



# HEALTH & WELLNESS POLICY

Concordia R-II

## Abstract

*This "Basic" district-level wellness policy meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, this document includes optional policy language can be used to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. The district policy language meets the current needs and supports growth over time. The language in italics are the strongest examples. References from the original document are included at the end of this policy.*

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## Concordia R-II Wellness Policy

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## Concordia R-II Wellness Policy

### Preamble

Concordia R-II (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular

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<sup>1</sup> Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

<sup>2</sup> Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

<sup>3</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

<sup>4</sup> Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

<sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

<sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, 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.

<sup>7</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

<sup>8</sup> MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

<sup>9</sup> Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

<sup>10</sup> Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

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activities – do better academically.<sup>11,12,13,14</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>15,16,17</sup>

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

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

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below. The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate. The District will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

### **I. School Wellness Committee**

<sup>11</sup> Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

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

<sup>13</sup> Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

<sup>14</sup> Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

<sup>15</sup> Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

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### ***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 *[quarterly]* 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. Currently, the DWC has representatives from all buildings and will review school-level issues as they relate to the District.

### ***Leadership***

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Theresa Christian, Concordia R-II Superintendent of Schools  
204 SW 11<sup>th</sup> St  
Concordia, MO 64020

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<b>Name</b>	<b>Title / Relationship to the School or District</b>	<b>Email address</b>	<b>Role on Committee</b>
Theresa Christian	Superintendent	<a href="mailto:tchristian@concordia.k12.mo.us">tchristian@concordia.k12.mo.us</a>	Assists in the evaluation of the wellness policy implementation
Tim Thompson	Elementary Principal	<a href="mailto:thompson@concordia.k12.mo.us">thompson@concordia.k12.mo.us</a>	Assists in the evaluation of the wellness policy implementation
Deanna Jurkowski	High School Principal	<a href="mailto:djurkowski@concordia.k12.mo.us">djurkowski@concordia.k12.mo.us</a>	Assists in the evaluation of the wellness policy implementation
Karen Hemme	Food Service Director	<a href="mailto:khemme@concordia.k12.mo.us">khemme@concordia.k12.mo.us</a>	Assists in the evaluation of the wellness policy implementation
Theresa Collner	Elementary Head Cook	<a href="mailto:tcollner@concordia.k12.mo.us">tcollner@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy
Jamie Roepe	High School Head Cook	<a href="mailto:jroepe@concordia.k12.mo.us">jroepe@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy
Meagan Johnson	District Nurse	<a href="mailto:mjohnson@concordia.k12.mo.us">mjohnson@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy
Steve Denton	Jr/Sr High Physical Education/Health	<a href="mailto:sdenton@concordia.k12.mo.us">sdenton@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy

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Sam Willis	Elem/Jr High Physical Education	<a href="mailto:swillis@concordia.k12.mo.us">swillis@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy
Amanda Reid	Athletic Director	<a href="mailto:areid@concordia.k12.mo.us">areid@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy
Katie Jacobs	JH/HS FACS	<a href="mailto:kjacobs@concordia.k12.mo.us">kjacobs@concordia.k12.mo.us</a>	Assists in the implementation of the wellness policy
Kathy Cooper	Physical Therapy of Concordia	<a href="mailto:kbcooper89@hotmail.com">kbcooper89@hotmail.com</a>	Local Health Professional
Shelly Yount	Physical Therapy of Concordia	<a href="mailto:tstyount@yahoo.com">tstyount@yahoo.com</a>	Local Health Professional
Sarah Kirchhoff, M.D.	Western Missouri Medical Center Representative	<a href="mailto:skirchhoff.md@gmail.com">skirchhoff.md@gmail.com</a>	Hospital Liaison and Health Professional
	High School Student Council Representative		Provide student input for the wellness policy
	MU Extension Office		

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

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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](https://schools.healthiergeneration.org/) (<https://schools.healthiergeneration.org/>) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: [Concordia R-II Guiding Documents](http://www.concordia.k12.mo.us/vnews/display.v/SEC/District%7CGuiding%20Documents)  
(<http://www.concordia.k12.mo.us/vnews/display.v/SEC/District%7CGuiding%20Documents>)

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy at Concordia R-II Administrative Office, 204 SW 11<sup>th</sup> Street, Concordia, MO 64020 or Concordia High School, Food Service Director Office, 117 SW 11<sup>th</sup> Street, Concordia, MO 64020. 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 and/or district-wide communications. 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/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee. This will be found on the District webpage.

### ***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:



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- 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: Theresa Christian, Superintendent of Schools, [tchristian@concordia.k12.mo.us](mailto:tchristian@concordia.k12.mo.us), 660-463-7235 or Karen Hemme, Food Service Director, [khemme@concordia.k12.mo.us](mailto:khemme@concordia.k12.mo.us), 660-463-2246.

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

The Concordia R-II District will actively notify households/families of the availability of the triennial progress report.

### ***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). At this time, Concordia does not participate in the Special Milk Program (SMP). The District also operates additional nutrition-related programs and activities including Kindergarten garden. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans). **HS/ELEM**
  - Sliced or cut fruit is available daily. **HS/ELEM**
  - Daily fruit options are displayed in a location in the line of sight and reach of students. **HS/ELEM**
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal. **HS/ELEM**
  - White milk is placed in front of other beverages in all coolers. **HS/ELEM**
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas. **HS/ELEM**
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.). **HS/ELEM**
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas. **HS/ELEM**
  - Student artwork is displayed in the service and/or dining areas. **HS/ELEM**
  - Daily announcements are used to promote and market menu options. **HS/ELEM**
  - Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients. **HS/ELEM**
  - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional. **HS**

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- The District child nutrition program will accommodate students with special dietary needs. **HS/ELEM**
- 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). **HS/ELEM**
- Students are served lunch at a reasonable and appropriate time of day. **HS/ELEM**
- Lunch will follow the recess period to better support learning and healthy eating. **Currently not feasible at the elementary.**
- 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. **HS/ELEM**

### ***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\* ("school campus" and "school day" are defined in the glossary). 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. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***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.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org).

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*[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. Concordia complies with all state requirements.]*

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 and “*will meet any 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, 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 will meet or exceed the USDA Smart Snacks in School nutrition standards and “*will meet or exceed state nutrition standards*”, including through:

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

### ***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\*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].***

- Concordia High School utilizes the 5 Exempt Fundraisers (currently: 1 day FFA Breakfast, 1 day for FBLA/Student Council Candy Grams, 1 day for class fundraiser (donuts), 1 PBIS Day, 1 day Travel Club Cupcake Sales).
- Most of the district fundraisers are non-food related.
- Concordia Elementary School uses non-food fundraisers, and encourages those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours will encourage the sale of non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)]

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- Jr parent fundraisers (Outside of School hours)
- CES Concessions (Outside of School hours)
- HS Concessions (Outside of School hours)

### **Nutrition Promotion**

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

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

### **Nutrition Education**

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education (*Family and Consumer Science and Health classes*) and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, 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

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- Includes nutrition education training for teachers and other staff.
- *In 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).*  
**Elem—MU Extension Office provides a two week presentation to classrooms.**
- *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).***Elem/HS**

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

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with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

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

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.<sup>15</sup> This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (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 the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

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#### **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](http://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 not be withheld** as punishment for any reason. *This does not include participation on sports teams that have specific academic requirements.* Student athletes that appear on the F-List for the same class for five weeks will be allowed to practice, but may not participate in athletic competitions for the next 2 ½ weeks. Also, any student punished with Out-of-School Suspension becomes ineligible for practice or game(s) occurring on the days of suspension. This rule is in place at both the high school and elementary school. See Appendix B for a list of alternative ways to reward and discipline students without involving food.

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.

- *Concordia Elementary has an open playground accessible to children in the community.*
- *Concordia High School offers Sunday Open gym for local students and adults to play basketball throughout the year.*
- *The District provides basketballs and goals at the high school, and playground equipment and outside basketball goals at the elementary.*

#### ***Physical Education***

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



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All District **elementary students** in each grade will receive physical education for at least 60 minutes per week throughout the school year. *[NOTE: Additional optional policy language substitutions include: All Concordia elementary students in each grade will receive physical education for at least 90-149 minutes per week throughout the school year (Meets Healthy Schools Program Silver-level criteria). OR All Concordia elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).]*

All **Concordia secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [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 classes in Concordia are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*
- *Activities may be altered for students with specific needs or doctor recommendations.*
- *Teachers do not receive waivers to teach physical education.*

### **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 **HS/MS Health**
- How physical activity can contribute to a healthy weight **HS/MS Health**
- How physical activity can contribute to the academic learning process **HS/MS Health**
- How an inactive lifestyle contributes to chronic disease **HS/MS Health**
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition **HS/MS Health**
- Differences between physical activity, exercise and fitness **HS/MS Health**
- Phases of an exercise session, that is, warm up, workout and cool down **HS/MS Health**
- Overcoming barriers to physical activity **HS/MS Health**
- Decreasing sedentary activities, such as TV watching **HS/MS Health**
- Opportunities for physical activity in the community (**Southside Park with walking trail, Concordia Bowl, and Concordia Sports Complex with swimming pool**)
- Preventing injury during physical activity **HS/MS Health**
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active **HS/MS Health**

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- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity **HS/MS Health**
- Developing an individualized physical activity and fitness plan **HS/MS Health**
- Monitoring progress toward reaching goals in an individualized physical activity plan **HS/MS Health**
- Dangers of using performance-enhancing drugs, such as steroids **Middle School Health**
- Social influences on physical activity, including media, family, peers and culture **HS/MS Health**
- How to find valid information or services related to physical activity and fitness **HS/MS Health**
- How to influence, support, or advocate for others to engage in physical activity **HS/MS Health**
- How to resist peer pressure that discourages physical activity. **HS/MS Health**

***Recess (Elementary)***

Concordia Elementary School will offer at least *20-30 minutes of recess* on all days during the school year. *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 in 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 above/below District-set temperature, inclusive of wind chill factors, during storms with lightening or thunder, 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. Teachers may increase the number of brain breaks throughout the day, incorporate “Just Dance” videos, as well as calisthenics to keep students active. If possible, teachers will utilize the gymnasium or cafeteria for more open space.

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

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

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, 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 times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

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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](#). (See Appendix C.)

### **Active Academics**

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

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

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

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by:

- Concordia High School offers Cheerleading, Volleyball, Football, Basketball, Track, Golf, Baseball, and Softball.
- Concordia Junior High School offers Cheerleading, Volleyball, Football, Basketball, and Track.
- Concordia Elementary School offers Basketball and Cheerleading.
- Concordia Parks and Recreation offers various levels of community Cheerleading, Soccer, Football, Baseball, and Softball.

### **Active Transport**

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

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week **Elem/HS**
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) **Elem/HS**
- Instruction on walking/bicycling safety provided to students **Elementary will join with Concordia Police Department to provide safety training for students.**
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper **Elem/HS**
- Use crossing guards **provided by St. Paul's**
- Use crosswalks on streets leading to schools **Elem/HS**

- Use walking school buses
- Document the number of children walking and or biking to and from school **HS/ELEM. This information will be collected at each school in September and April.**
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **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.

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.

### ***Local Health/Wellness Opportunities***

The District participates in the Back-Pack program for students qualifying for Free and Reduced meals. Students receive back packs containing nutritious foods for weekends and extended breaks.

The elementary provides a fluoride varnish program for its students whose parents choose to participate. Students receive a fluoride treatment as well as toothbrush and toothpaste. Students also receive training in how to correctly care for their teeth.

Through FFA, females are discretely provided feminine hygiene products in all restrooms. These products are provided free of charge and females are encouraged to take what they need.

### ***Community Partnerships***

The District will continue partnering with Western Missouri Medical Center and local businesses in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

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

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

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

### ***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. The subcommittee leader’s names are Karen Hemme and Theresa Christian.

Schools in the District 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

- Flu Clinic
  - *Staff will be encouraged to participate in the organized county Flu Shot clinic held at the schools annually. The flu vaccine protects staff members against viruses that circulate throughout the season.*
- Encourage Healthy Snacks at all Staff Meetings
  - *The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.*
- Bike/Walk to School Week
  - *Teachers will be encouraged to participate, with the students, to observe Bike/Walk to School Week.*
- Staff Social/Mental Health Activities
  - *In an effort to support the mental health of our employees, Concordia will offer periodic social activities. Some events have included: bowling, Christmas parties, end of the year get-togethers, Teacher Appreciation Week chair massages.*

The District also participates in the Wellness program offered through our health insurance provider (OSBA). Each month, OSBA offers opportunities and incentives that promote health and wellness for all staff. The program is free to anyone enrolled in the District’s health insurance and participation is encouraged by the District.

### ***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.

### ***Mental Health***

In 2018, the Concordia Board of Education adopted the Missouri Counselor Comprehensive Program. This program can be found at <https://dese.mo.gov/college-career-readiness/school-counseling>.

- ***Sleep***

The Concordia schools will partner with Western Missouri Medical Center's Sleep Department to educate teachers, students, and parents on the importance of sleep--how it affects the student education, and how sleep is important to the overall wellness practice. This will be incorporated into the Health classes.

- ***Bullying***

The Concordia School District will follow board policy 2655, which can be found in the superintendent's office. (See Appendix D)

- ***Suicide Prevention***

The school counselor in each building will serve as the suicide prevention coordinator, who is responsible for the planning and coordination of the implementation of the district policy on suicide prevention for the school district. The school counselor will serve as a point of contact for all issues related to suicidal or high risk behaviors. All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. Developmentally appropriate, student-centered education materials will be integrated into the curriculum for all students, K-12. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

When a student is identified as potentially suicidal the student will be seen by a school counselor or other licensed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

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For youth at risk:

- 1) School staff will continuously supervise the student to ensure their safety.
- 2) The administration and school counselor will be made aware of the situation as soon as reasonably possible.
- 3) The school counselor or principal will contact the student's parent/guardian and will assist the family with urgent referral. When appropriate, this may include calling emergency services. In most cases will involve setting up appropriate mental health care appointments.
- 4) School counselor will request for written permission to discuss the student's health with outside care by signing a release, if appropriate.

- ***Brighter Futures***

The District participates in the Lafayette County Brighter Futures Program. This program, composed of Concordia and five other surrounding districts, "allows the District to contract licensed professionals to provide individual and group therapy, psychological evaluations, substance abuse counseling, parenting education, and in-service training for faculty and staff. Mental health services were provided to students in a familiar school setting, eliminating the funding, distance, transportation, and scheduling barriers that previously caused many of the students to not receive needed support."

(<http://www.rdikc.org/pdf/Mental%20Health/Brighter-Futures.pdf>)

- ***Safe Driving***

Concordia High School Student Council will provide activities to promote and provide information on safe driving, distracted driving, and seatbelt usage. Every other year, the student council partners with local emergency personnel to provide a "mock" accident.

- ***Trauma-Informed School***

"DESE recommends The Missouri Model as the developmental framework for the Trauma-Informed Schools Initiative. The implementation of a trauma-informed approach is an ongoing organizational change process. A "trauma-informed approach" is not a program model that can be implemented and then simply monitored by a fidelity checklist. Rather, it is a profound paradigm shift in knowledge, perspective, attitudes and skills that continues to deepen and unfold over time. Some leaders in the field are beginning to talk about a "continuum" of implementation, where organizations move through stages. The continuum begins with becoming trauma aware and moves to trauma sensitive to responsive to being fully trauma informed."

(<https://dese.mo.gov/sites/default/files/dese-the-trauma-informed-schools-initiative.pdf>)

In 2017, the District adopted the "Trauma-Informed Schools Initiative."

*Glossary:*

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

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

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

**Triennial** – recurring every three years.



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***Appendix A: List of School-Level Wellness Policy Coordinators***

Name	Email	Affiliation
Theresa Christian	<a href="mailto:tchristian@concordia.k12.mo.us">tchristian@concordia.k12.mo.us</a>	Superintendent
Deanna Jurkowski	<a href="mailto:djurkowski@concordia.k12.mo.us">djurkowski@concordia.k12.mo.us</a>	High School Principal
Tim Thompson	<a href="mailto:tthompson@concordia.k12.mo.us">tthompson@concordia.k12.mo.us</a>	Elementary School Principal
Karen Hemme	<a href="mailto:khemme@concordia.k12.mo.us">khemme@concordia.k12.mo.us</a>	Food Service Director

***Appendix B: Alternatives to Food Rewards and Activity Removal Discipline***

Social Rewards: Attention, Praise, or Thanks

Recognition: Ribbon, Certificate, Stickers, Photo Recognition, Phone Call, Email, Letter home

Privileges: Going first, Sit by Friends, "No Homework" Pass

Rewards for a Whole Class: Extra Recess, Eat lunch Outside, Choosing a Class Activity, Eat Lunch with the Teacher/Principal

School Supplies: Erasers, Glitter, Stamps, Bookmarks, Downloaded Pages

Toys/Trinkets: Stickers, Playing Cards, Balloons

Sports/Athletic Gear: Frisbees, Jump Road

Fashion Wear: Hair Accessories, Necklaces, Shoe Laces

Miscellaneous: Magnets, Crazy Straws,

Point System Towards a Bigger Prize: Gift Certificate, Movie Passes, Ticket to Sporting Event, Free Admission to Home Games, Pedometer, Sports Equipment

## **Appendix C: 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](#).

Additional Websites:

- [http://www.msmspe.com/uploads/4/7/1/1/47116129/brain\\_break\\_ideas\\_for\\_teachers.pdf](http://www.msmspe.com/uploads/4/7/1/1/47116129/brain_break_ideas_for_teachers.pdf)
- <http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf>
- [http://fsnep.ucdavis.edu/trainings/town-halls/town-halls/copy2\\_of\\_14activitybreaks\\_000.pdf](http://fsnep.ucdavis.edu/trainings/town-halls/town-halls/copy2_of_14activitybreaks_000.pdf)
- <https://idph.iowa.gov/Portals/1/Files/INN/Physical%20Activity%20Card%20Set%20reduced%20size.pdf>
- <http://www.wfisd.net/Page/14887> K-12 ideas
- <https://www.pgisd.org/cms/lib/PA01916597/Centricity/Domain/43/Brain%20Breaks.pdf>

## **Appendix D: District Health Policies**

### **S-185-P Bullying, Hazing, and Cyberbullying**

The District strictly prohibits bullying, including hazing, and cyberbullying on school grounds, at any school function, or on District transportation.

#### **Definitions**

**Bullying** - Intimidation, unwanted aggressive behavior or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying electronic, or written communication, and any threat of retaliation for reporting such acts.

**Cyberbullying** - Bullying as defined above through the transmission of a communication including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school campus or at a District activity if the communication was made using District technological resources, if there is sufficient nexus to the educational environment, or if the electronic communication was made on the school's campus or at a District activity using the student's own person technological resource.

**Anti-bullying Coordinator** – The Superintendent will ensure an individual at each school is designated to serve as the anti-bullying coordinator. All anti-bullying coordinators will be teacher-level or above and a list of coordinators will be kept on file at the District administration office and updated annually. Additionally, a District antibullying coordinator will be designated.

**School Day** – A day on the District calendar when students are required to attend school.

**Reporting Bullying or Cyberbullying** - District employees are required to report any instance of bullying of which the employee has firsthand knowledge. Any employee, substitute, or volunteer who witnesses an incident of bullying must report the incident to the building anti-bullying coordinator within two school days of witnessing the incident. If the anti-bullying coordinator is unavailable or is the subject of the report, the employee should contact the District's Compliance Officer. In addition, all District employees, substitutes, or volunteers must direct all persons seeking to report an incident of bullying to the building anti-bullying coordinator.

Any individual making a verbal report of bullying will be asked to submit a written complaint to the anti-bullying coordinator. If the person refuses or is unable to submit a written complaint, the anti-bullying coordinator will summarize the verbal complaint in writing.

When an anti-bullying coordinator is informed about a possible bullying or cyberbullying incident, verbal, written, or otherwise, the District will conduct a prompt, impartial, and thorough investigation to determine whether misconduct, including unlawful conduct, occurred. The District will implement interim measures as necessary. When it is determined

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that bullying or cyberbullying occurred, the District will take appropriate action for violations of District expectations and rules.

**Investigation** - Within two school days of receipt of a report of bullying or cyberbullying, the anti bullying coordinator or designee will initiate an investigation of the incident. The school principal may appoint other school staff to assist with the investigation. The investigation will be completed within 10 school days from the date of the written report unless good cause exists to extend the investigation. A copy of the written report of the investigation and results will be sent to the District anti-bullying coordinator and included in the files of the victim and the alleged or actual perpetrator of bullying or cyberbullying. All reports are confidential in accordance with law and District rules.

**Retaliation** - The District prohibits reprisal or retaliation against any person who reports an act of bullying or cyberbullying, testifies, or participates in any manner with an investigation proceeding, or hearing. The District will take appropriate remedial action for any student, teacher, administrator, or other school personnel who retaliates.

**Consequences of Bullying, Cyberbullying, or Retaliation** - When the District receives a report of bullying, cyberbullying, or retaliation, interim measures to protect the victim(s) will be taken. If an investigation determines that bullying, cyberbullying, or retaliation occurred, the District will act to end the bullying, cyberbullying or retaliation. Students who are determined to have participated in bullying, cyberbullying, or retaliation will be disciplined in accordance with the District discipline policy.

Consequences may include, but are not limited to, loss of privileges, detention, in- or out-of-school suspension, expulsion, and referral to law enforcement. Any determination of consequences will consider factors such as the age of the student(s), developmental level of the student(s), degree of harm, severity of behavior, disciplinary history, and other educationally relevant factors. District employees and substitutes who violate this policy will be disciplined, up to and including termination. Volunteers, visitors, patrons, or others who violate this policy may be prohibited from District property or activities, or other remedial action.

**Public Notice** - This policy will be published on the District website and in the Student/Parent Handbook annually.

In addition, the District will:

- 1) Provide information and appropriate training to District staff who have significant contact with students regarding the policy.
- 2) Provide education and information to students regarding bullying, including information regarding the District policy prohibiting bullying, the harmful effects of bullying, and applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, cyberbullying, and/or retaliation against any person who reports an act of bullying.
- 3) Instruct school counselors, school and licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for overcoming bullying's negative effects. Techniques will include, but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself/herself assertively and effectively; helping

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the student develop social skills; and/or encouraging the student to develop an internal locus of control.

- 4) Implement programs and other initiatives to address and respond to bullying in a manner that does not stigmatize the victim and makes resources or referrals available to victims of bullying. Complaints alleging unlawful discrimination, harassment, or retaliation in violation of District policy will be referred for investigation to the District Compliance Officer.

Adoption Date(s): June 25, 2020

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*S-185-A*

*Bullying Incident Report  
Concordia R-2 School District*

*Form*

Your Name (Person Completing Form): \_\_\_\_\_

Your Role: (Circle one)

Student      Parent/Guardian      Community Member      Employee

Victim's First Name: \_\_\_\_\_

Victim's Last Name: \_\_\_\_\_

Victim's Student ID: \_\_\_\_\_

Victim's School: \_\_\_\_\_

Name of person(s) you believe committed bullying: \_\_\_\_\_

State the nature of your report. Please describe the action(s)/incident(s) you believe may be in violation of the District's anti-bullying policy as clearly as possible, including such things as what physical force or contact, if any, was used and any verbal statements that were made (i.e. threats, requests, demands, etc.). Definitions of 'bullying', 'hazing', and 'cyberbullying' under District Policy can be found by clicking <https://egs.edcounsel.law/concordia-r-2-school-district-policies>

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If others are affected by this possible violation, please also give their names and/or positions:

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Date of alleged incident(s): \_\_\_\_\_

Where did the incident(s) occur? (Circle response)

On School Property      School Bus      During School Event/Function

Off of School Property      Digital Communication

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Please list any witnesses who were present, or others who may have information regarding the incident(s):

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Please provide any other information relevant to this incident of bullying.

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## Bullying Checklist

- ☐ Identify the basic facts of the incident
- ☐ Determine if the misconduct requires reporting outside of the building as child abuse, assault, or harassment/discrimination
- ☐ Determine if the conduct constitutes bullying
- ☐ If so, a building principal should complete an investigation and, if bullying is found, take measures to end the bullying and impose appropriate discipline.
- ☐ If the conduct ALSO constitutes harassment or discrimination, the conduct immediately should be reported to the compliance officer who should conduct an investigation and, if the facts substantiate a violation of the district's discrimination/harassment policies, implement effective remedial actions.
- ☐ Designate a District employee to regularly check-in with the student/parents to ensure the conduct has ceased.

**Appendix E:**

1. Elementary School Menu
2. High School Menu
3. Elementary Participation
4. High School Participation

