

Cunningham Children’s Home Wellness Policy

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Cunningham Children’s Home Wellness Policy

INTRODUCTION

Cunningham Children’s Home (hereto referred to as the Agency) or Cunningham Children’s Home is committed to the optimal development of every student. The Agency believes that for clients to have the opportunity to achieve personal, academic, developmental, and social success, we must create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the year.

The link between nutrition, learning, and overall behavior is well documented. Healthy eating patterns are essential for youth to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. In addition, developing a sound eating and activity program plays a critical role in helping youth manage a wide range of learning, behavioral, and emotional issues, a key concern for many clients at Cunningham Children’s Home. Some of the special issues affecting youth include the effects of psychotropic medicines on health, deprivation issues, eating disorders, etc. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools, and agencies such as Cunningham Children’s Home have a responsibility to help youth acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children’s physical and mental health.

Schools and agencies also have a responsibility to help youth establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes.

This policy outlines the Agency’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 our schools and clients in our programs 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;

- Clients receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Clients 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/Agency 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 Agency in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The Agency 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 clients, staff and programs within the Agency. See Addendum A regarding locations off the main Cunningham Children’s Home campus..

I. Wellness Committee

Committee Role and Membership

Cunningham Children’s Home will convene a representative Agency wellness committee (hereto referred to as the WC) that meets at least annually to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this wellness policy.

The WC membership will represent all school/program levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; clients; food services staff; physical education teachers; health education teachers; agency health/medical professionals and staff, and mental health and social services staff [i.e., school social workers, agency therapists or psychiatrists]; agency/school administrators (ex., principal, vice principal, program directors, etc.), health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the WC will include representatives from each program and reflect the diversity of the client population.

Leadership

The Chairperson or designee(s) will convene the WC and facilitate development of and updates to the wellness policy, and will ensure each program’s compliance with the policy. The Director of Quality Improvement and Food Services Supervisor will co-chair the WC.

Each program/applicable department (e.g. Health Services) will designate a staff member to provide representation on the wellness committee.

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

Implementation Plan

The Agency 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 program, 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 program use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: MyCCH, the CCH website and in the Circle Academy Parent/Student Handbook .

Recordkeeping

The Agency will retain records to document compliance with the requirements of the wellness policy. Documentation maintained will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit WC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports; and
- Documentation of the triennial assessment* of the policy;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The Agency will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the programs within the Agency in meeting wellness goals. This annual report will be published around the same time each year June, and will include information from each program/applicable department within the Agency. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of progress or each school/program's progress in meeting the wellness policy goals;
- A summary of each school/program's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated Agency policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the AWC or PWC.

The annual report will be available on MyCCH and the CCH website.

Cunningham Children's Home will actively notify applicable households/families of the availability of the annual report.

The WC will establish and monitor goals and objectives for the program's, specific and appropriate for each instructional unit, for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

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

- The extent to which programs/schools/units under the supervision of the Agency are in compliance with the wellness policy;
- The extent to which the Agency'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 Agency's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Director of Quality Improvement. The WC, will monitor schools' compliance with this wellness policy.

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

Revisions and Updating the Policy

The WC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as Agency 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 Agency is committed to being responsive to community input, which begins with awareness of the wellness policy. The Agency will actively communicate ways in which representatives of WC 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 Agency 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 Agency will use electronic mechanisms, such as email or displaying notices on the Agency'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 Agency 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 other important school information with parents.

III. Nutrition

School Meals

Our Agency/schools/programs is/are committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of children/adolescents within their calorie requirements. The school meal programs aim to improve the diet and health of 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 Main Campus school programs within the Agency participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The Agency also operates additional nutrition-related programs and activities. All programs within the Agency are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all clients;
- 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 Agency offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - 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 clients 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
 - Announcements are used to promote and market menu options
- *Menus will be posted on MyCCH and/or CCH website 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.*
- *The Agency nutrition program will accommodate clients with special dietary needs.*
- *Clients 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 HSP Gold level). Clients are served lunch at a reasonable and appropriate time of day.*

- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all clients throughout the day*. The Agency will make drinking water available where meals are served during mealtimes. In addition, clients will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The Agency is committed to ensuring that all foods and beverages available to clients on the school campus during the school day* support healthy eating. A summary of the standards and information 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.healthiergeneration.org/smartsnacks.

[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.]

Celebrations and Rewards

All foods provided on the campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards, including:

1. Celebrations and parties. The Agency will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The Agency will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and

3. Rewards and incentives. The Agency will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be withheld as punishment for any reason, such as for performance or behavior and careful consideration of other options will be made before using food as a reward, incentive, or celebration. When food is used in these ways, effort will be made to include healthy options and control portion size.

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. Clients 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 and teachers, parents, students, and the community.

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

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the Agency and individual programs may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The Agency aims to teach, model, encourage, and support healthy eating by students. Individual programs will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide clients 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 and program instruction through subjects such as math, science, language arts, social sciences, elective subjects, and through programs within the Agency.
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;

- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff throughout the Agency

Essential Healthy Eating Topics in Health Education

The Agency will include in the health education curriculum the following essential topics on healthy eating:

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

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Programs

Cunningham does not allow any food or beverage marketing in residential or educational buildings accessible to clients.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment. The Agency will provide teachers and other school staff with a [list of ideas \(see Addendum B\)](#) for alternative ways to discipline clients.

To the extent practicable, the Agency will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The Agency will conduct necessary inspections and repairs.

Physical Education

The Agency will provide clients 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 clients 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).

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

All Agency **elementary students** in each grade will receive physical education daily throughout the school year.

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

The physical education program will promote student physical fitness through individualized fitness and activity or will use criterion-based reporting for each .

Essential Physical Activity Topics in Health Education

Our schools will include a health education curriculum (in high school) that addresses 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 school programs will offer at least **20 minutes of recess** on all or most days during the school year. (*Note: This practice 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

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 clients, to the extent practicable.

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

Physical Activity Breaks (Elementary and Secondary)

The Agency recognizes that clients 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 Agency recommends teachers provide short (3-5 minute) physical activity breaks to clients during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

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

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 Agency 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 clients whenever feasible.

Before and After School Activities

The Agency offers opportunities for clients to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The Agency will encourage clients to be physically active before and after school. The Agency is a member of and participates in the Illinois Inter-agency Athletic Association (IIAA) and has been a long time member. As a participant, agency clients have opportunities to participate in sports competition with an emphasis on participation and good sportsmanship with other residential treatment agencies around the state. Sports teams sponsored by the agency are basketball, softball, volleyball, track, soccer and swimming.

Active Transport

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

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crosswalks exist on streets leading to schools
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Wellness

The Agency will integrate wellness activities across the entire campus setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The Agency 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 WC/SWC.

All program-sponsored events will adhere to the wellness policy. All program-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The Agency will continue relationships with community partners (Carle, Francis Nelson, and CUPHD) 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 Engagement

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

As described in the "Community Involvement, Outreach, and Communications" subsection, the Agency will use electronic mechanisms (such as email or displaying notices on the Agency'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 opportunities to participate in relevant activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The WC 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.

Programs within the Agency will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies programs will use, as well as specific actions staff members can take, include:

- My Plate is posted in dining hall to illustrate five food groups and recommended proportions for a healthy diet.
- Staff & clients eat meals together to provide positive role modeling.

- Programming includes recreational activities for youth. Staff participate for role modeling, support skill development & encourage participation.

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

Addendum A:

GOALS FOR YOUTH NUTRITION EDUCATION

COMMUNITY SERVICES PROGRAM

- Nutrition education will be provided to the youth by the nurses and program staff on an individual basis as needed.
- Transitional Living program youth will help plan, shop for, and prepare balanced meals and healthy snacks at least one time per month per youth at the house.

GOALS FOR YOUTH PHYSICAL ACTIVITY

COMMUNITY SERVICES PROGRAM

- Physical education information will be provided to the youth through the nurses and program staff on an individual basis as needed.
- Youth will be encouraged to participate in regular activities, such as seasonal sports, going on walks or bicycle rides, taking advantage of opportunities in the local community (e.g. YMCA for healthy physical activities).
- Therapeutic incentive monies can be accessed to off-set the costs of these activities.

Addendum B

Classroom Rewards

- A smile
- Going first
- Verbal praise
- Sit by friends
- Teaching the class
- Helping the teacher
- Enjoy class outdoors
- A field trip for the class
- Choosing a class activity
- Walk with a teacher during lunch
- Eat lunch outdoors with the class
- Eat lunch with a teacher or principal
- Extra credit or class participation points
- Taking care of the class animal for a day
- Have lunch or breakfast in the classroom
- A photo recognition board in a prominent location in the school
- A note from the teacher to the student commending his or her achievement
- A phone call, email, or letter sent home to parents or guardians commending a child's accomplishment
- Recognition of a child's achievement on the school-wide morning announcements or school website
- Ribbon, certificate in recognition of achievement or a sticker with an affirming message (e.g. "Great job")
- Take a trip to the treasure box (filled with: stickers, temporary tattoos, pencils, pens, highlighters, sidewalk chalk, notepads, erasers, bookmarks, etc.)