

Regis Wellness Policy

Table of Contents

Preamble

School Wellness Committee

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Nutrition

Physical Education

Other Activities that Promote Student Wellness

Glossary

Preamble

Regis Catholic Schools is committed to the optimal development of every student and our staff. The District believes that for students to have the opportunity to achieve personal, academic, developmental, social success, and spiritual. We need positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. We strive to educate the “whole” child; mind, body and spirit.

This policy outlines Regis’ 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 at any Regis school has 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 Regis community and stakeholders are engaged in supporting the work of Regis schools in creating continuity between school and other settings for students and staff to practice lifelong healthy habits, and Regis 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 Regis School System. Specific, measureable goals and outcomes are identified within each section below.

Regis Catholic Schools Wellness Policy on Nutrition and Physical Activity

Regis Catholic Schools (RCS) is committed to providing the best educational environment for its students as we support them as they strive for excellence. RCS realizes that this includes an environment that stresses the importance of proper nutrition and a physically active lifestyle as well as a strong formation of faith. In order to achieve this healthful environment, RCS commits to the following:

1. Goals for nutrition education and physical activity
 - a. All nutrition education, physical activity and physical education programs shall comply with federal and state standards. These programs will be available to all students.

- b. In order to foster healthy physical activity habits, each school in the RCS system will offer fitness-related events and activities over the course of the school year that fall outside the regular school day.
 - c. School cafeteria staff will be available to aid in nutrition education and serve as an additional resource for staff and students.
 2. Nutritional guidelines to promote student health
 - a. RCS will ensure all reimbursable meals meet or exceed the regulations and guidelines issued by the U.S. Secretary of Agriculture for School Lunch Programs.
 - b. RCS will follow all other requirements regarding reimbursable meals in order to comply with the Federal School Lunch Program, including, but not limited to, audits by the Wisconsin Department of Instruction and policies regarding Foods of Minimal Nutritional Value and Competitive Foods.
 - c. In order to foster a healthy nutritional environment, food-related fundraisers are not permitted.
 3. Implementation
 - a. In order for proper implementation of the policy, and to ensure RCS is meeting the goals and objectives set forth in this policy, RCS staff will implement the areas of the policy that are relevant to their position, such as nutrition, parent, staff and student education or physical activity. The overall implementation will be overseen by each of the building principals.
 4. Wellness committee
 - a. The President of RCS, or his designee, will annually evaluate the effectiveness of this wellness policy and lead the wellness committee meetings. Additional meetings may be scheduled as deemed necessary by the committee.
 - b. The wellness committee will consist of a cross-section of the RCS population, with the inclusion of: central office administration, building administrators, food service staff, teachers and staff (especially physical education and health teachers) school nurses, parents and students.
 - c. The wellness committee will aid the President of RCS, or his designee, in monitoring implementation, evaluating progress, serving as a resource to schools in the RCS system and revising the policy as appropriate to maximize its effectiveness in accomplishing RCS' goal of providing a healthful school environment.

School Wellness Committee

Committee Role and Membership

Regis will convene a representative Regis Wellness Policy Committee (RWPC) 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.

The RWPC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: Curriculum Coordinator, 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. To the extent possible, the RWPC will include representatives from each school building and reflect the diversity of the community.

Leadership

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

Name Title I Relationship Email address Role on Committee

The President and/or Curriculum Coordinator will convene the RWPC 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 Kelly K. Mechelke

Mark Gobler, President, mgobler@regiscatholicschools.com; Oversee schools compliance with policy

Kelly K. Mechelke, Curriculum Coordinator, School representative, parent
kmechelke@regiscatholicschools.com, oversee school compliance with policy

Teresa Culbert, Food Service Director, tculbert@regiscatholicschools.com, assists in the evaluation of wellness policy implementation

Paul Pederson, High School/Middle School Principal, School representative,
ppederson@regiscatholicschools.com, oversee school compliance with policy

Renee Cassidy, Immaculate Conception Principal, School representative,
rcassidy@regiscatholicschools.com, oversee school compliance with policy.

Carisa Smiskey, St. Mary's Dean of Student/Teacher, School Representative
csmiskey@regiscatholicschools.com

Tony Olsen, tolsen@regiscatholicschools.com, Andy Niese, aniese@regiscatholicschools.com,
(parent) Mera Hoeschen, mhoeschen@regiscatholicschools.com,(parent) Jaci Ristau,

jristau@regiscatholicschools.com, ALL gym teachers, assists in the evaluation of wellness policy implementation

Regis MS/HS, Turi Willer, twiller@regiscatholicschools.com, St. Mary's, Vicki Score, vscore@regiscatholicschools.com, St. James, Shelley Kern, skern@regiscatholicschools.com, Immaculate Conception, Mel Johnson, mjohnson@regiscatholicschools.com, ALL head cooks, assists in the evaluation of wellness policy implementation

Jeremey Hardy, jhardy@regiscatholicschools.com, computer teacher, owner of fitness club, assists in the evaluation of wellness policy implementation

Christi Brinkner, clbrickner@charter.net, nurse and parent, assists in the evaluation of wellness policy implementation

Deanne Eslinger, deslinger@regiscatholicschools.com, elementary counselor, assists in the evaluation of wellness policy implementation

Kristi Herbenson, kherbenson@regiscatholicschools.com, high school guidance counselor, assists in the evaluation of wellness policy implementation

Teachers: Advisory of how staff implementation and needs are being met.

Students to give input into needs and opinions of policy.

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

Implementation Plan

Regis 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.

Healthy Schools Process: 6 steps Process



The 6 Step Process is a circular journey where schools continuously take a status check, work on making improvements, learn from successes and challenges and keep pushing the needle forward. When schools repeat the cycle each year, their healthy changes becomes embedded in the culture of the school and efforts to become a healthy school are sustained.

Focus Areas

Wellness Councils and Policies

As stated above

- Snacks and Beverages

Today, we're thrilled that our students are consuming more fruits, vegetables and whole grains in the cafeteria. But it's important that we also promote a consistent message about healthy eating beyond the cafeteria and across the school campus. We know that eating better today contributes to healthy behaviors tomorrow; let's ensure that all foods and beverages consumed during the school day contribute to the lifelong, healthy habits we all want our students to develop.

- Lunch

School foods that promote proper nutrition improve student behavior, performance and overall cognitive development. And with school meals providing up to half of the daily calories and nutrients students consume, breakfast and lunch are more important than ever. To continue improving cafeterias, updated federal requirements for school breakfast and lunch programs have changed yesterday's menus.

- Health Education

Health education programs use skill-based instruction to teach students about important health behaviors like healthy eating and physical activity. They provide functional knowledge and critical health skills that build personal confidence and the ability to deal with social pressures. Health education programs give students the knowledge and skills to become successful learners and healthy adults.

- Physical Education

Physical education is the only class designed to move kids. It keeps kids active, and besides being healthier, active students score higher on standardized tests. That makes it necessary to keep students physically active to not only support academic achievement but to improve it.

All three elementary buildings have gym class time and also a walking club. Immaculate Conception does their walking club at lunch recess time. Saint James and Saint Mary's do their walking club before the school day begins.

- Physical Activity

Childhood obesity has increased as physical activity in schools has decreased. Physical activity should not be confused with physical education - one is an active class and one is an active lifestyle. Schools can support these active lifestyles by creating an environment that encourages movement at all times throughout the day.

All three elementary buildings have gym class time and also a walking club. Immaculate Conception does their walking club at lunch recess time. Saint James and Saint Mary's do their walking club before the school day begins. Immaculate Conception runs a program created by Tina Bourget, Amelia Daniels and Kelly Mechelke call COR 6:19 monthly. Saint James and Saint Mary's are working with Jeremy Hardy and Kelly Mechelke to incorporate a variation of this program for families and staff in the near future. Mr. Hardy will also implement the staff portion at Immaculate Conception.

- Employee Wellness

Healthy employees are more productive, have more energy and better manage stress. Employee wellness programs can keep your staff healthy, decrease sick days, lower insurance costs, and increase employee retention. Healthy employees are just as important as healthy students, especially in their ability to be a model of health for students.

Recordkeeping

Regis will retain records to document compliance with the requirements of the wellness policy at the Regis Central computer network. Documentation maintained in this location will include but will not be limited to:

a 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 RWPC;

a 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

Regis 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. Regis will make this information available via the district website and/or district-wide Communications. Regis will provide as much information as possible about the school nutrition environment. This will include a summary of Regis events or activities related to wellness policy implementation. Annually, Regis will also publicize the name and contact information of the Regis 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, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

a The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;

a The extent to which Regis' 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 Regis' wellness policy.

The position/person responsible for managing the triennial assessment and contact information is

Mark Goble, President, mgobler@regiscatholicschools.com and Kelly K. Mechleke, Curriculum Coordinator, kmechelke@regiscatholicschools.com

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

Regis will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The RWPC 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, **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

Regis is committed to being responsive to community input, which begins with awareness of the

wellness policy. Regis will actively communicate ways in which representatives of RWPC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. Regis 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. Regis 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. Regis will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that Regis communicates important school information with parents.

Regis will actively notify the stakeholders about the content of or any updates to the wellness policy annually, at a minimum.

III. Nutrition

School Meals

Regis 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 Regis participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and include here any additional Federal child nutrition programs in which Regis participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others). All schools within Regis 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. (Regis offers reimbursable school meals that meet USDA nutrition Standards.) Regis promotes healthy food and beverage choices using at least ten of the following Smarter 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.

Menus Will be posted on the Regis Website or individual school Websites, and will include nutrient content and ingredients. 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. Regis child nutrition program will accommodate students with special dietary needs. Students Will be allowed 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 when possible 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. Regis will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria, mark/circle the four activities the District plans to do). - Local and/or regional products are incorporated into the school meal program, - Messages about agriculture and nutrition are reinforced throughout the learning environment; - School hosts field trips to local farms, and - school utilizes promotions or special events, such as tastings, that highlight the local/ regional products.)

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 of 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" ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during meal times.

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

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

NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and Schools must also comply With their state Standards.)

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" and ideally, the extended school day will meet or exceed the USDA Smart Snacks nutrition standards (or, if the state policy is stronger, "will meet or exceed state 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, a la Carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

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. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

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". *Regis will use only non-food fundraisers, and encourage those promoting physical activity (such as Walk for Virtues, COR 6:19, Walk-a-thons, Jump Rope for Heart, fun runs, etc.). Fundraisers outside the school day may include but are not limited to, donation nights at restaurants, pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level Criteria)*

Nutrition Promotion

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

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; a is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, Science, language arts, Social Sciences and elective subjects, which includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, 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, 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.

Elementary Schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria). All health

education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).

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 a 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 (eating disorders). Accepting body size differences. Food safety. Importance of water Consumption and importance of eating breakfast. Making healthy choices when eating at restaurants.

The Dietary Guidelines for Americans

Reducing sodium intake. Social influences on healthy eating, including media, family, peers and culture How to find valid information or services related to nutrition and dietary behavior. How to develop a plan and track progress toward achieving a personal goal to eat healthfully. Resisting peer pressure related to unhealthy dietary behavior. Influencing, supporting, or advocating for others' healthy dietary behavior.

Food and Beverage Marketing in Schools

Regis 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. Regis 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 Regis property that contains messages inconsistent with the health information. It is the intent of the Regis 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 Regis' 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 for, if stronger, "state nutrition standards", such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product." This term includes, but is not limited to the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container. Displays, such as on vending machine exteriors. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.) Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu

boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by Regis. Advertisements in school publications or school mailings. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product. As Regis school nutrition services/Athletics Department/Commission reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by Regis wellness policy.

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 address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment. Students may be asked to walk during recess that have had issues playing appropriately. "This does not include participation on sports teams that have specific academic alternative ways to discipline students. To the extent practicable, Regis will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Regis will conduct necessary inspections and repairs.

Outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level Criteria).

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

Physical Education

Regis will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.

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

All Regis elementary students in each grade will receive physical education for at least 70-90 minutes per week throughout the school year.

All District secondary students (middle and high School) are required to take the equivalent of

one academic year of physical education.

Regis physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use Criterion-based reporting for each student.

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria). All physical education teachers at Regis will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria). All physical education classes at Regis are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level Criteria).

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity: The physical, psychological, or social benefits of physical activity. How physical activity can contribute to a healthy weight. How physical activity can contribute to the academic learning process. How an inactive lifestyle contributes to chronic disease. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Differences between physical activity, exercise and fitness. Phases of an exercise session, that is, Warm up, WorkOut and Cool down. Overcoming barriers to physical activity. Decreasing sedentary activities, such as TV watching. Opportunities for physical activity in the community. Preventing injury during physical activity. Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity. Developing an individualized physical activity and fitness plan. Monitoring progress toward reaching goals in an individualized physical activity plan. Dangers of using performance-enhancing drugs, such as steroids. Social influences on physical activity, including media, family, peers and culture. How to find valid information or services related to physical activity and fitness. How to influence, support, or advocate for others to engage in physical activity. How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Each Elementary building has more than the 20 minutes of required recess. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-Sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built i to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play Students will be allowed outside for recess except when outdoor temperature is below 0 degree Fahrenheit, during storms with lightning, or at the discretion of the building administrator based on his/her best judgment of safety conditions."

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

If these guidelines do not yet exist, the district wellness council will create them or facilitate their development on a school-by-school basis and include them here.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

Regis 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. Regis recommends teachers provide short (3 minute) physical activity breaks to students during and between classroom time at least three days per week.

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.

Regis supports and encourages 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

Regis offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. Regis encourages students to be physically active before and after school by: Morning and Lunch Walking Club, COR 6:19, physical activity in aftercare, intramurals and interscholastic sports, walking permission slip to encourage neighborhood walks during the school day.

Active Transport

Regis supports active transport to and from School, such as walking or biking. Regis will encourage this behavior by engaging in six or more of the activities below, including but not limited to: District will select from the list below and insert them here as policy.

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

Provide storage facilities for bicycles and helmets (bike rack)

Instruction on walking/bicycling safety provided to students

Promote safe routes program to students, staff, and parents via newsletters, Websites

Use Crossing guards (provided by public schools)

Use crosswalks on streets leading to Schools

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.)

V. Other Activities that Promote Student Wellness

Regis will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. Regis 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.

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

Regis will insert as appropriate to current efforts: develop, enhance, or continue relationships with Community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

Regis 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, Regis 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.

Staff Wellness and Health Promotion

The RWPC 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. The Subcommittee leader's name is Kelly K. Mechelke.

Regis will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include but are not limited to; wearing a Fitbit and tracking steps, working out with our COR 6:19 for staff, walking clubs, signing up for walk/runs, joining a nutrition support group, etc. Regis 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 Regis 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.

17 Glossary.

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

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

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

Triennial-recurring every three years.

References

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, Uijtdewillig 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): e10631071, 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-schoolfood-ads>

References: Child Nutrition and WIC Reauthorization Act of 2004, Section 204