize at least 5 of the following Smarter Lunchroom strategies:

- Sliced or cut fruit is offered.
- A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans).
- At least two kinds of vegetables are offered.
- Vegetables are incorporated into the main entrée at least monthly.
- While milk is offered in all beverage coolers.
- Students, teachers, or administrators share the daily menu in announcements.
- Menus will be created/reviewed by a certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- 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
- Students are served lunch at a reasonable and appropriate time of day.

Goal: Over the next three years, District will work to implement three Smarter Lunchroom strategies each school year.

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. 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.
- Staff is encouraged to allow frequent water breaks throughout the day for all students.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs **during the school day** (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

Celebrations and Rewards

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All foods offered on the school campus are encouraged to meet the USDA Smart Snacks in School nutrition standards including through:

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

Fundraising

The District will adhere to the following state and federal policies specific to food fundraisers during the school day:

No exempt fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service at any time.

For school year 2015-16 and after, the number of exempted fundraising days shall be:

- Prohibited in all District schools.

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 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/>.

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;

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- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities;
- 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, other school foods and nutrition-related community services;
- Includes nutrition education training for staff.

Essential Healthy Eating Topics in Health Education

Food and Beverage Marketing in Schools

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

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

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

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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 and state rules.

Goal Summary

- *Students are offered a taste test of a new entrée or featured vegetable at least once a year.*
- *Incorporate a flavor station to promote vegetable consumption.*
- *Students provide feedback (informal – “raise your hand if you like....” or formal-focus groups, surveys) to inform menu development.*
- *The District will work to implement three Smarter Lunchroom Strategies each year.*

IV. Physical Activity

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

Teachers may not withhold **Physical Education** as punishment. Administration will be encouraged **not to withhold Physical Activity (PE/recess)** as punishment. The district will provide 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.

- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

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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. The curriculum will support the essential components of physical education.

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

All District **elementary students** in each grade will receive physical education for at least once per week throughout the school year, increasing as District funding and staffing allows.

All District **secondary students** (junior high 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 FitnessGram and will use criterion-based reporting for each student.

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

Essential Physical Activity Topics in Health Education

Health education is embedded in the curriculum for all grades and the district will require 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

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- 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 (K-4) will offer at least **20 minutes of recess** on all days during the school year.

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

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.

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, teachers will be encouraged to offer students **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](#).

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 through structured and unstructured activities such as:

PHYSICAL ACTIVITY GOALS:

- Increase physical education minutes offered for all students
- Move towards the ISBE-recommended Enhanced PE Model
- District will work to provide professional development training to begin implementation of brain breaks in the classroom.

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

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coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

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

Community Partnerships

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals. Existing relationships include:

- SIUE Dental Program
- Safari Dental Program
- McDonald's Vision Van
- University of Illinois Extension, SNAP-Ed Wellness Committee Involvement
- Multi-Care Specialists

Staff Wellness and Health Promotion

The District promotes staff participation in school health promotion programs and activities. District Schools are encouraged to promote strategies that support staff in modeling healthy eating and physical activity behaviors.

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. 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 efforts.

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Glossary:

Extended School Day – the time during, before and after school 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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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 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.

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.

¹² Singh A, Uijtendewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

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>

Appendix A: 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

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- 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 cereal bars
- Baked whole grain tortilla chips with salsa or bean dip
- Baked chips (small portions)
-

Appendix B: Alternative Ways to Reward Children

- Pencils
- Stickers
- Erasers
- Drawings or raffles for a prize
- Tokens/points toward a prize
- Special physical activity breakfast
- 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

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- Special event (i.e. dance or kite-flying party)
- Extra recess or P.E. time.

Appendix D: 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 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 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.

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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 parts 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, etc.

12. **Quiz Me:** While reviewing for a test, ask the students a series of true-or-false questions. If the 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, 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 parts as your pencil – elbow, knee, toe, belly button, head. Don’t forget to make sure all your l’s are dotted and t’s are crossed.

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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 bag
 - 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.

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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:** Take 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.

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

Appendix E: Each School’s Wellness Policy Coordinator

SCHOOL	WELLNESS COORDINATOR	PHONE