



## **SUNNYSIDE UNIFIED SCHOOL DISTRICT**

### **Guidance on Policy JL: Student Wellness**



# Sunnyside Unified School District Wellness Policy

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## Sunnyside Unified School District Wellness Policy

### Preamble

Sunnyside Unified School District (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. District and Site Wellness Committee**

### **A. Committee Role and Membership**

1. 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.
2. 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., Community, District, site representative); 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, assistant 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.
3. Each school within the District will establish an ongoing School Health Advisory Committee (SHAC) that convenes to review school-level issues, in coordination with the DWC.

### **B. Leadership**

1. 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 Wellness Policy.
2. The name(s), title(s), and contact information (email address is sufficient) of individuals initially suggested for the DWC are as follows:

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<b>Name</b>	<b>Title</b>	<b>Email address</b>	<b>Role</b>
John Oakley	Director of Food Services	johno@susd12.org	Wellness Committee Leader
Dr. Eugenia Favela	Assistant Superintendent for Student Services	eugeniaf@susd12.org	Wellness Committee Leader
Jennifer Reeves	Associate Research Scientist-University of Arizona	jreeves@u.arizona.edu	Wellness Committee Member
Brian Eller	Program Coordinator-Pima County Health Department	Brian.eller@pima.gov	Wellness Committee Member
Rachel Callaway	Program Coordinator-Pima County Health Department	healthcallaway@gmail.com	Wellness Committee Member

3. Other participants for this committee will be recruited through the District and community.
4. Each school will designate a School Wellness Coordinator, who will be part of the School Health Advisory Committee (SHAC) and will promote compliance with the District policy at his/her site. School Wellness Coordinators will also be recruited to serve on the DWC.

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

**A. Implementation Plan**

1. The District will develop and maintain a plan for implementation, to manage and coordinate the execution of this Wellness Policy. The plan describes roles, responsibilities, and actions at the District and school level and includes information about the process for developing and sharing specific goals and objectives regarding 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 <http://www.susd12.org>

**B. Recordkeeping**

1. The District will retain records to document compliance with the requirements of the wellness policy at Central Administration Office, Student Services Department at 2238 E. Ginter Road, Tucson, Arizona 85706 in Room 210 and/or on the District's website at [www.susd12.org](http://www.susd12.org).

**C. Annual Progress Reports**

1. 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, before June 30<sup>th</sup> of each year and will include information from each school within the District. This report will include, but is not limited to the following:
  - a. The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
  - b. The name, position title, and contact information of the designated District policy leader(s) identified in Section I.
2. The DWC, in collaboration with individual sites, 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.

**D. Triennial Progress Assessments**

1. At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy.
2. The position/person(s) responsible for managing the triennial assessment (with contact information) are John Oakley, Director of Food Services at [johno@susd12.org](mailto:johno@susd12.org); Eugenia Favela, Ph.D., Assistant Superintendent for Student Services at [eugeniaf@susd12.org](mailto:eugeniaf@susd12.org). The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

**E. Revisions and Updating the Policy**

1. 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.**

**F. Community Involvement, Outreach, and Communications**

1. 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 the District.
2. 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**

**A. School Meals**

1. 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. We are also committed to serving foods moderate in sodium, low in saturated fat, and containing zero grams of *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.
2. All schools within the District participate in USDA Child Nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP).
3. Several sites participate in the Fresh Fruit and Vegetable program and the Summer Food Service Program.
4. The District also operates additional nutrition-related programs and activities, including the Grab 'n' Go Breakfast, Breakfast in the Classroom program, and the School Garden program at several sites.
5. 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 in compliance with the *Health and Hunger Free Kids' Act (HHFKA), 2010*.

**B. Staff Qualifications and Professional Development**

1. 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.

**C. Water**

1. 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. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

**D. Competitive Foods and Beverages**

1. 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.
2. 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.
  - a. 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.
  - b. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>
  - c. 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).
3. 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\* (the definition of the school day is 12 midnight until 30 minutes after the last bell at the end of the day) will meet or exceed the USDA Smart Snacks nutrition standards.
  - a. 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.

**E. Celebrations and Rewards**

1. All foods **offered** on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through the following activities:
  - a. 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](#).
  - b. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
  - c. Rewards and incentives. The District will provide teachers and other school staff a [list of alternative ways to reward children](#). Foods and beverages should not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**F. Fundraising**

1. 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\* (from 12 midnight to 30 minutes after the last bell at the end of the day).
2. Any exceptions requested through the Arizona Department of Education must first be approved through the Department of Student Services.

**G. Nutrition Promotion**

1. 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.
2. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias.
3. 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.
4. 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.

#### H. Nutrition Education

1. The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that
  - a. Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
  - b. 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;
  - c. Includes enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
  - d. Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
  - e. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
  - f. Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
  - g. Teaches media literacy with an emphasis on food and beverage marketing; and
  - h. Includes nutrition education training for teachers and other staff.
2. [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.

#### I. Food and Beverage Marketing in Schools

1. 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.
2. 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.
3. 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.

4. Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* (from 12 midnight through 30 minutes after the last bell) will meet or exceed the USDA Smart Snacks in School Nutrition Standards.

#### IV. Physical Activity

- A. The District shall provide opportunities for students to have daily physical activity for students in grades PreK through grade 12.
  1. It is recommended that students in grades K-6 have a period of physical education during the week. In addition, new state legislation has resulted in the requirement for recess, which is reflected in the revision of Policy JL: Student Wellness in 2018:  
*“The District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through three (3). From and after August 1, 2019, the District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through five (5).”*
  2. Physical activity opportunities may include recess that encourages activity, as well as structured and unstructured recess.
  3. Other opportunities for physical activity may include intramurals, integrated curricular activities, and physical activity clubs.
  4. For students in elementary school (grades K-6), a minimum of 60 minutes per week of structured physical activity are recommended.
  5. 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, active recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities.
  6. Sunnyside School District is committed to promoting these opportunities. Schools should ensure that these varied opportunities are in addition to, and not as a substitute for, physical education.
  7. 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.
  9. 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.

10. 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.

**B. Physical Education**

1. 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.
2. 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.
3. All students will be provided equal opportunities 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.
4. All District **elementary students** in each grade will receive physical education at least once per week throughout the school year. This will be supplemented by additional minutes per week of physical activity opportunities, as described above.
5. **Secondary physical education** shall be offered in at least one grade from grades 7-8 and in at least in one grade level from grades 9-12. The District strongly encourages secondary schools to supplement with additional physical activity opportunities.
6. The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#)) and will use criterion-based reporting for each student.

**C. Physical Activity Breaks (Elementary and Secondary)**

1. 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.
2. The District recommends teachers provide short physical activity breaks to students during and between classes or during transition time in the classroom. These breaks will complement the other opportunities for physical activity.
3. The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

**C. Active Academics**

1. When possible, teachers should incorporate movement and kinesthetic learning approaches into “core” subject instruction (e.g., science, math, language arts, social studies, and others) and do their part to limit sustained sedentary behavior during the school day.
2. The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by sharing ideas and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.
3. Teachers will serve as role models by being physically active alongside the students whenever feasible.

**D. Before and After School Activities**

1. 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.

**V. Other Activities that Promote Student Wellness**

**A. Wellness Activities**

1. The District will integrate wellness activities across the entire school setting, not just in the cafeteria, but in other food and beverage venues, and in physical activity facilities.
2. 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.
3. The District encourages all sites to have an active Student Wellness Advocacy Team (SWAT), for the purpose of promoting the integration of healthy eating and physical activity in SUSD schools.
4. 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 District Wellness Policy, including but not limited to ensuring the involvement of the District Wellness Committee (DWC) and School Health Advisory Council (SHAC).

**B. Community Partnerships**

1. The District will continue efforts to develop, *enhance, and/or continue* relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this Wellness Policy's implementation.
2. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

**C. Community Health Promotion and Engagement**

1. 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.

**D. Staff Wellness and Health Promotion**

1. 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.
2. 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.

**E. Professional Learning**

1. 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).
2. 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 includes 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 Wellness Coordinators

School	Name	Email Address	Role
Apollo Middle School	Jennifer Pfafflin	jenniferpf@susd12.org	Math teacher
Billy Lane Lauffer Middle School	Vicki Stailey	vickis@susd12.org	PE teacher
Challenger Middle School	Veronica Huizar	veronicah@susd12.org	Science teacher
Craycroft Elementary School	Trace Farnum	tracef@susd12.org	PE teacher
Desert View High School	Judy Gonzalez	judyg2@susd12.org	PE teacher
Drexel Elementary School	Holly Baron	hollyba@susd12.org	Counselor
Elvira Elementary School	Kaleigh Gates	kaleighg@susd12.org	PE teacher
Esperanza Elementary School	Jorge Valencia	jorgev@susd12.org	PE teacher
Gallego Basic Elementary	Rene Encinas	reene@susd12.org	PE teacher
Gallego Intermediate 4-8 Fine Arts Magnet	Pam Robles	pamelaro@susd12.org	PE teacher
Gallego Intermediate 4-8 Fine Arts Magnet	Ted Rodriguez	tedr@susd12.org	Academic Interventionist
Liberty Elementary School	Deidre Hartman	deidreh@susd12.org	PE teacher

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Los Amigos Elementary School	Jennifer Flores	jenniferf@susd12.org	Librarian
Los Niños Elementary School	Ernesto Madrid	ernestom@susd12.org	PE teacher
Mission Manor Elementary School	Daniel Alvarez	daniela1@susd12.org	6 <sup>th</sup> grade teacher
Rivera Elementary School	Jessica Sobel	jessicaso@susd12.org	1 <sup>st</sup> grade teacher
Santa Clara Elementary School	Sarah Flora	sarahf@susd12.org	Psychologist
	Gloria Platt	gloriap@susd12.org	5 <sup>th</sup> grade teacher
Sierra 2-8 School	Anna Moraga	annahe@susd12.org	PE teacher
	Melinda Bejarano	melindab@susd12.org	English language arts teacher 6th-8th
STAR Academic Center	TBD		
Summit View Elementary School	William Cuen	williamcu@susd12.org	PE teacher
Sunnyside High School	Sue Latta	suel@susd12.org	Student Council/AVID teacher

- <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, Metzler 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.
- <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.
- <sup>9</sup> 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.
- <sup>10</sup> Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.
- <sup>11</sup> 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.
- <sup>12</sup> Singh A, Uijtendwillighe 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.
- <sup>13</sup> 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.
- <sup>14</sup> 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.
- <sup>15</sup> 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 B:**

**BOARD POLICY JL AND REGULATION JL-R: STUDENT WELLNESS**

**JL ©  
STUDENT WELLNESS (Revised November 2018)**

The School District strives to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

To ensure the health and well-being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

A. *Nutrition Guidelines:* All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

B. *Nutrition Education:* The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

C. *Physical Activity/Recess:* The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to

maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

“Recess,” as defined in statute, means a period of time during the regular school day, including time during a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils.

1. The District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through three (3). From and after August 1, 2019, the District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through five (5).

2. A school that offers a half-day kindergarten program is required to provide at least one (1) recess period during the school day for pupils in that kindergarten program.

3. The school District may count a pupil’s participation in a physical education course during a school day as one (1) of that day’s recess periods.

4. The District is not required to extend the school day to meet this recess requirement.

5. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of instruction offered is grade five (5).

D. *Sunscreen:* The goal is to emphasize skin health and promote the application of sunscreen products and to inform students that a student who attends school in this District may possess and use a topical sunscreen product while on school property or at a school-sponsored event without a note or prescription from a licensed health care professional.

E. *Other School-Based Activities:* The goal is to create a total school environment that is conducive to healthy eating and physical activity.

F. *Evaluation/Implementation:* A primary goal will be to regularly (at least annually) evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness. Such evaluation will be measureable. The results of each evaluation, including the extent to which schools are in compliance with District policy, the extent to which the District policy complies with federal regulations, and a description/summary of the progress made in attaining the goals of the District, shall be made available to the public. Physical education teachers and school health professionals shall have an opportunity to participate in the evaluation and implementation of this policy.

F. *Parent, Community and Staff Involvement:* A primary goal will be to engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, after-school programs, and funding-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation. The Superintendent shall institute and clearly communicate a meal charge policy to all District households and District staff responsible for policy enforcement that is consistent with aspects of the Healthy Hunger-Free Kids Act of 2010 applicable to the District. Regulations and exhibits created for the purpose of

implementing this policy shall be considered, in effect, to be an extension of this policy subject to Governing Board review.

Adopted: December 11, 2018

LEGAL REF.:  
A.R.S.

15-158

[15-242](#)

42 U. S. C. 1751 *et seq.* (National School Lunch Act)

42 U. S. C. 1771 *et seq.* (Child Nutrition Act)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[ABAA](#) - Parental Involvement

[BBA](#) - Board Powers and Responsibilities

[EF](#) - Food Services

[EFDA](#) - Collection of Money/Food Tickets

[EFE](#) - Competitive Food Sales/Vending Machines

[IA](#) - Instructional Goals and Objectives

**JL-RA ©**

**REGULATION**

**STUDENT WELLNESS**

An annual report shall be made to the Board on the District's compliance with law and policies related to student wellness. The report may include but not be limited to:

- A. Evaluation of the food services program.
- B. Recommendations for policy and/or program revisions.
- C. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- D. Assessment of school environment regarding student wellness issues.
- E. Listing activities and programs conducted to promote nutrition and physical activity.
- F. Providing feedback received from District staff, students, parents/ guardians, and community members.

In accordance with the National School Lunch Act (42 U. S. C. 1751 *et seq.*) and the Child Nutrition Act (42 U.S.C. 1771 *et seq.*), as amended, an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually. The Superintendent shall receive assurances from all appropriate administrators and supervisors prior to making the annual Board report.

**Nutrition Education**

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local District health education

standards. Nutrition education at all levels of the curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- A. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
- B. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
- C. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support nutrition education efforts, the guidelines will ensure that:

- A. Nutrition instruction provides sequential, comprehensive health education in accordance with the Arizona Department of Education curriculum regulations and academic standards;
- B. Cooperation with agencies and community organizations is encouraged to provide opportunities for appropriate student projects related to nutrition;
- C. Consistent nutrition messages are disseminated from the District throughout the schools, communities, homes and media; and
- D. Nutrition education is extended beyond the school environment by engaging and involving families and community.

## **Nutrition Guidelines and Food Services Operations**

All foods and beverages made available on a school campus serving any configuration of prekindergarten (PK) through eighth (8th) grade during the normal school day are to be consistent with the Arizona Nutrition Standards. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The District will create procedures that address all foods (including Foods of Minimal Nutritional Value and Competitive Food Sales) available to students throughout the school day in the following areas:

- A. National School Lunch Program and School Breakfast Program Meals.
- B. À la carte offerings in the food service program.
- C. Vending machines and school stores.
- D. Classroom parties, celebrations, fund-raisers, rewards and school events.
- E. Snacks served in after-school programs.

In keeping with the District's nutrition program goals, only food prepared or obtained by the District's food services program should be served. This includes classroom reward or incentive programs involving food items as well as foods and beverages offered or sold at school-sponsored events during the regular school day. Approval is required to ensure that the foods served meet the requirements of the District's nutrition policy and regulation (i.e., all foods served fit in a healthy diet and contribute to the development of lifelong healthy eating habits for the District's students).

A.R.S. [36-136](#) provides an exemption from rules promulgated by the Director of the Department of Health Services for a whole fruit

or vegetable grown in a public school garden that is washed and cut on-site for immediate consumption.

### **Physical Activity**

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Recess shall be required and provided, as described in Policy JL and in Regulation JL-RB.

### **Other School-Based Activities**

The goal for other school-based activities is to ensure whole-school integration with the wellness program. The District will achieve the goal by addressing elements that include, but are not limited to, school meal times, dining environment, food as an incentive, marketing and advertising, skin cancer prevention and sun safety, staff wellness, and staff development and training.

### **Program Evaluation**

In each school, the principal will ensure compliance with established District-wide student wellness goals and will report on the school's compliance to the Superintendent.

The District, and individual schools within the District, will, as necessary, revise the policy and develop action plans to facilitate their implementation.

JL-RB ©

REGULATION

## STUDENT WELLNESS

### Physical Activity Goals

The primary goal for the District's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active, including physical education, recess, walk-to-school programs, after-school physical activity programs, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.

***Physical education (high school graduation requirements):*** Students must, at the least, satisfy the state and District's physical education credit requirement.

***Physical activity (time, frequency, and/or intensity):*** Schools will ensure that students are moderately to vigorously active at least fifty percent (50%) of the time while participating in physical education classes.

***Physical activity outside of physical education/Recess:*** Schools may offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically involved or those with special health care needs.

Recess shall be required and provided as follows:

- A. Two (2) recess periods during the school day for pupils in kindergarten (K) and grades one (1) through three (3).

B. On August 1, 2019, this recess requirement of two (2) recess periods during the school day is extended to grades four (4) and five (5).

C. Half-day kindergarten pupils are to receive one (1) recess period during the school day.

D. Participation in a physical education course during a school day may count as one of the day's recess periods.

E. Extension of the school day is not required to meet the recess requirement.

F. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of instruction offered is grade five (5).

***Walking or biking to school to promote physical activity:*** The District shall annually review safe routes for students who walk or bike to school.

***Prohibition of use of punishment:*** The District will discourage the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

***After-school programs:*** The District shall encourage after-school programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

***Community use:*** The District shall encourage community access to, and student and community use of, the school's physical activity facilities outside the normal school day.

**JL-EA**

**EXHIBIT**

## **STUDENT WELLNESS**

### **HEALTHY FUND-RAISING**

#### **Alternatives to Selling Candy for Schools, Sports and Clubs**

Candy, baked efforts, soda and other foods with little nutritional value are commonly used for fund-raising. This sends the message to students that the School District views money as being more important than their students' health. It compromises classroom learning by sending contradictory nutrition messages taught in the classroom. It contributes to poor health by adding unnecessary calories and encourages students to consume less nutrient dense foods over to healthier choices. Increasing obesity rates among children are resulting in serious health consequences, such as increased incidence of heart disease, Type 2 diabetes, high blood pressure, high cholesterol, sleep apnea, low self-esteem, poor body image and isolation.

Adopting a policy of healthy fund-raising result in:

- Healthier kids who learn better as research demonstrates that good nutrition is linked to better behavior and academic performance.
- Delivery of consistent health messages because fund-raising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors and supports lessons learned in the classroom rather than contradicts them.

- Promoting a healthy school environment by providing students with reliable health information and the opportunity to practice it.

***Ideas for healthy fund-raising:***

*Items you can sell:*

- Activity cards
- Activity theme bags
- Air fresheners
- Balloon bouquets
- Bath accessories with school logo
- Batteries
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers
- Buttons, pins
- Candles
- Christmas ornaments  
videos, CDs
- Christmas trees
- Poinsettias
- Jewelry
- Kitchenware
- License plate  
frames/holders
- Lotions and  
soaps
- Lunch box  
auctions
- Magazine  
subscriptions
- Megaphones
- Mistletoe
- Monograms
- Music,
- Mugs

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- Coffee cups, mugs space, ads
  - Cookbooks
  - Cookbook of easy and healthy after school snacks
  - Picture frames
  - Crafts
  - Coupon books calendars
  - Customized stickers phone cards
  - Emergency kits for cars donations
  - Elephant rides baskets
  - First aid kits
  - Flea markets
  - Flowers and bulbs drawings
  - Foot warmers Frisbees
  - Football game shout-outs gear and
  - Newspaper
  - Personalized stationery
  - Pet treats/toys
  - Plants
  - Pocket
  - Pre-paid
  - Raffle
  - Raffles or gift
  - Rent a special parking
  - Scarves
  - School art
  - School
  - School spirit

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Football seats</li> <li>● Frisbees</li> <li>● Garage sale wishes</li> <li>● Garden seeds cups</li> <li>● Giant coloring books</li> <li>● Sprit/seasonal flags</li> <li>● Gift baskets pillows</li> <li>● Gift certificates</li> <li>● Gift items directories</li> <li>● Gift wrap, boxes and bags animals</li> <li>● Greeting cards</li> <li>● Temporary/henna tattoos</li> <li>● Hats sweatshirts</li> <li>● Holiday decorations</li> <li>● Holiday ornaments</li> <li>● Day flowers</li> <li>● Holiday party decorations covers</li> </ul> | <p>accessories</p> <ul style="list-style-type: none"> <li>● Scratch off</li> <li>● Sell/rent</li> <li>● Souvenir</li> <li>● Stadium</li> <li>● Stationary</li> <li>● Student</li> <li>● Stuffed</li> <li>● T-shirts,</li> <li>● Tupperware</li> <li>● Valentine's</li> <li>● Yearbook</li> </ul> |
|---|--|

- Holiday wreaths graffiti
- House decorations space/monograms
- Yearbook
- Yearbook

*Healthy Foods:*

- Frozen bananas
- Fruit and nut baskets
- Fruit smoothies and fruit juice based slush
- Fruit and vegetable baskets
- Fruit and yogurt parfaits
- Lunch box auctions
- Nuts
- Popcorn
- Fresh and exotic fruit
- Trail mix

*Custom Merchandise you can sell:*

- Bumper stickers/decal
- Calendars
- Cookbook made by school
- Key chains
- Logo air fresheners
- Magnets

- Pens, pencils, erasers
- Scratch off cards
- T-shirts/sweat shirts

*Activities Supporting Academics:*

- Read-A-Thon
- Science Fair
- Spelling Bee

*Activities:*

- |  |                |
|--|----------------|
| ● Arts and crafts sales                          | ● Read-a-thons |
| ● Auction<br>cans/paper/                         | ● Recycle      |
| ● Basketball tournaments<br>cartridges           | ink            |
| ● Battle of the Bands<br>day (rake leaves,       | ● Rent-a-teen- |
| ● Bike-a-thons<br>mow lawn, wash dog,            | leaves,        |
| ● Bowling night<br>chores, etc)                  | household      |
| ● Carnivals                                      | ● School plays |
| ● Car washes                                     | ● Science fair |
| ● Coupons for domestic chores<br>"Message Grams" | ● Seasonal     |

- 
- Family bingo nights (lawn care,
  - Family/glamour portraits housecleaning)
  - Festivals auctions
  - Fun runs telegrams
  - Gift wrapping thons
  - Golf tournament
  - "Hire a student day" (for odd jobs with proceeds going to the school)
  - Jog-a-thons competition
  - Jump rope-a-thons
  - Magic show
  - Milk mustache photos
  - Workshops/classes
  - Raffles
  - Services
  - Silent
  - Singing
  - Skate-a-thons
  - Skate night
  - Spelling bee
  - Talent shows
  - Tennis/horseshoe
  - Treasure hunt
  - Walk-a-thons

**JL-EB**

EXHIBIT

## **STUDENT WELLNESS**

### **HEALTHY CLASSROOM CELEBRATIONS**

Typically, foods for school celebrations include cupcakes, candy, cookies, and soda. There is nothing wrong with an occasional treat, but unhealthy choices have become the norm rather than the exception.

Only two percent (2%) of children meet all healthy recommendations. Most children do not eat enough fruits, vegetables or whole grains. Constant exposure to low-nutrient foods makes it difficult for children to learn how to make healthy food choices.

Schools have the opportunity to influence children's life-long eating patterns. Classroom parties can help teach children valuable social skills such as helping to prepare the food, sharing with others, and cleaning up after themselves.

If healthy foods are included in the celebration, it can provide a chance to reinforce the message that nutritious food choices lead to healthier bodies and sharper minds.

#### ***Ideas for Healthy Celebrations:***

- Try something new. Children like adventure. In addition to familiar games and foods, offer something different.
- Plan creative experiences such as art, music and cooking.
- Involve children in planning and preparing the party. Let them make decorations and favors.

- Put food in its proper place. Refreshments should complement the fun, not become the "main event."
- Don't use food as rewards or prizes.
- Choose foods for fun, good taste and health. Parties that feature healthful foods provide opportunities for children to practice making wise food choices.
- Play indoor games of the students' choosing.
- Engage children in a special art project.
- Take children on a field trip.
- Play music and have a dance party.
- Take a fun walk around the school with the principal or teacher.
- Play games outside or host a field day. Allow extra recess time.

***Activities to Celebrate a Child:***

- Plan special party games and activities. Ask parents to provide game supplies, pencils, erasers, stickers and other small school supplies instead of food.
- Create a healthy party idea book. Ask school staff and parents to send in healthy recipes and ideas for activities, games and crafts. Compile these ideas into a book that staff and parents can use.
- Give children extra recess time instead of a class party. For birthdays, let the birthday child choose and lead an active game for everyone.
- Instead of a party, organize a special community service project (e.g., invite senior citizens in for lunch, make "handkerchiefs" for chemotherapy patients, and blankets for

rescue dogs). Involve parents in planning the project and providing needed materials.

- Create a "Celebrate Me" book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair and visits the principal's office for a special birthday surprise (pencil, sticker, birthday card, et cetera).
- The birthday child is the teacher's assistant for the day and gets to do special tasks such as make deliveries to the office, lead the line, start an activity, and choose a game or story.

***Ways for Families to Celebrate Special Events:***

- Instead of food, ask parents to donate a book to the school library or classroom in honor of a child's birthday with the child's name inside. Read it to the class or invite the child's parents to come in and read it to the class.
- Donate funds for playground or physical education/activity equipment such as jump ropes or balls.

***Healthful Food Celebrations for Classrooms:***

- Make your own pizza party using chopped vegetables, fruits and low-fat cheeses.
- Make your own fruit sundae bar with fresh fruit and low-fat yogurt or sorbet.
- Host a culture club-ask students to find and prepare healthy recipes from different cultures.

- Host an agriculture day-ask a local farmer to bring in produce and have a tasting party.

***Healthy Food Ideas:***

- Beverages:
  - Low-fat or non-fat plain or flavored milk
  - One hundred percent (100%) juice
  - Water
  - Flavored/sparkling water (without added sugars or sweeteners)
  - Sparkling punch (seltzer and one hundred percent [100%] fruit juice)
- Fruit smoothies (blend berries, bananas and pineapple)
- Fresh fruit assortment
- Fruit and cheese kabobs
- Fruit salad
- Fruit with low-fat whipped topping
- Fresh apple wedges and caramel dip
- Dried fruit (raisins, cranberries, apricots, banana chips)
- Vegetable trays with low-fat dip
- Fresh cut vegetables and reduced fat ranch dip or salsa
- Celery and carrots with peanut butter and raisins
- Whole-grain crackers with cheese cubes, string cheese or hummus

- Baked chips and salsa
- Baked chips and reduced-fat dip
- Low-fat tortilla chips with salsa or bean dip
- Pretzels
- Air-popped popcorn
- Rice cakes
- Bread sticks
- Graham crackers
- Animal crackers
- Angel food cake, plain or topped with fruit
- Snack cake squares without icing or topped with fruit and reduced-fat whipped topping
- Oatmeal raisin cookies and low fat milk
- Fig bars
- Waffles or pancakes topped with fruit
- Bagel slices with peanut butter or jam
- Fruit or grain muffin (low-fat)
- Whole wheat English muffin
- Low-fat breakfast or granola bars
- Warm soft pretzels
- Pizza with low fat toppings (vegetables, lean ham, Canadian bacon)

- Pizza dippers with marinara sauce
- Ham, cheese or turkey sandwiches or wraps (with low-fat condiments)
- Quesadillas or bean burrito with salsa
- Low-fat pudding; sugar-free pudding
- Low-fat yogurt
- Squeezable yogurt
- Yogurt smoothies
- Yogurt parfaits or banana splits (yogurt and fruit topped with cereal, granola or crushed graham crackers)
- Trail/cereal mix (whole-grain, low-sugar cereals mixed with dried fruit, pretzels)
- Nuts and seeds
- Crackers and peanut butter
- Fresh Fruit topped with peanut butter

***Theme Party Recipe Ideas:***

- Halloween:
  - Roasted pumpkin seeds
  - Pumpkin bread muffins
  - Witch's Brew\*
  - Abracadabra Wands\*
- Harvest or Thanksgiving:

- Nut and dried fruit Trail Mix
- Lemon-Chili Veggies\*
- Corn bread
- Winter Holidays:
  - Apple wedges dipped in caramel or peanut butter
- Valentine's Day:
  - Angel Food cake with fresh strawberries topped with whipped topping
  - Fresh Fudgy Fruit\*
  - Cherry Tomato Fillers\*
- Spring:
  - Sparkling Grapes\*
  - Fruit salad with yogurt dip
  - Celery Wagons\*
- End of the Year or Summer:
  - Banana Splits\*
  - Fresh Fruit Kabobs
  - Veggie Sticks with low-fat or non-fat dip
  - Hooray for the Red, White, and Blue!

\* *Check for food allergies before serving.*

**Recipes** (All recipes serve thirty-two [32] students)

*Source:* Kids Get Cookin' 5 a Day-Power Play! and American Heart Association

***Abacadabra Wands*** (serving size: 2 sticks/student)

*Ingredients:*

- 10 red apples, cut into 64 chunks
- 5 cups red grapes
- 8 oz. non-fat or low-fat cheddar cheese, cut into 64 chunks
- 2 avocados, cut into 64 chunks
- 64 long, thin pretzel (or wooden) sticks (about 3 inches long)

*Preparation* (20 minutes):

1. Use a wooden skewer to poke holes in center of each piece of food.
2. Thread pieces onto pretzel stick.
3. Serve leftover pieces of fruit.

***Witch's Brew***

*Ingredients:*

- 1 gallon cranberry juice
- 1 gallon apple cider
- 12 oz. frozen orange juice, unprepared

*Preparation* (5 minutes):

1. Mix all ingredients together in large pitcher.

***Lemon-Chili Veggies***

1. Chop any favorite veggies (try cucumber and jicama) into chunks.

2. Squeeze fresh lemon juice onto each piece.
3. Lightly sprinkle with chili powder and salt.

**Cherry Tomato Fillers** (serving size: 2 tomatoes)

*Ingredients:*

64 (large) cherry tomatoes  
1 ½ cups low-fat cottage cheese  
1 cup sunflower seeds

*Preparation* (15 minutes):

1. Cut tops and scoop seeds and the pulp out of each tomato.
2. Fill with 1 teaspoon of cottage cheese.

**Fresh Fudgy Fruit** (serving size: 1/2 banana and 1 strawberry)

*Ingredients:*

16 bananas, peeled, cut in half  
32 strawberries, tops removed  
3 cups light hot fudge at room temp.  
5 cups low fat granola  
64 wooden craft sticks

*Preparation* (15 minutes):

1. Insert wooden stick into the cut end of each fruit.
2. Place granola into plastic bag and use a spoon to crush granola, and place in shallow bowl.
3. Pour fudge into shallow bowl.
4. Place fruit in fudge and spread the sauce around.
5. Place fruit on top of the granola. Turn to coat lightly.

### ***Sparkling Grapes***

#### *Ingredients:*

- 3 - 3 oz. packages of gelatin
- 64 small clusters grapes
- 1 ½ cups boiling water
- 1 ½ cups ice cubes

#### *Preparation (15 minutes):*

1. Pour gelatin powder into measuring cup. Pour half of the powder into a bowl and place the other half on the side.
2. Add boiling water to the bowl of gelatin. Stir until powder is dissolved. Add ice cubes and stir until ice melts.
3. Dip grape clusters in liquid gelatin mixture and shake off excess.
4. Sprinkle extra powder over grapes and serve.

### ***Celery Wagons***

#### *Ingredients:*

- 2 stalks celery, cut into 3 inch pieces
- 4 large carrots, slices
- 2 cups low-fat dip
- 64 toothpicks

#### *Preparation (15 minutes):*

1. Cut veggies ahead of time.
2. Have students put a carrot piece at each end of 2 toothpicks.
3. Place a celery stick on top of the toothpicks.

4. Fill with 1 tablespoon of dip.

### ***Mini Banana Splits***

#### *Ingredients:*

16 small bananas, peeled  
8 cups fresh berries  
16 cups low fat vanilla yogurt  
2 cups low fat granola

#### *Preparation:*

1. Cut banana in half, share between 2 students.
2. Scoop a  $\frac{1}{2}$  of cup of yogurt onto banana.
3. Top with berries and granola.

### ***Hooray for the Red, White, and Blue!***

#### *Ingredients:*

5 baskets of strawberries (about 64 strawberries)  
4 containers of blueberries  
1-12 oz. container of low fat whipped topping

#### *Preparation:*

1. Wash fruit. Remove tops from the strawberries.
2. In small cup place 2 strawberries and a dollop of whipped topping and sprinkle with about 5 blueberries

**JL-EC**

**EXHIBIT**

## **STUDENT WELLNESS**

### **ALTERNATIVES TO USING FOOD AS A REWARD**

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 reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
  - Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It is similar to saying, "You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food."
- It encourages over-consumption of foods high in added sugar and fat.
  - Food preferences for both sweet and non-sweet foods increase significantly when they are presented as rewards. This can teach children to prefer unhealthy foods.
- It teaches kids to eat when they are not hungry, as a reward to themselves and may contribute to the development of disordered eating.

- Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues.
- Providing food based on performance or behavior connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food, resulting in unhealthy eating behaviors and/or obesity.

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

## **Ideas for Non-food Rewards**

### ***Social rewards***

"Social rewards", which involve attention, praise, or thanks are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can go a long way. These types of social rewards affirm a child's worth as a person.

### ***Recognition:***

- Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirmative message (e.g., "Great job").
- Recognizing a child's achievement on the school-wide morning announcements and/or the school's website.
- A photo recognition board in a prominent location in the school.

- A phone call, e-mail, or letter sent home to parents or guardians commending a child's accomplishment.
- A note from the teacher to the student commending his or her achievement.

***Rewards for individuals:***

- Going first.
- Choosing a class activity.
- Helping the teacher.
- Having an extra few minutes of recess with a friend.
- Sitting by friends or in a special seat next to or at the teacher's desk.
- Teaching the class.
- Playing an educational computer or other game.
- Play a favorite game or do puzzles.
- Reading to a younger class.
- Read outdoors.
- Making deliveries to the office.
- Reading the school-wide morning announcements.
- Helping in another classroom.
- Eating lunch with teacher or principal.
- Private lunch in classroom with a friend.
- Listening with a headset to a book on tape or CD.

- Going to the library to select a book to read.
- Working at the school store.
- Taking a walk with the principal or teacher.
- Designing a class or hall bulletin board.
- Writing or drawing on the blackboard/whiteboard.
- Taking care of the class animal for a day.
- Allowing a child to choose an extra recess activity for the class on his/her birthday.
- Items that can only be used on special occasions (special art supplies, computer games, toys).
- Bank system (earn play money used for privileges).
- Trip to Treasure Box with non-food items (stickers, tattoos, pencils, erasers, bookmarks, desktop tents).

***Rewards for a class:***

- Extra recess.
- Eating lunch outdoors.
- Have lunch or breakfast in the classroom.
- Going to the lunchroom first.
- Reading outdoors.
- Extra art, music, physical education, or reading time.
- Listening to music while working.
- Listen with headset to a book on audiotape.

- Fun physical activity break.
- Dancing to favorite music in the classroom.
- Playing a game or doing a puzzle together.
- "Free choice" time at the end of the day.
- A song, dance, or performance by the teacher or students.
- Teacher performs special skill (singing, cartwheel, guitar playing, et cetera).
- Teacher or volunteer reads special book to class.
- Bank system: (earn play money used for privileges).
- A field trip.
- Show-and-tell.
- Fun video.

***School supplies:***

- Pencils: colored, with logos, or other decorations.
- Pens.
- Erasers.
- Notepads/notebooks.
- Boxes of crayons.
- Stencils.
- Stamps.
- Plastic scissors.

- Bookmarks.
- Highlighters.
- Chalk (e.g., sidewalk chalk).
- Markers.
- Coloring books.
- Rulers.
- Glitter.
- Pencil sharpeners, grips, or boxes.
- Gift certificate to the school store.
- Receive a "mystery pack" (notepad, folder, sports cards, et cetera).
- Paperback book.

***Sports equipment and athletic gear:***

- Paddleballs.
- Frisbees.
- Water bottles.
- NERF® balls.
- Hula hoop.
- Head and wrist sweat bands.
- Jump rope.

***Toys/trinkets:***

- Stickers.
- Yo-yos.
- Rubber balls.
- Finger puppets.
- Stuffed animals.
- Plastic or rubber figurines.
- Toy cars, trucks, helicopters, or airplanes.
- Plastic sliding puzzles or other puzzle games.
- Slinky.
- Gliders.
- Magnifying glasses.
- Spinning tops.
- Marbles.
- Jacks.
- Playing cards.
- Stretchy animals.
- Silly Putty.
- Bubble fluid with wand.
- Capsules that become sponges/figures when placed in water.
- Inflatable toys (balls, animals).

- Small dolls or action figures.

***Fashion wear:***

- Hair accessories (barrettes, elastics, or ribbons).
- Bracelets, rings, necklaces.
- Sunglasses.
- Eyeglasses with nose disguise.
- Hat or cap.
- T-shirt.
- Sneaker bumper stickers.
- Shoe laces.

***Miscellaneous:***

- Key chains.
- Flashlights.
- Cups.
- Magnets.
- Crazy straws.
- Backscratchers.
- A plant or seeds and pot for growing a plant.
- Books.
- Earn tokens over a longer period of time to redeem for a "bigger" reward.

A point system can be used. Points can be exchanged for privileges or prizes when enough are accumulated. This also may be used for an entire class to earn a reward.

Whenever individual children have done well, points can be added to the entire class's "account". When the class has earned a target number of points, then they receive a group reward.

### **Additional Ideas for Middle School and High School Students**

#### ***Middle school students:***

- Sit with friends.
- Listen to music while working at desk.
- Five-minute chat breaks at end of class.
- Extra credit.
- Fun educational video.
- Computer time.
- Fun brainteaser activities.
- Assemblies.
- Field trips.
- Eat lunch or have class outside.

#### ***High school students:***

- Extra credit.
- Fun educational video.
- Reduced homework or a homework "pass".

- Coupons to video or music stores.
- Donated coupons to video stores, music stores or movies.
- Drawings for donated prizes for students meeting a grade standard.
- "Free Choice" time at end of class.