

# SCHOOL ADMINISTRATIVE UNIT #7

Serving the School Districts of  
Clarksville, Colebrook, Columbia, Pittsburg & Stewartstown

## SCHOOL WELLNESS POLICIES

ADOPTED  
DECEMBER 13, 2017



*SAU #7 WELLNESS COMMITTEE*

The SAU Wellness policy was drafted from recommendations made by community members, staff, students, food services, health services, administration, and the school board. SAU #7 wishes to acknowledge the following committee members who contributed their expertise in the development of this policy

<b>Name</b>	<b>Title/Relationship to School or District</b>	
Mark Fiorentino	Colebrook Academy Principal	
Jacquelyn Hyson	Colebrook Academy	
Dan Gorham	Colebrook Elementary School Principal	
Kaye Moren	Colebrook Elementary School Staff	
Lisa Grant	Colebrook Elementary School Staff	
Peter Sutters	Colebrook Elementary School Staff	
Beverly White	Community Member	
Christine Whiting	Community Member	
Joy Steward	Community Member	
Katelyn Robinson	Community Member	
Lori Morann	Community Member	
Devon Phillips	Health Services, CES & CA School Nurse	
Sally Zankowski	Health Services	
Tiffany Sweatt	Health Services	
Food Service Director	Nutrition Services, Abbey Group	
Elaine Sherry	Pittsburg School Principal	
Emily Bernhardt	Pittsburg School Staff	
Tammy Jeralds	Pittsburg School Staff	
Wanda Merrill	Pittsburg School Staff	
Amanda Kellner	SAU Member, Farm to School Coordinator	
Cheryl Covill	SAU Member, Business Administrator	
Jennifer Noyes	SAU Member, Project Aware	
Stacey Campbell	School Board Member	
Jen Mathieu	Stewartstown Community School Principal	
Alyssa Wonkka	Stewartstown Community School Staff	
John Kennedy	Stewartstown Community School Staff	
Melaney Hibbard	Student, Colebrook Academy	
Heidi Barker	UNH Extension Service	

## SAU #7 WELLNESS POLICY

### **Vision Statement:**

The Wellness Committee works collaboratively with community resources, parents, and school staff to educate, encourage healthy choices, and implement wellness initiatives in an effort to promote lifelong, positive lifestyle habits.

### **Preamble:**

The School Administrative Unit #7 (hereto referred to as SAU #7) is committed to the optimal development of every student. SAU #7 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 good nutrition and physical activity before, during, and after the school day strongly correlate with positive student outcomes. Student participation in the USDA School Breakfast Program is associated with higher grades, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines SAU #7's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in SAU #7 have access to healthy foods throughout the school day, both through reimbursable school means 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 habits
- Student have opportunities to be physically active before, during, and after school
- Schools engage in nutrition and physical activity promotion and other activities that encourage 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 SAU #7 in creating continuity between school and other settings for students and staff to practice healthy habits
- SAU #7 establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its goals and objectives. This policy applies to all students, staff, and schools in SAU #7. Specific measurable goals and outcomes are identified in each section below

## **SAU #7 Wellness Policy**

### ***Committee Role and Membership***

SAU #7 will convene a representative district wellness committee that meets at least three times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred to as “wellness policy”).

The district wellness committee will represent all school levels (elementary and secondary schools) and include, to the extent possible, but not limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school and community health professionals; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Each school within SAU #7 will establish an ongoing School Wellness Committee that convenes to review school-level issues, in coordination with the SAU #7 Wellness Committee. The School Wellness Committees will meet three times each year (in addition to the District level meetings) and submit a full annual report each spring to the SAU #7 Wellness Committee. Each School Wellness Committee will elect a secretary who is responsible for the creation and submission of meeting minutes to the SAU #7 Wellness Committee no later than May 15<sup>th</sup> each year. The School Wellness Committee will encourage staff and student participation and help find ways to implement the Nutrition and Activity policies and goals of the SAU #7 Wellness Committee. Each school principal is ultimately responsible for the implementation of these policies and goals.

### ***Leadership***

Each Building Administrator will be the designated official for oversight and will convene the SAU #7 Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy

The name(s), title(s), and contact information of the Wellness Committee are listed on the following page. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

<b>Name</b>	<b>Title/Relationship to School or District</b>	<b>Email Address</b>	<b>Role on Committee</b>
Mark Fiorentino	CA Principal	mfiorentino@csd.sau7.org	Coordinator
Dan Gorham	CES Principal	dgorham@csd.sau7.org	Coordinator
Kaye Moren	CES Staff	kmoren@csd.sau7.org	
Lisa Grant	CES Staff	lgrant@csd.sau7.org	
Peter Sutters	CES Staff	psutters@csd.sau7.org	
Beverly White	Community Member	northcountrymarketplace@gmail.com	
Christine Whiting	Community Member	christine.whiting@unh.edu	
Joy Steward	Community Member		
Katelyn Robinson	Community Member	krobinson@ncic.org	
Lori Morann	Community Member		
Devon Phillips	Health Services, CES & CA School Nurse	dphillips@indianstream.org	
Sally Zankowski	Health Services		
Tiffany Sweatt	Health Services	tsweatt@ucvh.org	
Food Service Director	Nutrition Services, Abbey Group		
Elaine Sherry	Pittsburg School Principal	esherry@psd.sau7.org	Coordinator
Emily Bernhardt	Pittsburg School Staff	ebernhardt@psd.sau7.org	
Tammy Jeralds	Pittsburg School Staff	tjeralds@psd.sau7.org	
Wanda Merrill	Pittsburg School Staff	wmerrill@psd.sau7.org	
Amanda Kellner	SAU Member, Farm to School Coordinator	amanda.c.kellner@gmail.com	
Cheryl Covill	SAU Member, Business Administrator	ccovill@sau7.org	
Jennifer Noyes	SAU Member, Project Aware	jnoyes@sau7.org	
Stacey Campbell	School Board Member	stacey.campbell14@gmail.com	
Jen Mathieu	SCS Principal		Coordinator
Alyssa Wonkka	SCS Staff		
John Kennedy	SCS Staff		
Melaney Hibbard	Student, CA		

## **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

### ***Implementation Plan***

SAU #7 will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan includes:

- Roles, responsibilities, actions, and timelines specific to each school
- Who will be responsible to make what changes, by how much, where, and when
- 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
- School-level assessment based on the Centers for Disease Control and Prevention's School Health Index, using the Healthy Schools Program online tools
- Create an action plan based on the assessment results
- Generate an annual progress report

The SAU #7 Wellness Policy and Progress Reports can be found on the school districts website.

### ***Record Keeping***

SAU #7 will retain records to document compliance with the requirements of the wellness policy. Documentation maintained in this location will include but 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 SAU #7 Wellness Committee
- Documentation to demonstrate compliance with the annual public notification requirements
- The most recent assessment on the implementation of the local school wellness policy
- Documentation demonstrating the most recent assessment of the implementation of the Local School Wellness Policy has been made available to the public

### ***Annual Notification of Policy***

Each school is going to communicate to families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. SAU #7 will make this information available via the district and local school websites, newsletters, and the school board agenda. SAU #7 will provide as much information as possible about the school nutrition environment, including a summary of SAU #7's events or activities related to wellness policy implementation. Annually, the SAU will also publicize the name and contact information of the district and school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### ***Triennial Progress Assessments***

At least once every three years, SAU #7 will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

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

The position/person responsible for scheduling and managing the triennial assessment and contact information is (will be the chair of the Wellness Committee.

The SAU #7 Wellness Committee, in collaboration with the individual school wellness committees, will monitor all member schools' compliance with this wellness committee. Each participating school will actively notify households/families of the availability of the triennial progress report by posting on the school districts website.

### ***Revisions and Updating the Policy***

The SAU #7 Wellness Committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments, and/or as district priorities and 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***

SAU #7 is committed to being responsive to community input, which begins with awareness of the wellness policy. SAU #7 will actively communicate ways in which representatives of the Wellness Committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs, and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The district will use electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content, implementation, and updates to the wellness policy, as well as how to get involved and support the policy. The district will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual school are communicating important school information with parents.

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

## SAU #7 Wellness Committee Goals

### *Goal 1: Student Nutrition*

SAU #7 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 (per 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.

As established by the Healthy, Hunger-Free Kids Act, 2010, all foods and beverages offered or sold in schools throughout the school day (before morning bell until 30 minutes after school), including reimbursable meals and competitive foods, will meet nutrition standards consistent with the Dietary Guidelines. Competitive foods are foods and beverages sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte and snack lines, fundraisers, school stores, classroom celebrations, etc.

#### *Definitions and Nutrition Standards*

SAU #7 strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting, the district has adopted the following nutrition standards governing the sale of food, beverage, and candy on school grounds. Each school is encouraged to review these standards and develop building policy using the following District Nutrition Standards as minimal guidelines. Guidelines may change based on USDA regulations.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Fresh Fruit & Vegetable Program (FFVP) if eligible. The District also operates additional nutrition-related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others]. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).



- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a location in the line of sight and reach of students.
- All available vegetable options have been given creative or descriptive names.
- Daily vegetable options are bundled into all grab-and-go meals available to students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

- Beverages

- Water

- The importance of hydration will be promoted through the availability of free, safe, unflavored drinking water to all students throughout the school day and throughout every school campus. SAU #7 will make drinking water available where school meals are served during mealtimes.
    - Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
    - All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.
    - Students will be allowed to bring and carry approved water bottles filled with only water with them throughout the day.

- Only the following beverages may be sold prior to the start of and throughout the instructional day:

- Water (non-flavored, no sweeteners, non-carbonated, non-caffeinated)
    - 100% fruit and vegetable juices with no added artificial or natural sweeteners
    - Milk
      - Unflavored lowfat 1%
      - Flavored or unflavored skim
      - Must meet state and local standards for pasteurized fluid milk and/or USDA approved alternative dairy beverages

- Schools may sell up to 8 oz per elementary student and 12 oz per high school student for lower calorie beverages and 20 oz per high school student for calorie free beverage.

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- Candy

- Definition: any processed food item that has:

- Sugar is listed as one of the first two ingredients (including brown sugar, corn sweetener, corn syrup, fructose, glucose (dextrose), high fructose corn syrup,

honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar (sucrose), syrup) AND

- Sugar is more than 25% of the item by weight
- Vending sales of candy will not be permitted on school grounds
- Non-vending sales of candy will be permitted ONLY at the conclusion of the instructional school day (30 minutes after the last bell) and offered in conjunction with healthy choices

## **Implementation Strategies:**

### ***School Breakfast & Lunch Programs***

- Full meal school breakfast and lunch programs will follow the USDA, State and Local requirements for Federal School Meals Programs
- School Food Service Program provider will follow the USDA and District's Nutrition Standards when determining items offered in a la carte and competitive food sales, as defined above.
  - A la carte and competitive food items that don't meet District Nutrition Standards may be acceptable when offered on a very infrequent, intermittent basis; they must be recorded on production reports.
- Food Service Director and Wellness Committee will work closely together
- Food Service Director will provide annual reports for review by the Wellness Committee

### ***Cafeteria Environment***

- Food is appealing and attractive to students
- Healthy food choices are promoted through the use of at least two of the following Smarter Lunchroom Techniques:
  - Whole fruit options are displayed in attractive bowls or baskets in students' line of sight and reach
  - Sliced or cut fruit is available daily
  - All vegetable options have creative or descriptive names
  - Daily vegetable options are bundled into all grab-and-go meals available to students
  - All dietary staff members have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (i.e. salad bar, yogurt parfaits) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students
  - Student surveys and taste testing opportunities are used to inform menu development, dining space décor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options
- Relaxed, clean, enjoyable climate will be created for students
- Adequate space to eat and clean
- Adequate time to eat meals. Minimum of 15 minutes for breakfast and a minimum of 20 minutes for lunch. Time starts when students are seated with their food.

- Convenient access to hand washing or hand sanitizing facilities before meals.

### ***Fundraising and School Events***

The school environment is one of several settings that can influence children's food choices and eating habits. School can ensure that the available food and beverage options are healthy and help young people eat food that meets dietary recommendations for fruits, vegetables, whole grains, and nonfat or low-fat dairy products.

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

*Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*

- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc.*

All fundraising projects and school events must follow the SAU Wellness Policy Standards from 12:01am of school until at least 30 minutes after the close of school at a minimum

### ***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 promotion 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.<sup>15</sup> 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. Immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is 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 publication 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 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.

### **Celebration and Rewards**

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

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

*[Meets Healthy Schools Program Silver-level criteria]*

### ***Student Nutrition Education***

It is the policy of SAU #7 that nutrition promotion and education is provided to K-12 students as part of health education classes and incorporated into instruction in other subjects such as math, science, language arts, social sciences, and elective subjects.

A consistent nutrition message will be communicated to students, staff, families, and community members through the creation and distribution of media within the school and in the community.

SAU #7's nutrition education program teaches media literacy with an emphasis on food marketing and includes training for teachers and other staff. The Food Service Director and support staff will assist and work in conjunction with classroom teachers to encourage healthy habits and assist in implementing themes.

The following topics will be covered in each participating school's curriculum:

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

### ***Parent Nutrition Education***

Nutrition education for parents will begin at the elementary level. The goal is to continue to educate parents throughout middle and high school levels. Nutrition education may be provided through handouts, postings on the district website, newsletters, presentations, and through any other appropriate means available for reaching parents. At the annual school open house, a parent information center and/or workshop will be conducted in conjunction with the food service program and the school health program.

### ***Staff Nutrition & Physical Activity Education***

Nutrition and physical activity education opportunities will be provided to all school staff at the elementary, middle, and high school levels. These educational opportunities may include, but are not limited to, educational and informational materials, presentations, workshops, health assessments, and fitness activities. Nutrition and physical activity will be integrated into professional development administrative days.

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. School nutrition personnel will refer to the USDA's Professional Standards for School Nutrition Standards website to find training that meets their learning needs.

The purpose of these staff educational opportunities is:

- Encourage all school staff to improve their personal health and wellness
- Improve staff morale
- Create positive role modeling
- Build staff commitment to promote student health
- Build staff commitment to improve school nutrition and physical activity

SAU #7 will provide staff with access to a wellness program through the district health care provider.

### ***Community Nutrition & Physical Education***

- Nutrition and physical education will be provided to community members and local preschool childcare centers. This will be conducted at each elementary school in conjunction with the annual parent meeting/open house or as deemed by the Building Administrator.

### ***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.

Consumer Science and Farm to School Programs shall receive safety and sanitation training at a minimum or complete the Serve Saf Program.

## **Farm to School Program**

Farm to School programs around the country have played a significant role in improving the quality of school meals and expanding nutrition education, and thus have an important role to play in school wellness policies.

The Farm to School Program will assist the schools to:

- Purchase of products from local farmers for inclusion in school meal programs and other food sales or special events.
- Incorporate agriculture and nutrition education into the classroom as part of existing standards-based curricula;
- School gardens, where children can learn to eat what they grow and link their tangible experiences to lessons in science, math, and other disciplines; and
- Hands-on education programs, such as visits to farms and farmers' markets.

These programs offer more to schools than great-tasting, farm-fresh products; they provide hands-on educational experiences to connect children with the source of their food. Because farm-to-

school programs are multi-faceted – linking nutrition education with the classroom, the lunchroom, the school garden, and local farmers –they not only benefit students, but also provide a win-win-win for schools, farmers, and the community.

Nutrition Education: Farm-to school programs can provide interactive, experiential education activities that can strengthen and reinforce nutrition education efforts.

- Staff is encouraged to integrate experiential education activities – such as gardening, cooking, demonstrations, farm and farmers’ market tours – into existing curricula at all grade levels.
- Nutrition education messages from the classroom will be modeled in the cafeteria and across campus by offering locally-grown food whenever possible within the school meals programs.
- Each school may establish a school garden of a sufficient size to provide students with experiences in planting, harvesting, preparing, serving and tasting foods, to be integrated with nutrition education and core curriculum, and articulated with state standards.
- Administrators, teachers, and school groups are encouraged to develop creative campus fundraisers based on healthy food items, integrating farm grown produce where appropriate.
- School food service, in partnership with other school departments and community organizations, will work to creatively market and promote locally-produced food to students, through activities such as:
  - Featuring food grown in the school garden in the cafeteria, through sampling and inclusion in school meals based upon availability and acceptability.
  - Developing cafeteria themes relating to local farmers and products grown in the region.
  - Hosting farmers in the cafeteria and classroom.
- Meals served within the federally reimbursable meal program should be designed to feature fresh and minimally processed fruits and vegetables, from local courses, to the greatest extent possible.

Physical Activity: The district recognizes that school gardens and farm visits can offer physical activity opportunities, as well as agricultural education, by engaging students in activities such as planting, harvesting, and weeding. Teachers and students are encouraged to take advantage of these physical activity opportunities during the school day as well as through field trips and after-school activities.

Implementation and Period Review:

- A team of district and community representatives will serve as members of the Food Service Advisory Committee and Wellness Committee.
- The Farm-to-School Program Coordinator and/or program partners will make an effort to be present at relevant public events such as open house events, school fairs, etc. to promote the program and increase community awareness of the work Farm-to-School is doing within the district, as coordinated with the Building Principals.

## Goal 2: Physical Activity

SAU #7 shall offer physical activity and education opportunities, aligned with the New Hampshire Physical Education Framework to provide students with the knowledge and skills necessary to lead a physically active lifestyle.

### Implementation Strategies

- Physical education classes and opportunities for physical activity will be available for all students. The content of physical education classes will include movement, personal fitness, and personal and social responsibility. Students should be able to demonstrate competency through application of knowledge, skill, and practice.
  - Physical activity opportunities shall be offered daily before, during, and after school. Physical activity for students shall be at least 20 minutes a day of supervised recess. Recess will preferably be outdoors, during which school should encourage moderate to vigorous physical activity. Recess will be scheduled before lunch for the elementary grades to encourage adequate time for meal consumption and to create a smoother transition back to the classroom.
  - School leaders of physical activity and physical education shall guide students through a process that will enable students to achieve and maintain a high level of personal fitness, as recommended by the National Association of Sport and Physical Education. Physical activity and educator leaders shall:
    - Expose students to a wide variety of physical activities
    - Teach physical skills to help maintain a lifetime of health and fitness
    - Encourage self-monitoring to help students understand their level of activity and set fitness goals
    - Individualize intensity of activities to meet student abilities and needs
    - Focus feedback on the process of doing one's best, not on the outcome of the process
    - Model healthy behaviors
  - Introduce developmentally appropriate components of a health-related fitness assessment in early elementary grades to prepare students for future assessments
  - Utilize fitness/activity logging, beginning in early elementary grades. Assist students to interpret their personal attainments and compare them to national physical activity recommendations.
    - Children should participate in a minimum of 30 minutes of age appropriate physical activity on all or most days of the week
    - Children should participate each day in a variety of age appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits
  - Administer health-related fitness assessments with middle and high school students. Results will be used as a baseline for understanding individual level of fitness, creating fitness goals and plans, and logging activities identified to achieve goals. Activity logs shall include day, time, type, and length of activity; whether activity was done alone or with others; and how student felt before and after the activity.
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*



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

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

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

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

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

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

### ***Active Academics***

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

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: [*District should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports.*]

### ***Active Transport***

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

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **Goal 3: School Environment**

### ***Rewards & Punishment***

Food and beverages are discouraged as rewards. School staff will not use foods or beverages that do not meet the nutrition standards as rewards for academic performance or good behavior. Food or beverages, including food served through school meals, will not be withheld as a punishment.

### ***Other Events:***

To support student health and school nutrition-education efforts, sponsors of school events will be encouraged to avoid food items that do not meet nutrition and portion size standards.

### ***Physical Activity & Discipline***

Physical activity and the teaching thereof will be done to encourage and foster a healthy attitude toward exercise. Teachers and other school personnel will not use physical activity (i.e. running laps) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment. Running laps and other conditioning activities are approved for athletic teams for the purpose of helping the participants achieve a level of fitness appropriate for participation in a particular sport.

## **Goal 4: Social Emotional Wellness**

SAU #7 recognizes the importance of the social emotional development of our students. Having well established social and emotional skills is directly correlated with success in school, relationships, careers, and physical wellness. Our focus is on promoting the health and well-being of the whole child. We believe that all students have the ability to develop the social emotional skills they need. We are dedicated to providing opportunities for our students to build and strengthen these skills through the following activities:

- Evidence-based classroom lessons and programs
- Teach positive social and emotional skills in school-wide, small group, and individual settings based on student need
- Positive Behavior Interventions and Supports (PBIS) used in order to teach and promote positive behaviors and consistent expectations
- School staff model the use of positive social emotional skills in their interactions with each other, students, and parents
- Provide information and support to parents through newsletters, programs, and engagement in order to assist them in teaching these skills at home
- Believe that all students can learn positive social emotional skills
- Collaborate with community organizations and parents to grow our social emotional wellness programming
- Behavior and SEL data will be used in decision making regarding the whole school, small group, and individual SEL and behavior interventions.
- All interventions will be culturally and linguistically appropriate.
- Students and families will be part of all PBIS and other school behavior teams the school chooses to develop.
- Students will be given the opportunity to learn social skills that they are lacking through whole class, small group, and individual SEL interventions.
- All schools will offer a variety of leadership opportunities for students.

In accordance with competencies recommended by CASEL (The Collaborative for Academic, Social, and Emotional Learning) the following topics will be covered as part of the social emotional curriculum:

- Self Awareness
- Self Management
- Responsible Decision Making
- Social Awareness
- Relationship Skills

## **Goal 5: Other Activities that Promote Student Wellness**

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

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

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

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

### ***Community Partnerships***

The District will relationships with community partners (e.g., hospitals, universities/colleges, local businesses, 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.

### ***Community Health Promotion and Family Engagement***

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

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

### ***Professional Learning***

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

## **APPENDIX**

### **Constructive Classroom Rewards**

#### **Rewards for Children**

## **Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health**

Rewarding children in the classroom need not involve candy and other foods that can undermine children's diets and health and reinforce unhealthful eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance.

### **"It's just a little treat": the harm in using food to reward children**

Schools should not only teach children how to make healthy choices and to eat to fulfill nutritional needs, but also should provide an environment that fosters healthy eating. 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 behaviors associated with unhealthy eating or obesity. Awarding children food during class also reinforces eating outside of meal or snack times.

Since few studies have been conducted on the effect of using food rewards on children's long-term eating habits, **the best policy is not to use food to reward children for good behavior or academic performance. At minimum, children should not be rewarded using foods of poor nutritional quality.**

(Note: classroom parties are covered by this policy.)

### **The value of rewarding children (with non-food rewards)**

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary.

## **Physical activity and food should not be linked to punishment**

Punishing children by taking away recess or physical education classes reduces their already-scarce opportunities for physical activity. Another counter-productive punishment is forcing children to do physical activity such as running laps or pushups. Children often learn to dislike things that are used as punishments. Thus, penalizing children with physical activity might lead them to avoid activities that are important for maintaining wellness and a healthy body weight. In addition, food should not be withheld as a means of punishing children. The U.S. Department of Agriculture prohibits withholding meals as a punishment for any child enrolled in a school participating in the school meal programs.<sup>1</sup>

### **Examples of beneficial (and inexpensive) rewards for children<sup>2</sup>**

- **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 mean a lot. 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 affirming 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, email, 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

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<sup>1</sup> U.S. Department of Agriculture (USDA). *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*. Alexandria, VA: USDA, 1988.

<sup>2</sup> Some examples adapted from "Alternatives to Using Food as a Reward," Michigan Team Nutrition (a partnership between the Michigan Department of Education and Michigan State University Extension), 2004. Accessed at < <http://www.tn.fcs.msue.msu.edu/foodrewards.pdf> > on November 8, 2004.



## Privileges

- 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
- No homework" pass
- Teaching the class
- Playing an educational computer or other game
- Reading to a younger class
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- 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.
- 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
  - A book read aloud to the class by the teacher
  - A field trip

## Rewards for a class

- Extra recess
- Eating lunch outdoors
- Going to the lunchroom first
- Reading outdoors
- Holding class outdoors
- Extra art, music, PE, or reading time
- Listening to music while working
- Dancing to music
- Stamps
- Plastic scissors
- Bookmarks
- Highlighters
- Chalk (e.g., sidewalk chalk)
- Markers
- Coloring books

## School supplies

- Pencils: colored, with logos, or other decorations
- Pen Erasers
- Notepads/notebooks
- Boxes of crayons
- Stencils
- Eating lunch with a teacher or principal
- Listening with a headset to a book on tape or CD
- Going to the library to select a book to read

- Rulers
- Glitter
- Pencil sharpeners, grips, or boxes

- Gift certificate to the school store

### **Sports equipment and athletic gear**

- Paddleballs
- Frisbees
- Water bottles
- NERF balls

- Hula hoop
- Head and wrist sweat bands
- Jump rope
- Spinning tops
- Marbles
- Jacks
- Playing cards
- Stretchy animals
- Silly putty
- Bubble fluid with wand
- Balloons
- Capsules that become sponges/figures when placed in water
- Inflatable toys (balls, animals)
- Small dolls or action figures

### **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
- Slinkies
- Gliders
- Magnifying glasses

### **Fashion wear**

- Temporary tattoos
- 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

A token or point system, whereby children earn points that accumulate toward a bigger prize. Possible prizes include those listed above and:

Gift certificate to a bookstore or sporting goods store	Stuffed animal
Movie pass or rental gift certificate	Magazine subscription
Ticket to sporting event	Board game
Puzzle	Step counter (Pedometer)
Book	Sports equipment, such as Tennis racket, baseball glove, soccer ball, or basketball

Children can be given fake money, tokens, stars, or a chart can be used to keep track of the points they have earned. Points can be exchanged for privileges or prizes when enough are accumulated.

A point system 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.

For *more* information, visit [www.cspinet.org/schoolfood/](http://www.cspinet.org/schoolfood/)  
or contact the Center for *Science in the Public Interest*  
at [nutritionpolicy@cspinet.org](mailto:nutritionpolicy@cspinet.org)