

Crookston Public School District Wellness Policy

Policy 533

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Crookston Public School District Wellness Policy

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Preamble

Crookston Public 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.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Child Nutrition and Food Service Director will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is the Child Nutrition and Food Services Director, 218-281-5313 x 7

Appropriate representatives from all school levels will be assigned to the DWC at the beginning of each school year.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

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

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the

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Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.crookston.k12.mn.us

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy in the Child Nutrition and Food Services Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District 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, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

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

The position/person responsible for managing the triennial assessment and contact information is the Child Nutrition and Food Service Director.

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

The triennial progress report will be made public for households/families on the District's website.

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Revisions and Updating the Policy

The DWC 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 change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

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

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

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Crookston School District also participates in the Summer Food Service Program (SFSP) at specified locations and operates the Farm to School program on a regular basis. 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;

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- 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 the following [Smarter Lunchroom techniques](#):
 - 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 staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable or fruit 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.).
 - Menus will be posted on the District website or individual school websites.
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
 - School meals are administered by a team of child nutrition professionals.
 - The District child nutrition program will accommodate students with special dietary needs.
 - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
 - Students are served lunch at a reasonable and appropriate time of day.
 - Lunch will follow the recess period to better support learning and healthy eating.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day or students will be given adequate time to take get water from available sources (ex: scheduled water break times).

Competitive Foods and Beverages

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

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* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to be a healthy, nutrient dense option for the students, including through:

1. Snacks. Classroom snacks brought by parents, students, teachers, and staff must follow the approved list of foods provided by the district or be approved by the Student Wellness Committee. Please reference Resource A for the list of approved snacks.
2. 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. Please reference Resource B for a list of alternative rewards.
3. Celebrations and parties. All classroom and school celebrations and parties that involve food provided to students are encouraged to follow the approved list of foods provided by the district in Resource A. Teachers and staff are highly encouraged to provide alternative celebrations and parties for students that are NOT centered on foods and beverages. Please reference Resource B for a list of alternative celebrations.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. Please refer to Reference C for a list of fundraising ideas. Other examples can be found from the Alliance for a Healthier Generation and the USDA.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently

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through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

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

- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing* in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make 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. As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

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

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

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs. Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential

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health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

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

All District **elementary students** in each grade will receive physical education for at least 60 minutes per week throughout the school year.

All 7th and 8th grade students are required to take 1 semester or ½ academic year of physical education in each 7th and 8th grade. All high school students (9th – 12th) are required to take the equivalent of one academic year of physical education.

The junior high and high school physical education programs will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

- All physical education teachers will be required to participate in at least a once a year professional development in education.
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.
- Waivers, exemptions, or substitutions for physical education classes are discouraged.

Essential Physical Activity Topics in Health Education

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

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

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- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **15 minutes of recess** on all days during the school year. This policy may be waived under special circumstances such as early dismissal or late arrival days. Recess will be offered before lunch and schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria. Recess will be offered outdoors when weather is feasible. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary)

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

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: allowing students to access a supervised playground before school (elementary), allowing students to access a supervised weight room or gym before school (high school), promoting physical activity in the school's after school care program, promoting and coordinating with park and recreation activities and other youth sport

organizations, and working cooperatively with other local organizations/agencies to offer afterschool activities.

Active Transport

The District will support active transport to and from school, such as walking or biking, when it is believed to be a safe circumstance for students. The District will encourage this behavior by having designated bike racks at the high school and Highland Elementary and having proper crosswalks, sidewalks, and paths leading directly to the school grounds.

V. Other Activities that Promote Student Wellness

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

Schools in the District are encouraged to 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.

Community Partnerships

The District will continue relationships with community partners 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 Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.

The Wellness Coordinator will hold meetings four times a year for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. See Reference D for the most current meeting dates.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

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

participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

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

Reference A: List of approved foods for the classroom

- Fresh fruit
 - Whole, wedges, slices, or fruit kabobs
 - Plain or with low-fat or non-fat topping
 - Examples: apples, grapes, bananas, strawberries, orange slices, clementines, etc.
- Dried fruit
 - Examples: cherries, cranberries, raisins, pineapple, apricots, etc.
- Individual canned fruit
 - Examples: applesauce or fruit cups packed in juice or water
- Fresh vegetables
 - Examples: carrots, grape tomatoes, celery sticks, cucumber, red, yellow, orange or green bell peppers, cauliflower, broccoli
 - Plain or with low-fat ranch, yogurt based dips, or hummus
- String cheese, cheese cubes, slices, sticks with or without whole grain crackers
- Yogurt cups or tubes
- Pretzels
- Low fat or light popcorn
- Whole grain crackers
 - Must be whole grain rich
 - Examples: graham crackers, goldfish, wheat thins, etc.
- Whole grain mini bagels or mini muffins
- Whole grain cereal
- Granola bars
- Small bottles or cartons of flavored milk, water, or 100% juice

Reference B: Alternative methods for rewards, incentives, and celebrations

- Non-food prize
 - Examples: Pencils, pens, markers, crayons, stickers, paints, erasers, books, etc.
- Drawings: students are able to enter into a drawing for a larger prize at the end of a time period (school year, semester, month, etc.)
- Special event or theme party
 - Examples: dance party, kite flying, wear a hat in school, pajama day
- Be a classroom leader: allow the student to lead the specified classroom activity or physical activity break from class time
- Extra recess, physical education, playground, or gym time
- Student's choice: allow the student to choose the next activity
- Front of the line: allow the student to be first in line throughout the day
- Give a "no homework" pass or provide the class with a no homework day
- Show recognition
 - Examples: give out certificates or ribbons; post recognition signs around the school, classroom, or bulletin board; give a "shout-out" during the morning or afternoon announcements; call or send a recognition letter home to parents

Reference C: Alternative Fundraising Ideas

Get Kids Moving

- Host a walk-, run-, bike-, dance-, skate-a-thon or 5K color fun
- Hold a jump rope or hula hoop competition
- Organize a Zumba, dance or yoga night
- Create a team sports tournament for youth and their families
- Host an ice skating night
- Hold a field day at school and encourage youth and families to form teams to compete
- Host a golf tournament

Spark Creativity

- Host a talent show / magic show / festival / school dance
- Hold a yard sale or auction where youth, staff, and families donate items
- Organize a student art or craft fair
- Ask local businesses to donate products/services for an auction or event tickets to a raffle
- Sell school-branded promotional items
- Hold a coin drive competition between classrooms or grades
- Host a school photo booth during spirit week

Support Healthy Eating

- Hold a "Taste of Your Town" event and invite local chefs to donate healthy dishes
- Host a healthy cooking class and ask a local chef to donate their times
- Create a healthy family meal night
- Sell healthy snacks made by youth
- Sell cookbooks with healthy recipes
- Hold a youth healthy cooking competition and ask local grocery stores to donate food

Items to sell: School Spirit

- Magnets
- Spirit/Seasonal Flags

- Stadium pillows or cushions
- Yearbook covers / book covers
- Yearbook space/monograms
- T-shirts / sweatshirts / other attire
- Calendars
- Scarves, gloves, knit hats
- School Frisbee
- Mugs
- Megaphones / noisemakers
- Ball caps
- Wrist bands
- Picture frames
- Plastic cups or water bottles
- Key rings / chains / lanyards
- Buttons and pins
- Bumper sticker / license plate frame

Items to sell: Entertainment

- Temporary tattoos
- Milk mustache photos
- Valentine's Day flowers
- School art drawings
- Flowers and bulbs
- Balloon bouquets
- Fruit bouquets
- Singing telegrams
- Movie tickets
- Plants / Plant seeds

Items to sell: Material

- Cookbooks
- Bath accessories
- Books and calendars
- Brick/stone/tile memorials
- Candles
- First aid kits
- Gift baskets
- Gift wrap, boxes, and bags
- Greeting cards/stationary
- Holiday ornaments
- House decorations
- Jewelry
- Plants
- Picture frames
- Baskets
- Car accessories
- Coupon booklets

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Adopted: March 2017 | Revised: 07/03/2018

Reference D: Future Meeting Dates

DATE	TIME	LOCATION
Wednesday, November 15, 2017	3:30 – 4:30p	District Office Conference Room
Wednesday, January 17, 2018	3:30 – 4:30p	District Office Conference Room
Wednesday, March 21, 2018	3:30 – 4:30p	District Office Conference Room
Wednesday, May 16, 2018	3:30 – 4:30p	District Office Conference Room
Wednesday, October 3, 2018	3:30 – 4:30p	District Office Conference Room
Wednesday, December 5, 2018	3:30 – 4:30p	District Office Conference Room
Wednesday, February 6, 2019	3:30 – 4:30p	District Office Conference Room
Wednesday, April 3, 2019	3:30 – 4:30p	District Office Conference Room

Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Food and Beverage Marketing – advertising and other promotions in schools; 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.

School Wellness Committee – Meeting Minutes

Location: District Office Conference Room

Date: Wednesday, Nov. 15, 2017

Time: 3:30-4:30p

Attendance: Brigette Burzette-Deleon, Bethany Satrom, Megan Hruby, Jeremy Lubinski, Matt Torgerson, Anna Brekken

Agenda Items

1. Wellness committee
 - a. Who are we missing on the committee?
2. Current wellness policy
 - a. The group reviewed the physical activity piece in the updated school wellness policy
 - b. Brain breaks was one initiative discussed as a possibility for teachers to implement. Brigette has kits available for teachers who want to implement more movement into their classroom. It may be possible to hold a training during the fall back to school workshop week. Anna will inquire with Marilyn.
 - c. Connecting music and phy-ed class was also discussed as a possibility for getting more activity into student's days
3. Nutrition Programming – Highland – Megan Hruby
 - a. Megan shared information on her nutrition programming at Highland. She meets with 4th graders once a month for six months. Parent newsletters are also distributed. This programming is available through a grant for schools with 50% or higher free and reduced. Is there a way to make this sustainable?
4. Smarter Lunchrooms Overview – Megan Hruby
 - a. Megan also gave some background and resources on Smarter Lunchrooms and how it could look for Crookston schools. A smarter lunchrooms observation at Highland will be conducted in January.
5. Discussion
 - a. The group discussed “roll Fridays” for Prime Time at CHS and how this could be changed.
6. Next Meeting
 - a. January 17th, 2018

School Wellness Committee – Meeting Minutes

Location: District Office Conference Room

Date: Wednesday, Jan. 17, 2018

Time: 3:30-4:30p

Attendance: Bethany Satrom, Megan Hruby, Jeremy Lubinski, Matt Torgerson, Anna Brekken

Agenda Items

1. Smarter Lunchrooms
 - a. Megan, Bethany & Anna will observe Highland on Monday, Jan. 22
2. Brain Breaks/Energizer Training – Megan Hruby/Anna Brekken
 - a. Anna reached out to Chris Trostad & Denice Oliver regarding setting up energizer training during wokshop week in August. Nothing is set. Anna will follow-up.
3. Prime time rolls at CHS
 - a. Discussion on how to encourage healthier items/options during Primetime
4. Get out and Grow – School garden sweepstakes
 - a. Grant to start or improve school garden. Who in the schools is interested in this?
 - i. Potentially summer care program, summer school, or the north star programs?
5. Power of Produce Club (PoP) – Megan Hruby
 - a. Grant was applied for by extension and provides \$2.00 coupones to kids at farmers market. Megan mentioned promoting it with the Summer Food Service Program
 - b. Megan can provide an update on if the grant was received for the PoP clud at the next meeting
6. Next Meeting
 - a. March 21st, 2018

School Wellness Committee – Meeting Minutes

Location: District Office Conference Room

Date: Wednesday, May 16, 2018

Time: 3:30-4:30p

Attendance: Stephanie Olson, Brigitte Burzette-Deleon, Megan Hruby, Matt Torgerson, Bethany Santrom, Jeremy Lubinski, Anna Brekken

Agenda Items

1. March Meeting
 - a. Cancelled due to low attendance
2. Next years meeting schedule/committee
 - a. First Wednesday of Oct., Dec., Feb., & Apr. – Anna will reserve conference room with Marilyn.
 - b. October meeting should focus on policy and goals for school year
 - c. Need to get school personnel to sign up in August – Anna should contact school secretaries on how best to do this
 - d. Reach out to Linda Morgan to see if there are Leo Club students who would like to be on the committee for the 18-19 school year
3. Recap of 17-18 school year wellness committee
 - a. Taste test at Highland
 - i. Anna, Bethany, and Megan held a taste test at HES of black bean and corn salsa.
 - b. Every kid healthy week
 - i. Poster competition at HES for how kids move in their classroom. The winning 3 classrooms received a balance ball chair and the other participating classrooms received a balance ball. Funding by an Action for Healthy Kids grant.
4. Next Meeting
 - a. October 2018

- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.
- ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.
- ⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.
- ⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.
- ¹⁰ 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.
- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- ¹² Singh A, Uijtendwillig L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49–55.
- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>