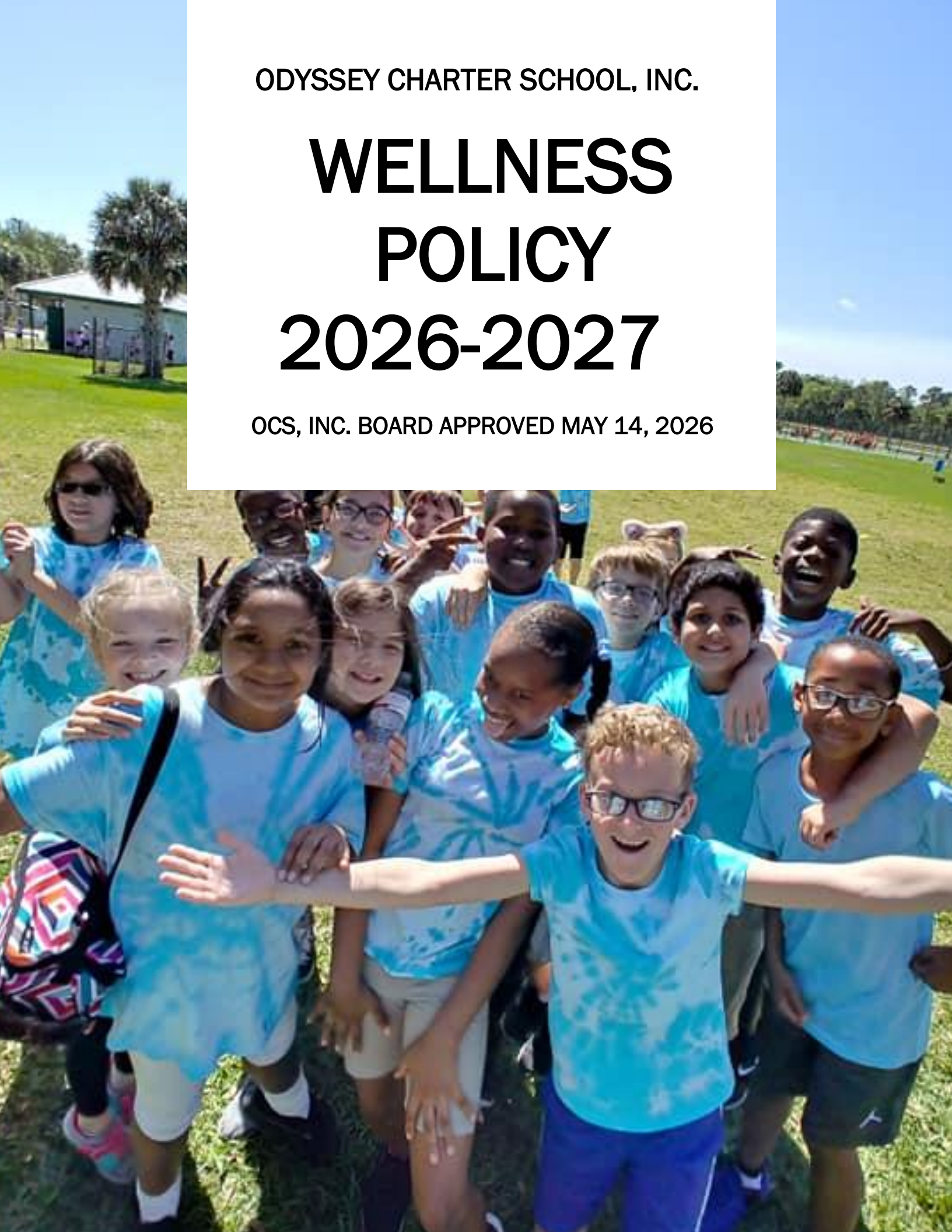
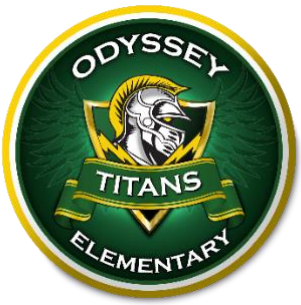
ODYSSEY CHARTER SCHOOL, INC.

WELLNESS POLICY 2026-2027

OCS, INC. BOARD APPROVED MAY 14, 2026



ODYSSEY CHARTER SCHOOL, INC.



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SCHOOL RESPONSIBILITIES AND MISSION

The Odyssey Charter School, Inc. (hereinafter referred to as "Odyssey") Board of Directors acknowledges that Wellness is fundamental to education and learning. Furthermore, that a student's ability to learn effectively and achieve high standards in school is directly related to dietary choices, physical activity, and the environmental climate. It is the school's role, as part of the larger community, to model, actively practice and teach, through policies, procedures and opportunity, the promotion of family health, physical activity, good nutrition, sustainable agriculture, and environmental preservation.

We further recognize that sharing and enjoying food, and participation in physical activities, are elemental experiences for all people. These experiences are primary ways to celebrate our cultural diversity, and are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

To manifest these tenets, the Board of Directors has approved the formation of a Wellness Committee. This committee of volunteers will create and oversee a school-wide Wellness Policy.

Mission

Odyssey's mission is to work in partnership with the family and community to help each child reach their full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, and social skills as a foundation for life.

The goal of our Wellness policy is to promote, protect, and improve the health, well-being, and learning potential of our community. It encourages our students, families, and staff to maintain life-long healthy eating and physical activity habits.

Additionally, the school building and grounds have been developed to enhance the health of our students. Odyssey will use its "green" school building, gardens, sports fields and grounds with native habitats to encourage students to study and develop an awareness of how natural and structural environments impact health and wellness.

Preamble

- A healthy diet is connected to a student's ability to learn effectively and achieve high standards in school.
- Each day, students and their parents trust that the foods offered at school are wholesome and safe, and that the Governing Board is responsible for ensuring the safety of foods provided at school.
- Fresh, seasonal, local, sustainably grown foods are a primary and recommended source of nutrition for growing children.
- Pre-packaged, highly processed foods are often low in nutrients, high in sugar and/or unhealthy fats, salts, preservatives and artificial ingredients, and create a solid waste packaging management problem and disposal expense.
- Small and mid-size farms and America's rural communities are under economic stress, and the funds generated from farm-to-school programs create a steady and reliable source of income for farmers.
- The knowledge and skill-base for farming, gardening, food preservation, cooking, and sharing meals are disappearing from American life.
- School is an excellent place to preserve American and other cultural food traditions.
- Schools have an integral responsibility to model and teach best practices based on science.

STUDENT AND COMMUNITY HEALTH

STUDENT AND COMMUNITY HEALTH – NUTRITION EDUCATION

To help ensure the health and well-being of each student attending our schools, teachers, administrative staff, and nutrition services employees recognize the lunch period as an integral part of the educational program of the school, and work to implement the goals of this policy.

Nutrition Education – Nutrition Services and Maintenance Committee

- No student shall go hungry during school or will be denied participation in the full lunch period as a form of discipline or to make-up/recover lost instructional time.
- Students are not denied participation in the full lunch period as a form of discipline or to make-up/recover lost instructional time.
- The school shall provide an economically sustainable meal program that offers a healthy, nutritious and delicious breakfast, lunch, and after-school snack to every student so that students are prepared to learn to their fullest potential.
- Lunch periods shall be scheduled so that students do not have to eat lunch unusually early or late, and ideally, so that they come after periods of exercise.
- All school eating areas shall contain free, safe, drinking water sources and facilities for washing hands.
- Meals will be attractively presented and served in a pleasant environment with enough time for eating, while fostering good eating habits, enjoyment of meals, good manners, and respect for others.
- A full-service kitchen and cafeteria will be available at each school.
- The Maintenance Committee shall include kitchen facilities, food preparation and storage of equipment as a high priority in its comprehensive maintenance policy.
- Nutrition Services shall work to modernize computer equipment and programs, and institute an automated accounting system and student pin number system to protect student privacy.

Nutrition Education – Curriculum Integration and Nutrition Services

- Eating experiences, gardens, cooking activities, and nutrition education are integrated into the core academic curriculum at all grade levels.
- Whenever possible, food will be integrated into lessons about cultures, history, and celebrations, shedding light on the customs, history, traditions, and cuisine of various countries and cultures.
- An instructional garden of sufficient size will be established to provide students with experiences in planting, harvesting, preparation, serving, and tasting foods.
- Hands-on experiences and enrichment activities, such as farm field studies, farmers' markets tours, and visits to community gardens, will be integrated into the curriculum so that students can begin to understand how food reaches the table.
- Sampling and tasting in school gardens and classrooms shall be encouraged as part of nutrition education.
- Staff is encouraged to utilize food from school gardens and local farms in classrooms and the cafeteria based upon availability.
- Students shall play a role in a recycling program that begins with the purchase of recycled products and maximizes the reduction of waste by recycling, reusing, composting, and, purchasing recycled products.

STUDENT AND COMMUNITY HEALTH – PHYSICAL EDUCATION

Odyssey recognizes the positive benefits of physical activity for student well-being, health, and academic achievement. Odyssey will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The components of the school's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga or the martial arts. Students shall be given opportunities for physical activity through a range of before- and/or after-school programs such as intramurals, interscholastic athletics, and physical activity clubs.

The Wellness Committee will ensure that:

- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health.
- The School shall enhance the quality of physical education curricula and increase training of physical education teachers through site-based and district-wide staff development.
- Students shall have opportunities to enjoy physical activity through participation in gardening programs.
- An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion.
- Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions.
- Staff is encouraged to incorporate more physical activity into lessons and curriculum through the use of approved online or printed resources.
- Staff is encouraged to provide short physical breaks between lessons or classes as appropriate.

- Staff is encouraged to incorporate physical activity in the classroom as a classroom management tool, and especially as an intervention for disruptive students who have excess energy.
- A partnership between the Wellness Committee and Staff and/or Parent Teacher Organization is established to schedule, promote and sponsor community and school based physical activities (i.e. Run/Walk/Bike Events, Walk to School Days, Sports Tournaments, Field Days, Parade Days, School Dances, Family Fun Nights with movement/sports activities etc.)

We bring the classroom outside to nourish our bodies with fresh air and sunshine.

STUDENT AND COMMUNITY HEALTH - SCHOOL-BASED LEARNING EXPERIENCES

Odyssey recognizes that experiential learning activities that assist students in making connections between diet, health, and environment are critical to the formation of student understanding of personal wellness within a larger context of environmental health. Through the use of experiential learning opportunities in school gardens and classrooms, students can better understand where their food comes from and how the food choices they and their families make impact the health of the larger social and natural communities within which they live.

The Wellness Committee will ensure that:

- Staff is encouraged to integrate garden, nutrition education, cooking and eating experiences, as well as energy and renewable energy experiences into the curriculum for math, science, technology, social studies and language arts at all grade levels.
- Staff is encouraged to establish relationships with local farms so that farmers and farm workers will visit school classrooms and students will visit farms.
- Staff is encouraged to bring lessons outdoors, to the outdoor classrooms, benches, gardens, nature trails, eco-pond and playing fields, to relate lessons to the “real world”, the healthy school building and grounds as well as to nourish bodies with fresh air, sunshine and vitamin D exposure.
- Students are encouraged to recycle, conserve materials, water, and energy, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way at school, in the cafeteria, in the school garden and kitchen classroom, and in all classroom-based activities.
- Nutrition services and teaching staff shall work cooperatively to integrate experiences in cafeterias, instructional gardens, kitchen classrooms, and farm field trips with the formal learning experience of all students.
- School nutrition services will work with school departments, and with community partners and the Wellness Committee, to facilitate student understanding and appreciation of fresh, local, sustainability grown food.
- Students shall be offered the opportunity to participate in outdoor education programs that make connections between diet, health and the environment, and the interdependence of living things.

STUDENT AND COMMUNITY HEALTH – PROFESSIONAL DEVELOPMENT

Odyssey recognizes that using the local food system as a context for learning, and embedding nutrition education in a school's curriculum, generates new content for students to learn. It also requires teachers to learn new content and new strategies for teaching it.

For nutrition services personnel, new menus require new ways of purchasing, preparing, and presenting foods. The transition to an educational model that makes food and health central parts of the academic curriculum requires professional development.

The Wellness Committee will ensure that:

- Guidelines for reimbursable school meals shall not be less restrictive than regulation and guidance issued by USDA.
- Regular professional development will be provided to enable the Food Service Staff to become full partners in providing excellent school meals.
- Regular professional development will be provided, at least annually, to teachers and the Food Service Staff on basic nutrition, nutrition education, and benefits of sustainable agriculture.
- Child nutrition services staff and Odyssey teachers will receive professional development jointly, at least once a year, to facilitate a more coordinated approach to integrating classroom lessons with experiences in gardens, kitchen classrooms, and the cafeteria.

STUDENT AND COMMUNITY HEALTH – WASTE REDUCTION

The Wellness Committee recognizes that school meal programs that utilize pre-packaged, processed foods consistently generate more solid waste than those that cook from whole ingredients. A shift to cooking meals from fresh, whole ingredients usually leads to a reduction in solid waste, and in the expense associated with waste disposal.

The Wellness Committee will ensure that:

- Meals prepared at school utilize fresh, whole, unpackaged, unprocessed or minimally processed ingredients, to the maximum extent possible, in order to preserve nutritional content and reduce packaging waste.
- The cafeteria models environmentally sound practices and involves students and staff in reducing waste, composting, recycling and purchasing recycled material.
- Post-consumer food waste is composted and returned for use in the school garden program.
- Whenever feasible, savings from waste reduction policies administered by the school are tracked, and those savings are rebated to the school site for use in furthering the waste reduction and garden-based learning program.

STUDENT AND COMMUNITY HEALTH – ENVIRONMENTAL HEALTH IN THE SCHOOL

In keeping with Odyssey's commitment to student health, the elementary campus has been designed and constructed to enhance the health of its occupants. Natural daylighting, superior indoor air quality, and Green Seal-certified cleaners help to ensure the healthiest environment possible. The Wellness Committee will ensure that all schools utilize only:

- non-toxic, low or zero VOC cleaners will be used throughout the buildings, both for interior and exterior cleaning.
- non-toxic fertilizers and pesticides will be used throughout the grounds, including grass, landscaping plants and gardens.

"Cafeteria models environmentally sound practices and involves students and staff in reducing waste, composting, recycling and purchasing recycled material."

NUTRITION SERVICES

NUTRITION SERVICES – GUIDELINES

To facilitate staff, students and families in making healthy food choices that promote individual health, reduce childhood obesity and prevent diet-related chronic diseases, Odyssey will establish a healthy school nutrition environment. Such environment will encompass the following:

- Maximum participation in the school meal program will be achieved by developing a coordinated, comprehensive outreach and promotion plan, and by putting systems in place to eliminate the stigma of accepting "free" lunch (such as a pin code system).
- Nutritional value of the food served will go above the USDA Dietary Guidelines by offering nutritious, fresh, tasty, locally grown food that reflects community and cultural diversity.
- Odyssey will provide students with at least 15 minutes to eat after sitting down for breakfast and at least 20 minutes after sitting down for lunch.
- Students will be encouraged to share food experiences and recipes, as food sharing is a fundamental experience.
- The Wellness Committee will develop and implement a plan to support local sustainable agriculture by integrating organic foods, as defined by the USDA National Organic Program, into the meals served to students based on availability and acceptability.
- Child nutrition services will coordinate its menus with seasonal production of local farms, and with production in school gardens, so that school meals will reflect seasonality and local agriculture.
- Odyssey plans to work cooperatively with nearby schools and whenever possible, purchase collectively, in order to increase the number of products purchased from local farms.
- The Café will utilize healthy food preparation and cooking methods that maintain the natural wellness of foods; no fryers or grills will be used to cook foods.
- The Wellness Committee shall develop and monitor a "Nutrition and Healthy Lifestyle Pledge" (Attachment 1), "Healthy Snacks" (Attachment 4) and "Healthy Celebration Policy" (Attachment 5) and provide parents and teachers with a list of healthy, affordable food choices for snacks and parties while encouraging alternatives to food-based celebrations.
- Foods offered to students and employees of the school during the day as a snack, an incentive, or in school offices, whether provided by parents or staff, shall be consistent with the goals of the policy.
- The School **will** limit celebrations that involve food during the school day and will **not allow** the serving of foods and beverages that do not meet nutrition standards for foods and beverages offered by the school cafeteria.

- Foods used during classes as part of the learning process, for fundraisers that take place at school, for at-school parties, or school-sponsored events, should follow the nutrition guidelines for snacks at school, and should be healthy, safe, and delicious (Attachment 6).
- Parents and staff are **only permitted** to provide party snacks that are consistent with the goals of the policy, and to see to it that such items are served **after** the lunch hour. Foods not meeting school Wellness Policy nutrition standards shall not be served at the school.
- Odyssey's Healthy Café may offer families the option of purchasing healthy celebratory food snacks and party foods which meet USDA nutritional guidelines in lieu of student/family supplied party foods.
- Teachers and parents are encouraged to replace food-based rewards and celebrations with healthy alternatives such as extra recess time, game time, or other physical activity and mind stimulus activity (Attachment 3).
- Whenever possible, foods served at school will provide nutrition information to allow parents and students to make informed dietary choices.
- The exposure of children to potentially harmful residues of toxic agricultural chemicals such as pesticides, herbicides, fertilizers, waxes, and fungicides will be reduced and/or eliminated by increasing the purchase of foods that are grown sustainably, without the use of toxic chemicals.
- Foods exposed to potentially harmful food additives and processes, such as bovine growth hormone, irradiation, high fructose corn syrup, excessive salt, artificial flavors and colors, hydrogenated oils (trans fats), preservatives, and genetic modification, shall be reduced and/or eliminated.
- Odyssey shall offer a variety of fresh fruits and vegetables, at least two non-fried vegetables and two fruit choices each day, and five different fruits and five different vegetables over the course of a week.
- No unhealthy food or beverage item may be advertised on school grounds, and fast food and "branded" food items shall not be offered for sale as part of any school meal program or as à la carte items.
- Vending machines and school stores shall only offer approved items.
- Neither the School nor individuals of the school may sign exclusive contracts, or contracts with confidential clauses, with soft drink, fast food, or snack food companies.
- All schools will be encouraged to join the United States Department of Agriculture (USDA) Team Nutrition program and submit an application to be recognized as a Healthier U.S. School Challenge: Smarter Lunchrooms (HUSSC:SL) school.

NUTRITION SERVICES – NUTRITION SERVICES RESPONSIBILITIES

The Nutrition Services responsibilities are:

- To adopt policies covering all phases of the school food program.
- To **prohibit** the sale of food and beverage items in competition with the approved food service program, including those classified as "foods of minimal nutritional value (FMNV)", listed in Code of Federal Regulations 210, Appendix B.
- Carbonated beverages, excluding water, are prohibited on campus at all times.
- Consideration will be given to allowing only the sale of nutritious foods and beverage items, which meet at minimum, the dietary guidelines for Americans as set by the United States Department of Agriculture.
- All foods and beverages sold will meet both federal regulations for school meals and the Smart Snacks in School nutrition standards.
- In-school food and beverages marketing will meet competitive food (Smart Snack) standards.
- Ensuring compliance with federal and state regulations for competitive food and beverage items sold on the school campus (7 CRF 210.11 and FAC 5P-1.003).
- Maintaining a school calendar identifying the dates when exempted competitive food fundraisers will occur in accordance with the frequency specified in paragraph (c) of FAC 5P-1.003.
- Reporting the school's compliance of the aforementioned regulations to the Wellness Committee Chair and School Administration; ensuring overall compliance with the Wellness Policy.

Compliance:

Reimbursable meals shall not be less restrictive than regulation and guidance issued by USDA.

IMPLEMENTATION AND MONITORING

IMPLEMENTATION AND MONITORING – WELLNESS COMMITTEE RESPONSIBLITIES

The Board of Directors shall establish and approve a Wellness Committee to monitor and set goals for the development and implementation of the school Wellness Policy. As required by **K**-*20 Education Code 1003.453* the policy shall be reviewed annually and an updated copy shall be sent to the Florida Department of Agriculture and Consumer Services when a change or revision is made. Additionally, the policy will undergo triennial review as outlined in the Triennial Assessment section. The Wellness Committee will make appropriate updates and modifications to the Wellness Policy based on the results of the annual and triennial assessments.

The Wellness Committee will be composed of a diverse and inclusive group of persons who draft and review wellness and nutrition policies and practices, monitor and set goals for the on-going development of the Wellness Policy, track implementation, measure the impact of the policy on the school and community and finally, recommend changes or improvements to the school. The Wellness Committee will review and consider evidence-based strategies in establishing goals for nutrition promotion and education, physical activity and other-school based activities that promote student wellness.

The Wellness Chair, in collaboration with the committee, shall ensure overall compliance with the local school Wellness Policy. The list of committee members, including position titles, is included in Wellness Committee Membership section of this document. The school principal/site administrators and school staff shall have the responsibility to comply with federal and state regulations as they relate to the Wellness Policy.

The Committee will use the “Rethinking School Lunch Self-Assessment Rubric” to implement and measure the impact of the Wellness Policy (Attachment 7) and the Local School Wellness Policy Checklist (Attachment 8).

The Committee will be responsible for addressing food-related topics of concern to the school community and making Wellness Policy recommendations to the Board of Directors.

The Wellness Committee shall meet at least four times a year at hours convenient for public participation, and for sufficient time to conduct the group’s business.

The School will support Parent and Families' efforts to provide a healthy diet and daily physical activity for children via nutrition information and health information tips in newsletters, notices, education seminars or training opportunities, and/or website links as feasible and appropriate.

The School will provide notice of the Wellness Policy to staff, students, families and community members via verbal and written communications such as school newsletters, the school website, classroom websites, student registration documents, school employment documents, classroom handbooks and/or the school handbook as feasible and appropriate. Notification of updates to the policy will be provided at annual student registration events, posts on the school's website, provided at school wellness events and sent to parents/community via other school communication methods including school newsletters, classroom websites, school employment documents, classroom handbooks and/or the school handbook as feasible and appropriate.

Additionally, it is the responsibility of the Wellness Committee and nutrition services personnel to work cooperatively in achieving the goals of the Wellness Policy.

The standing Wellness Committee shall present to the Odyssey Charter School, Inc. Board of Directors an Annual Report each year on the status of meeting the Wellness Policy goals. The report shall:

- Contain a review and comment on the Nutrition Services Annual Report (see next section), including the Profit and Loss Statement, Marketing Plan and Business Plan.
- Contain recommendations for improving the delivery and cost effectiveness of food services.
- Assist the Director of child nutrition services in the development and implementation of the Outreach and Promotion Marketing plan.
- Recommend to the Governing Board strategies to eliminate potentially harmful food additives and processes, and to increase the amount of fresh, local produce offered through the School Meal Program.
- Make periodic reports, as the Board of Directors deems necessary.
- Establish rules for decision-making.
- Solicit student preferences through taste tests, surveys, and interviews, and through student participation on the Wellness Committee.

IMPLEMENTATION AND MONITORING – NUTRITIONAL SERVICES ANNUAL REPORT

In order for the community to become full partners in the reinvention of food service, and in order for the Wellness Committee to be fully informed about food service function, and able to assess the impact and implementation of the local Wellness Policy, full transparency of food service operations and financials is necessary. The board shall require, and each year Child Nutrition Services shall prepare, The Nutrition Services Annual Report for the Board of Directors, which will include:

- Description of the level of service for each site and level of participation
- Profit and Loss Statement for the past fiscal year
- Outreach and Promotion Marketing Plan
- Budget for the future year
- Report on the progress in meeting the Wellness Policy goals
- Nutritional quality of the food being served
- Inventory of equipment
- Budget for maintenance and replacement equipment
- Accounting of Child Nutrition Services' financial reserve, if any, and a budget allocating the reserve
- Annual review of school food sales to determine:
    - Percentage of food purchased from local sources and the total dollar amount spent on local food
    - Income benefit or loss due to increases in local purchasing
    - Opportunities to increase purchase of local and seasonal items
    - Impacts on participation, and on fruit and vegetable consumption
    - Degree of nutrition education students are receiving and how it is administered

Such report shall inform the work of the Wellness Committee, which shall prepare an annual report to the Board of Directors that contains a review and comment on the Nutrition Services Report. The School's Wellness Policy, Nutrition Services Annual Report the Wellness Committee's Annual Report, and Monthly Menus shall be available in the School's Office and on the School's website.

IMPLEMENTATION AND MONITORING – TRIENNIAL ASSESSMENTS

The Wellness Committee will conduct an assessment of the school wellness policy to measure wellness policy compliance at least once every three years. This assessment will measure the implementation of the local school wellness policy, and include:

- The extent to which each school is in compliance with the school Wellness Policy (attachment 7 and 8).
- The extent to which the Wellness Policy compares to model local school wellness policies.
- A description of the progress made in attaining the goals of the Wellness Policy.

The annual and triennial assessment will be reported to the Board of Directors and made available to the public via the school website, school office and other means of communication as appropriate.

IMPLEMENTATION AND MONITORING – INFORMING THE PUBLIC

The school will ensure that the Wellness Policy and most recent triennial assessment are available to the public at all times. The Wellness Committee will also actively notify households on an annual basis about any updates made to the Wellness Policy and the availability of the triennial assessment results, as well as provide information to the community about the school nutrition environment.

The school is committed to being responsive to community input, which begins with awareness of the Wellness Policy. The school will actively communicate ways in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public can participate in the development, implementation, and annual review of the local school Wellness Policy through a variety of means, including:

- Consideration of the student needs in planning for a healthy nutrition environment. Students will be asked for input and feedback through the use of surveys and attention will be given to their comments.
- Use of electronic mechanisms, such as email or displaying notices on the school 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 any updates to the Wellness Policy, as well as how to get involved and support the policy.

IMPLEMENTATION AND MONITORING – PUBLIC POLICY

Odyssey will work cooperatively with other schools throughout the state and the nation to advance goals of wellness by:

- Advocating for label disclosure through State and Federal legislation that will clearly label food products that have been irradiated, genetically modified or have been exposed to bovine growth hormones.
- Sending a Board of Directors resolution requesting support for labeling legislation to the State Board of Education.

WELLNESS COMMITTEEE MEMBERSHIP

The Wellness Committee shall involve parents, students, and representatives of the school authority, the school board, school administrators, and the public, in development of the Wellness Policy.

The committee shall be large enough to ensure complete representation—cultural, ethnic, and economic—of the school, and manageable enough to be effective at conducting meetings and making decisions. Ideal candidates include school personnel from administration, food service, finance, facilities, communications, waste management, and instruction as well as community members such as parents, grandparents, farmers, school nurses, nutritionists, health care professionals, and local organizations and agencies including community foundations, public health departments, and local elected officials concerned with the health and wellbeing of school age children.

The committee shall establish phone and/or email contacts for correspondence with the community for the purpose of input (concerns or recommendations) to the Wellness Policy.

The membership of the working group shall be as follows:

- The Odyssey Charter School, Inc. Board President
- Odyssey Charter School's Founder
- The School Principals
- The Director of Child Nutrition Services
- 3 teachers, representative of different grade levels
- 1 or more classified employees
- 3 or more Community/Parent representatives
- Odyssey Students

WISE NUTRITION AND HEALTHY LIFESTYLES COMMITTEE MEMBERS

Member:	Affiliation:	Contact information:
Ms. Constance Ortiz	OCS Founder	321-720-4682 cortiz@greenappleschools.com
Dr. Brian Dawson	OCS Elementary Principal	321-733-0442 dawsonb@odysseycharterschool.com
Mr. Mike Davis	OCS Jr/Sr High Principal	321-345-4117 davism@odysseycharterschoo.com
Ms. Shelly Miedona	OPA Principal	321-372-7263 miedonas@odysseyprepacademy.com
Mr. Ian Macpherson	Agricultural Coordinator	321-501-1103 imacpherson@greenappleschools.com
Ms. Cindy Chapman	Café Manager, Director of Child Nutrition Services	321-733-0442 chapmanc@odysseycharterschool.com
Mr. Roger Ragle	Farm Manager	321-345-4117 ragler@odysseycharterschool.com
Cassie Sickman	Agriscience Teacher	321-345-4117 Sickmanc@odysseycharterschool.com
Dr. Monica Knight	Green Apple Director of Special Projects	321-446-6659 mknight@greenappleschools.com
Mr. Mark Grant	OCS Facilities Manager	321-733-0442 grantm@odysseycharterschool.com
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Ms. Wesena Nock	OPA Garden Education	321-372-7263 nockw@odysseyprepacademy.com
Mr. Kevin Badrak	OPA PE Teacher	321-372-7263 badrakk@odysseyprepacademy.com
Dr. Maxine Powell	Odyssey School Safety Specialist	321-733-0442 powellm@odysseycharterschool.com
Mr. Chris Miller	Parent	Millercr4@gmail.com
Ms. Kristin Apotsos	Odyssey Garden Teacher	apotsosk@odysseycharterschool.com
Ms. Traci Schoor	OCS Elementary Teacher	schoort@odysseycharterschool.com

ATTACHMENTS

Attachment 1: Odyssey's Wise Nutrition and Healthy Lifestyles Pledge, page 31.

Attachment 2: Healthy Celebrations, page 32 – 33.

Attachment 3: Healthy Non-Food Rewards, pages 34 – 35.

Attachment 4: Healthy Snacks 36 – 37.

Attachment 5: Odyssey's Birthday Celebration Policy, pages 38 - 39.

Attachment 6: Healthy Fundraising Ideas, pages 40 - 41.

Attachment 7: Rethinking School Lunch Self-Assessment Rubric, pages 42 – 48.

Attachment 8: Local School Wellness Policy (LSWP) Compliance Checklist, pages 49 – 50.

Acknowledgements: "The Model Wellness Policy Guide" by The Center of Ecoliteracy in collaboration with Slow Food USA and Chez Panisse Foundation, Berkeley Unified School District, Chef Ann Cooper, Rethinking the School Lunch Program, Columbia University, Dr. Jane Martin, Former Wellness Chair for Odyssey Charter School, Constance Ortiz, Founder and Green Apple School Management CEO, Odyssey Charter School, Sara Buckley, Former Wellness Coordinator and Wellness Chair for Odyssey Charter School, Inc., Connecticut State Department of Education, Brevard County Public Schools, Wellness Policy; Florida State Department of Education, Federal School Lunch Program team.

Other Information Resources:

- Action for Healthy Kids Organization
- American Academy of Pediatrics
- American Diabetes Association
- American Heart Association
- Healthy Schools Campaign
- Healthy Schools Coalition
- Kids Health Organization

Odyssey Charter School Inc.'s Wise Nutrition and Healthy Lifestyles Pledge

As a member of Odyssey Charter School, Inc.'s community of students, families, teachers, administrators and staff, please review the Wellness Policy and initial/sign below as appropriate. As a reminder, some tenets of the policy are:

- Wellness is fundamental to education and learning. Furthermore, a student's ability to learn effectively and achieve high standards in school is directly related to dietary choices, physical activity, and the environmental climate.

- Our school's role, as part of the larger community, is to help your child(ren) reach their full potential. We will model, actively practice and teach, the promotion of your child's optimal health through the creation of a carefully designed educational environment which will include a nutrition education strand, organic gardening experiences, a healthy café, a physical fitness and healthy lifestyles program, environmental preservation and an increased student awareness of the built environment's impact upon health.

Please initial:

_____I agree that I have read, understood and will respect the school's Wellness Policy.

_____I agree that I will actively support the Wellness Policy with the aim of helping my child(ren) reach their full potential.

_____I agree that I will promote and encourage movement/activity within the classroom and at home.

_____I agree that I will not offer food as rewards or incentives for students at school.

_____I agree to abide by the Birthday Policy included in the OCS, Inc. Wellness Policy.

_____I agree to maintain a healthy school environment. I will respectfully prohibit foods of minimal nutritional value (high sugar, high fat, high salt, artificial ingredients) in our school, including, but not limited to, cakes, cupcakes, ice cream, candy, and soda.

Name: _____ Date: _____

Signature: _____

For Staff: Job Title/Grade: _____

For Families: your children's names & grades: _____

BIRTHDAYS, CELEBRATIONS **AND** FAMILY EVENTS

Birthdays, celebrations and family events are great opportunities to promote a healthy lifestyle, provide consistent messages and create excitement around nutritious choices at school. Plan events that emphasize healthy foods and align with classroom lessons or shift the focus and plan non-food events centered on physical activity, music, art and games. Host events that make it easy for children to practice making healthy choices.

The Birthday Child Can:

- Be the teacher's helper
- Wear a special crown, sash, button or badge all day
- Donate and/or read a favorite book to the class
- Choose the class music for writing or independent study time
- Receive a personalized birthday card from the teacher via email or snail mail
- Choose a game or activity the class does for the last few minutes of the school day
- Have special time for a walk, game or activity with the teacher, principal or another adult
- Receive a "Celebrate Me" book from classmates with written stories, poems or drawings about the birthday child

Family Events

Plan family events that get parents engaged and on board with healthy living, as this will create more buy-in and support for a healthy school culture. It also makes it more likely that healthy habits will be reinforced at home.

- Health fairs
- School garden work days
- Cooking lessons or "Iron Chef" competitions
- Physical activity events with healthy snacks or prizes (dance contests, fun runs, obstacle courses, bike-a-thons,sock hops)
- Screenings of movies that promote healthy living
- Nutrition classes for the family from community partners like your cooperative university extension service
- Fall festival with active fall-themed games and a farmers market
- Walk-to-school month with parent participation
- Creation of school teams for local runs or walks
- Parents and teachers vs. kids sports competitions
- 30-day challenges — pick a healthy habit and organize a competition around it, starting with a kick-off event and ending with a celebration

ACTION FOR HEALTHY KIDS

MORE » » »

Active Celebration Ideas

- Give children **extra recess time** instead of a party.
- **Have a dance party.** Let students select the music. Invite the principal and other school staff.
- **Get the students involved in planning and preparing for celebrations** — let them make decorations and favors and let them choose the games.
- **Create a book honoring what is being celebrated that day.** Have students draw pictures showing what the day means to them.
- **Organize a special community service project instead of a party**. Invite senior citizens in for lunch, collect goods and make cards for sheltered families, or organize a project outside for Earth Day.
- **Have students vote on a special class art project or craft**. Invite a local artist to come in and do a demonstration.
- **Arrange a treasure hunt around the classroom**. Provide a special non-food treat at the end. Use a theme that ties into what the kids are learning in class.
- **Ask students to come up with healthy party ideas**, and ask parents to send in healthy recipes and ideas for activities, games and crafts. Create a "healthy classroom party guide" to distribute to parents.
- **Plan around holiday themes.** Students can make cards for winter holidays, decorate the classroom with hearts for Valentine's Day and learn an Irish step-dance for St. Patrick's Day. Search education websites for ideas.

WHEN FOOD IS OFFERED

- Make good nutrition the expectation and the easy choice — offer fruits, vegetables, whole grains, low-fat/fat-free dairy products and water.
- Check your school's wellness policy or school improvement plan to see if they contain any guidelines or goals about food for birthdays, celebrations and family events. If they don't, find out what it would take to address this issue.

Resources

Action for Healthy Kids Game On Activities
Healthy and Active Classroom Parties, Ten Tips for Making the Switch to Healthy Celebrations, Family Fitness Night, Health and Wellness Fair

actionforhealthykids.org/game-on-activity-library

Game On for Healthy Schools
actionforhealthykids.org/game-on-program

Healthy Non-food Rewards

ACTION FOR HEALTHY KIDS

TIP SHEET

Rewards happen at many levels across a school. Teachers, administrators and parent groups offer rewards to recognize and celebrate student accomplishments. The goal of rewarding students is to help them internalize desirable behaviors and create motivation for learning that comes from inside. The most effective rewards fit naturally into the context and mission of the school community and should promote healthy living as a desired value of the community.

Non-material rewards involving recognition, privileges and opportunities for physical activity or other types of enrichment are powerful ways to help meet these goals. Material rewards such as school supplies, trinkets, toys and gift certificates can be donated by parents or provided by parent-teacher organizations for use on a more limited basis.

Elementary School Students

- Make deliveries to office
- Watch a fun movie
- Teach class
- Be a helper in another classroom
- Read morning announcements
- Sit with friends
- Have lunch or breakfast in the classroom
- Play a favorite game or do puzzles
- Extra recess time
- Show and tell
- Free time at the end of class
- Dance to music in the classroom
- Gift certificate to school store (non-food items)
- Walk with the principal or teacher
- Fun physical activity break
- Teacher or volunteer reads special book to class
- Certificate, trophy, ribbon, plaque
- Listen to music or a book
- Read outdoors or have class outdoors
- Extra art, music or reading time
- Teacher performs special skill, e.g., singing, guitar playing, juggling
- Earn points or play money to spend on privileges or non-food items
- Commendation certificate or letter sent home to parents by teacher or principal
- Trip to treasure box filled with non-food items, e.g., stickers, pencils, erasers, bookmarks, school supplies
- Access to items that can only be used on special occasions

Reward with Recognition!

Consider recognizing students during morning announcements, at a school assembly, on a photo recognition board or on the school's website. Most kids enjoy hearing their successes acknowledged in front of their peers. Don't underestimate the power of small, personalized efforts such as a phone call or email to a student's parents, a hand-written note commending the achievement or a certificate of recognition.

Middle School Students

- Choose partners for activities
- Sit with friends
- Listen to music while working at desk
- Reduced homework or "no homework" pass
- Extra credit
- Fun movie
- Brainteaser puzzles, group activities and games
- Earn points or play money for privileges or nonfood items
- Computer time
- Free choice time or chat break at end of class
- Assemblies
- Field trips
- Eat lunch outside or have class outside

Healthy Non-Food Rewards

High School Students

- Extra credit
- Fun movie
- Reduced homework
- Late homework pass
- Donated coupons for music, movies or books
- Drawings for donated prizes
- Pep rally
- Recognition on morning announcements
- Tickets to school events, e.g., dances, sporting events

PTO/PTA Rewards

- Water bottles
- School-branded apparel
- Movie passes
- Special time with a teacher
- Active video games
- Pool party, hike or group trip to a kids fun place
- Raffle for bigger prizes, such as a bike, or a ride in a limo

Food Rewards

Food rewards contradict classroom lessons on nutrition, add empty calories to kids' diets and teach kids to eat when they're not hungry — setting the stage for unhealthy habits that can last a lifetime and contributing to the childhood obesity epidemic. One study found that every separate food-related practice (e.g., a food incentive or reward) that promotes low-nutrition foods in a school is associated with a 10% increase in students' body mass indexes (BMI).[1]

Start a schoolwide healthy rewards initiative:

- Find a teacher to be a healthy rewards champion.
- Put up a bulletin board promoting healthy rewards.
- Ask teachers to take a "no-food-as-rewards pledge."
- Give a presentation about healthy rewards at a staff meeting.
- Create school guidelines around healthy rewards.
- Provide trinkets for teachers to use with donations or PTA/PTO funds.
- Recognize teachers who give out non-food rewards.

"Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It's like teaching children a lesson on the importance of not smoking, and then handing out ashtrays and lighters to the kids who did the best job listening."-Marlene Schwartz, PhD, Co-Director, Rudd Center for Food Policy and Obesity, Yale University

Action for Healthy Kids® is a nationwide grassroots network mobilizing school professionals, families and communities to take actions that improve school foods, nutrition education, physical activity and physical education for all students. Through funding opportunities, expert technical assistance, and our flagship program, Game On, Action for Healthy Kids supports schools in becoming healthier places where children thrive.

1: See ActionforHealthyKids.org/References

ACTION FOR HEALTHY KIDS

ActionforHealthyKids.org • 600 W. Van Buren St., Suite 720, Chicago, IL 60607 • 800.416.5136

HEALTHY SCHOOL SNACKS

Children need snacks to keep their busy bodies and minds going. Healthy snacking can help kids get important nutrients, make up for skipped meals and provide necessary fuel for learning, sports and other activities. Eating small, well-balanced snacks between meals can also keep kids from eating too much at mealtimes.[1] Many kids bring snacks to school, and sometimes school programs, school staff or other parents provide snacks for students to share. Making those snacks as nutritious as possible is important for student performance and the development of healthy eating habits.

Promoting Healthier Snacks

- Ask teachers and volunteers to make a point of eating healthy snacks in front of students and talk about how they feel better, stronger and smarter when eating this way.
- Seek community partners and funding opportunities to help your school provide healthy snacks.
- Educate parents about the benefits of healthy snacks and provide them with a list of healthy snack ideas.
- Conduct periodic taste tests of healthy snack items in the classroom or cafeteria. If children try something and like it, they're more likely to ask parents to have it at home.
- Ask if the school can put a big fruit bowl (instead of candy) in the front office, available for staff, students and parents to help themselves. Brainstorm ways to replenish the bowl with a variety of fruits.
- Hang colorful and fun posters that promote healthy snacks around the school.

Promote fun nutrition messages:

- **Eat a Rainbow:** Eat natural foods that come in a variety of colors.
- **Go, Slow, Whoa:** Eat "go" foods almost anytime, "slow" foods less often and "whoa" foods only once in a while.
- **5-2-1-0 each day:** 5 or more fruits and veggies, 2 hours or less of recreational screen time, 1 hour or more of physical activity and 0 sugary drinks.
- **Rethink Your Drink:** A campaign to teach students about the amount of sugar and calories in commonly consumed beverages, as well as their impact on health.

Making a Difference

As co-directors of the wellness committee at Cougar Run Elementary in Colorado, moms Annie Romano and Yvonne Faulkner decided to make promoting healthier snacks a priority, establishing P.A.C.K. (Pack Assorted Colors for Kids) Week in the spring and timing it to lead up to a school fun run. Each day, students were encouraged to bring a fruit or vegetable of a certain color for their snack (for example, Monday was "Pack Purple Day" and Wednesday was "Pack Red Day"). The wellness committee also urged students to wear the color of the day, which promoted the program, generated excitement and fostered school spirit. P.A.C.K. Week was a huge success. The majority of students participated, and the wellness committee noticed that after the week was over, students chose more fresh fruits and vegetables at lunchtime. P.A.C.K. Week now takes place at Cougar Run twice a year.

ACTION FOR HEALTHY KIDS

MORE » » »

Put plenty of fruits and veggies on the snack menu

The United States Department of Agriculture's (USDA) MyPlate icon urges us to fill half our plate with fruits and vegetables at every eating occasion. For most Americans, this means more than doubling the amount of fruits and vegetables we eat daily.[2]

Healthy Snacking Recommendations

Snacks

- A significant portion of kids' daily calories come from snacks — and if they're eating processed, grain-based snack foods (like many of the popular, heavily-marketed options out there), many of those calories might be coming from added sugars. For healthy growth and development, make fruits, vegetables, whole grains and low-fat/fat-free dairy products the primary choices.
- Portion control is very important — snacks should be served in appropriate portion sizes for a child's age, size and activity level.
- Read labels to choose snacks with less added sugar.

Beverages

- Encourage kids to drink water instead of sugary drinks throughout the day, including snack time. Soda, energy drinks and sports drinks are a major source of added sugar and calories, and most do not meet the USDA's Smart Snacks in School standards. Make sure that students have easy access to water fountains and dispensers throughout the school, and ensure that they are clean and properly maintained.
- 1% low-fat/fat-free milk is a nutritious choice that helps kids get the nutrients they need.
- Juices (100%) also provide nutrients, but fresh fruit is preferable because it provides dietary fiber and less sugar than juice. If you offer juice, provide smaller servings (half-cup) or dilute with water. If you offer juice, limit it to 8oz or less (7–18 years). This follows AAP recommendations.

The American Heart Association recommends that children and teens consume less than 25 grams or 6 teaspoons of "added sugars" a day and drink no more than 8 ounces of sugary beverages a week.[3]

SCHOOL SNACK STANDARDS

If foods and beverages are sold to students on campus for immediate consumption during the school day, they must meet the USDA Smart Snacks in School standards. The standards do not cover items that are served or shared at school, however, your school, district or state may have additional regulations covering foods sold and/or offered at school. Check your district wellness policy and your state department of education to learn more.

Resources

Action for Healthy Kids Game On Activities
actionforhealthykids.org/game-on-activity-library
Offer Healthy Snacks, Nutrition Promotion, Rethink Your Drink, Smart Snacks Standards, More Water Please!, Staff as Healthy Role Models

P.A.C.K. Week: fruitsandveggies.org/stories/pack-week/
Eat a Rainbow: wholekidsfoundation.org/kids-club/eat-a-rainbow
Go, Slow, Whoa: nhlbi.nih.gov/health/educational/wecan/eat-right/choosing-foods.htm
5-2-1-0: letsgo.org
USDA MyPlate: choosemyplate.gov
USDA Smart Snacks: fns.usda.gov/school-meals/tools-schools-focusing-smart-snack

[1,2,3,4,5]See ActionforHealthyKids.org/References

WISE NUTRITION AND HEALTHY LIFESTYLES: BIRTHDAY POLICY

Odyssey recognizes the importance of acknowledging and celebrating student birthdays. Furthermore, Odyssey would like to actively share in the joy and wonder of each child's life and individuality by learning about the events in his/her life, including family members, friendships, and favorite activities, rather than focusing on foods or trinkets that a child may bring in to school for a party. Participation in any such classroom birthday recognition or any related celebration activities are completely optional choices for each student.

To protect the health and safety of students, to eliminate financial burden on families, to protect the educational learning time in classrooms, and, to respect the rights of parents in choosing what their children consume while at school, Odyssey has adopted a Birthday Celebration Policy which solely focuses on the essence and uniqueness of each child. Birthday recognition timing and any related activities are at the discretion of each Teacher. Once a month ceremonies which acknowledge all birthdays during that month (and include summer birthdays) are recommended. Social and personal growth is encouraged via the sharing of student life histories/timelines, favorite books and/or hobbies. The consumption of foods of any variety is prohibited. The giving of material gifts is discouraged.

Putting the BIRTH of the child BACK into Birthdays!

Odyssey Charter School, Inc.'s Birthday Celebration Policy; A Celebration of Life

At Odyssey, we choose to celebrate the life and essence of each child during birthday celebrations, by putting the "birth" back into each birthday, rather than making the birthday occasion a food centered event.

In our Early Childhood Montessori classes, through age 7 or first grade, children may take part in a birthday celebration of life where they "walk around the sun". This occasion begins by gathering the children together. The birthday child is honored by telling the story of how they were born and lived as an infant and each year thereafter. Parents are encouraged to bring/send in several pictures of their child from birth through the current year along with a completed "Birthday Ceremony" form which outlines the events that have occurred during their child's life. A candle is lit in the center of the circle, representing the sun. The birthday child holds a small globe and walks around the "sun" one time for each year while her/his story is being told. A song may be sung by the children after the ceremony.

For grades 2 and up, during the week of the child's birthday, other children in the class may create a birthday card from art supplies kept in the room for such purposes. Over a few days, each child may take a few minutes to write a nice thought about the birthday child in the card. The card can beautifully bound by one of the children and given to the birthday child at the end of their special day. A song may be sung by the children after the ceremony. Children at this age can also be encouraged to create their own timeline of life, complete with a short story and pictures, and share this story with their classmates.

Gifts: On your child's birthday, s/he may be showered with many gifts which can turn a child more inward. To support personal and social growth, we suggest that your child brings a "gift" to the class as a way for your child to express love on this special day. A favorite book could be selected to be read to the class or given to the library and signed by the child. Even something as simple as cut flowers can be joyously given and shared by the class. **The idea is for the child to develop a true appreciation for the gift of life and experience the giving of self in place of receiving material things.**

For our older children, there are many more ideas which parents and teachers can find in the wellness attachments on Odyssey's website. **It is the school's policy to not serve food during birthday celebrations. Let's turn our attention away from food as a birthday reward and put it back where it belongs, upon your very special child!**

What Schools Can Do: Ideas for Healthy Celebrations

Adapted from: The Connecticut State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, May 2005.

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from the food to the child. Choose a variety of activities, games and crafts that children enjoy. Try these ideas for fun activities.

Activities to Celebrate the Child

1. Plan special games and activities. Parents can provide game supplies, pencils, erasers, stickers instead of food.

2. Extra recess time: let the birthday child choose and lead an activity or game for all.

3. Instead of food, parents can purchase a book for the classroom or choose one from the library in the birthday child's name. The child or the parent can read it to the class.

4. Instead of a party, organize a special community service project, e.g., invite Senior Citizens in for lunch, make "curechiefs" for chemotherapy patients, or, blankets for rescue dogs. Parents can help plan the project and provide materials.

5. The birthday child may be the teacher's assistant for the day and chosen to do special tasks like make deliveries to the office, lead the line, start an activity or choose a class game or story.

6. Create a healthy party idea book. School staff and parents can send in ideas for activities, games, and crafts to compile in a book for staff and parents to use.

Additional Resources:

Healthy & Active Parties. Action for Healthy Kids https://www.actionforhealthykids.org/activity/healthy-active-parties/

Ten Tips for Hosting Healthy Celebrations at School. Action for Healthy Kids https://www.actionforhealthykids.org/activity/ten-tips-for-hosting-healthy-celebrations-at-school/

Non-Food Celebration Ideas. Let's Go – Maine Health https://mainehealth.org/-/media/lets-go/files/childrens-program/schools/k-5-school/ideasfornonfoodcelebrations5.pdf?la=en

Healthy Celebration Lessons and Ideas. Discover MyPlate – USDA https://fns-prod.azureedge.net/sites/default/files/tn/dmp_tgcelebrations.pdf

Healthy Celebrations Tool Kit. Food and Nutrition Service – USDA *http://sc-headstart.org/wp-content/uploads/2014/03/celebrations.pdf*prod.azureedge.net/sites/default/files/tn/dmp_tgcelebrations.pdf

Healthy Celebrations Tool Kit. Food and Nutrition Service – USDA http://sc-headstart.org/wp-content/uploads/2014/03/celebrations.pdf

Healthy Fundraisers

Promote Family Health and Well-Being

Fundraising events and activities that don't involve selling food for immediate consumption provide schools with a powerful opportunity to send consistent, positive health messages, enhance classroom lessons and promote healthy living to students and families. Traditional fundraisers often focus on selling low-nutrition foods, which put student health and performance in jeopardy. Why not promote healthy eating or physical activity and raise money for your school at the same time?

ACTION FOR HEALTHY KIDS

TIP SHEET

Selling Food for Immediate Consumption

Fundraisers that involve the sale of foods and beverages intended for immediate consumption during the school day (such as school stores or vending machines) must meet the USDA's Smart Snacks in School Rule. Even though foods and beverages sold outside of the official school day (such as family events or concessions at sporting events) are exempt from these federal standards, encouraging healthier options at these community events sends a strong, positive message about how student health is valued. For ideas, download Healthy Fundraising: Food Sales During and After School at ActionforHealthyKids.org/Fundraising-Food-Sales.

Are Healthy Fundraisers Profitable?

Many non-food and healthy-food fundraisers generate profits for schools equal to or greater than profits from fundraisers selling low-nutrition foods.

Sample Profits — Healthier Fundraisers[1]

$1,000: A school sells 1,440 water bottles with the names/logos of 5 local business sponsors

$4,500: A walk-a-thon with 100 student, parent and family member walkers each raising $50 in sponsorships

$9,000: 110 families buy scratch cards with discounts at local businesses

$30,000/year: 100 families belong to a grocery store Scrip program

Fundraisers that Promote Healthy Eating

- Fruit and vegetables boxes, baskets or bundles
- Healthy spices and seasonings
- Cookbook of families' healthy recipes
- Cookware and kitchen utensils
- Herb starter kits
- School seed stores
- Farmers markets
- Family nights at healthy restaurants

Other Non-Food Fundraising Ideas

- Car washes
- Game night, bingo night
- Auctions (live, silent or online)
- Candles, lotions, soaps, greeting cards, stationary
- Plants, flowers, bulbs, seeds
- Discount cards/coupon books
- Magazine subscriptions
- Recycling (cell phones, printer cartridges)
- School spirit apparel and merchandise
- Holiday-themed decorations and greenery
- Rent a special parking spot
- Parents' day/night out — provide childcare with open gym and activities for kids so parents can holiday shop or have an evening out
- Community craft fairs or garage sales — solicit donated items to sell
- Raffle tickets with donated prizes and special items — like a front row "VIP" reserved seat at a school concert

Active Fundraisers

Active fundraisers help students get the recommended 60 minutes of physical activity every day, and they can help families develop healthy habits together. Check your district wellness policy or school improvement plan to see if they contain any guidelines or goals about increasing physical activity or promoting better health through fundraising activities. If not, find out what it would take to add some so that your efforts become part of the school culture for many years to come.

Active Fundraisers are a Blast!

At Hoffman Trails Elementary in Hillard, Ohio, it was a tradition for the PTO to plan an academically-based "thon" as an annual fundraiser, such as a math-a-thon or history-a-thon. But parent Kelly Schulze wasn't thrilled with the unhealthy prizes that were offered, so she took matters into her own hands and organized a "Hippity-Hop-a-Thon."

Students collected pledges for their participation, and they earned prizes like extra recess and tickets to attend a school dance with local radio talent serving as DJ. If they raised $50, students could take home their very own hippity-hop ball. The fundriaser turned out to be a huge success. Every single student participated and had a blast.

Fundraisers that Promote Physical Activity

- Fun walks or runs
- Walk-a-thons, bike-a-thons, jump-rope-a-thons, bowl-a-thons, skate-a-thons, hula-hoop-a-thons
- School dances
- Family obstacle courses
- Golf or tennis tournaments
- Teacher-student competitions (volleyball,
- softball, Frisbee)
- Community garden assistance (weeding,
- raking) for donations
- Sale or delivery of garden mulch, water
- softener salt or other home maintenance items for set price
- 30-day fitness and fundraising challenges
- Sport camps for kids — enlist high school athletic teams to hold introductory classes for kids or partner with city parks and recreation

Action for Healthy Kids® is a nationwide grassroots network mobilizing school professionals, families and communities to take actions that improve school foods, nutrition education, physical activity and physical education for all students. Through funding opportunities, expert technical assistance, and our flagship program, Game On, Action for Healthy Kids supports schools in becoming healthier places where children thrive.

1: See ActionforHealthyKids.org/References

Rethinking School Lunch Self-Assessment Rubric

Rubric is adapted from: Rethinking School Lunch Self-Assessment Rubric by the Center For Ecoliteracy and the Center for Nutrition in Schools, UC Davis

CRITERIA Points:	Not in Place 0	Developing Plan/ Partially in Place 1	Meet Standards 2	Exceeds Criteria 3	SCORE
I. Food Policy: Developing a Shared Vision					
1. A Wellness Policy that meets federal requirements is in place.	The School does not have a Wellness policy.	The school Wellness policy is in development.	The school has a Wellness policy that meets all federal and state requirements, including a plan for monitoring.	The school site uses innovative strategies and model practices in implementation of the school Wellness Policy.	
2. A Wellness Policy coordinator is designated.	No school staff is assigned to coordinate the district Wellness Policy.	District administrators are developing a plan for coordination of the Wellness Policy.	A district Wellness Policy coordinator is designated and is coordinating policy implementation.	A coordinator at the school site implements the school Wellness Policy.	
3. A Wellness Policy advisory committee is in place.	No Wellness Policy committee is in place.	Planning for a Wellness Policy committee is in place.	The school's Wellness Policy committee is in place.	Key school, parent, and community members are represented on a Wellness Committee that meets at least quarterly.	
4. A process evaluation system for monitoring the implementation of the Wellness Policy is in place.	No plan for monitoring or evaluating the Wellness Policy's process is in place.	Planning is underway for monitoring and/or evaluating the implementation of the Wellness Policy.	A process evaluation system to track success in the implementation of the Wellness Policy is in place at the district level.	Process evaluation and/or monitoring occur at the school site to provide feedback on Wellness Policy implementation procedures.	
5. Priority/target student nutrition-related health needs/issue are identified.	No student nutrition-related health needs/issues are targeted in the Wellness Policy.	Designated school staff is planning to identify targeted nutrition-related student health needs/issues and outcome measures.	Designated school staff has identified priority student nutrition-related health needs and plan for addressing these needs.	Staff use data, such as National School Lunch Program or Smart Snack Calculator, to measure progress towards nutrition-related outcomes.	
				FOOD POLICY SCORE	

II. Curriculum Integration: Connecting Learning to Experience					
6. A school garden is available on the school site.	No School garden is available.	Plans are underway or staff/others are developing the use of school gardens.	A school garden is available for garden-enhanced education.	Exemplary school garden programs are evident; e.g. community involvement, integrated with food and nutrition education lessons.	
7. Nutrition education is included in classroom instruction.	No plan or standard is in place for nutrition-related instruction.	Planning is in place, curriculum development is in process, or up to 3 grade levels have nutrition education implemented.	At least 3 grade levels receive nutrition related instruction at specified grade levels.	Innovative nutrition education programs are in place offering more than 3 grade levels of instruction.	
8. Nutrition education curriculum is used in the classroom.	No planned nutrition education curriculum is available.	Plans are underway to develop/adopt a theory-based nutrition education curriculum.	Theory-based nutrition education curriculum is in use.	Students receive at least 18-hours of theory-based, sequential instruction.	
9. Nutrition education is based on health education standards and nutrition competencies.	Nutrition education competencies or health education standards are NOT used to guide student instruction.	Plans are underway to incorporate nutrition education competencies/health education standards.	Nutrition education is based on nutrition education competencies/health education standards.	Nutrition education competencies and health education standards are used to plan scope and sequence of nutrition instruction at all grade levels.	
10. Nutrition education is integrated with and reinforced through the schools' foods.	No coordination between teachers and the nutrition program is in place.	Teaching and nutrition staff work together to plan nutrition education and/or the food service/dining area promotes nutrition food choices.	Nutrition education is integrated and reinforces through the school nutrition program, including the availability of nutritious food choice.	Innovative strategies are used to reinforce nutrition education curriculum; e.g. school menus integrate with curricular themes.	
11. Garden-enhanced instruction is included in the curriculum.	No school staff uses garden-enhanced education.	Plans are underway or the use of the garden in student instruction is being developed.	School staff is using garden-enhanced education curricula.	Innovative use of garden is evident,; e.g. food education is integrated with core subject areas and content standards	
12. Outside-of-school hours programs (e.g. after school, summer feeding) reinforce healthy food choices and provide nutrition and health instruction.	Outside-of-school hours programs do not include nutrition/health-related activities or instruction; foods available do not promote healthy food choices.	Planning/seeking funds to provide nutrition/health instruction and/or provide nutritious food/meals in outside-of-school-hours programs.	Outside-of-school-hours programs reinforce healthy food choices and provide nutrition and health instruction.	Innovative nutrition and health programs are provided in outside-of-school-hour programs, e.g. a summer school nutrition class coordinated with a summer meal program offering nutritious, appealing food choices.	
				CURRICULUM INTEGRATION SCORE	

III. Food and Health: Improving Meals Served at School					
13. A nutritious school breakfast is available daily.	No breakfast is served at the school site.	Planning is underway to begin/improve the breakfast program.	Breakfast is available to students daily and meets menu planning option requirement.	Model breakfast program is evident; e.g. innovative service and high quality, nutritious offerings.	
14. A nutritious lunch is available daily.	No lunch is served at the school site.	Planning underway to begin/improve the lunch program.	Lunch available to students daily; meets menu planning option requirements.	Model lunch program is evident; e.g. innovative service, selections, direct purchase of foods from local farmers.	
15. A salad bar offering a variety of fruit/vegetable choices is part of the school meal.	No salad bar is available.	Plans are underway to begin salad bar program.	Salad bar is in place, offering a variety of fruits and vegetables.	Model salad bar program is evident; e.g. farm to school program; a variety of local, seasonal produce is served.	
16. If foods are offered outside of the school meal program, they model healthy food choices.	Foods available on the school premises do not meet state/federal requirements.	School staff is developing procedures/policies to ensure compliance of state and federal nutrition standards.	All school foods meet state and federal laws/regulations; or school removed all foods other than meal program offerings.	The school is implementing an exemplary meal program and practices that models	
17. All beverages offered on the school premises model nutritious beverage selections.	Highly sweetened beverages are available on the school campus.	A process is in place to monitor beverage selections and increase selections of healthy beverages, including water.	Water is available to students; all beverages available on the school premises meet state and federal requirements.	No high-fructose beverages distributed on school premises; milk (at proper temperature) and water are available.	
18. Student participate in the school breakfast program.	Less than 10 percent of students participate in the school breakfast program daily.	Less than 20 percent of students participate in the school breakfast program daily.	Less than 30 percent of students participate in the school breakfast program daily.	More than 30 percent of students participate in the school breakfast program daily.	
19. Students participate in the school lunch program.	Less than 30 percent of students participate in the school lunch program daily.	Less than 40 percent of students participate in the school lunch program daily.	Less than 60 percent of students participate in the school lunch program daily.	More than 60 percent of students participate in the school lunch program daily.	
				FOOD AND HEALTH SCORE	

IV. Finances: Funding Systems Change					
20. School nutrition decision-makers have access to planning and budgeting tools.	Decision-makers have no access to planning or budgeting tools.	The school is acquiring planning and/or budgeting tools for decision- makers.	The school provides planning and budgeting tools that help track revenue and expenses and participation rates.	The school uses the tools to carefully analyze budget-related decisions and programs.	
21. A financial analysis has been conducted to reveal "true" costs of food.	No financial analysis has been conducted to reveal true cost of foods, e.g. processed, packaged foods.	The school plans to conduct a financial analysis of the true costs of foods currently served.	The school defines true cost of foods and uses financial analysis based on this standard.	The school uses the analysis to develop a program that improves efficiency and the quality of food.	
22. The district continuously improves efficiency of the school nutrition program.	The school has no strategies in place to improve efficiency of the school nutrition program.	The school is developing a plan to monitor and improve the efficiency of the school nutrition program.	The school occasionally implements strategies to increase the efficiency of food preparation and service.	The school has conducted a thorough study of program efficiency and implements/monitors goals for improvements.	
				FINANCIAL SCORE	

V. Facilities: Designing a Dining and Learning Center					
23. The school has a facilities planning team in place to develop a school nutrition facility that supports health education.	The school has no facilities team in place.	The school is in the planning stage of forming a facilities team.	The school has an active facilities team in place and/or a plan for designing innovative food preparation and dining facilities.	The school team has an innovative approach to designing dining facilities and views it as part of the learning environment.	
24. The facilities planning team does a thorough study to develop a successful facilities design.	A team does not conduct a study.	The team conducts a brief study, looking at a few components, such as estimated costs and number of students who will use the facility.	The team's study also considers demographic trends, and they visit other sites with a similar population and approach.	The team's study includes articulating clear goals for the facility, such as increasing local, seasonal vegetable service.	
				FACILITIES SCORE	

VI. Dining Experience: Ambience in the Lunchroom					
25. A safe and inviting location for students to consume meals, with sufficient time, is provide.	No dining area is provided.	A dining area is provided but students have less than 15 minutes to consume meals after obtaining the meal.	Students are provided a safe and inviting location for dining, with sufficient time to consume meals after obtaining the meal.	Innovative strategies are used to create a dining space and time that is pleasant and inviting.	

26. The dining experience is part of learning.	The dining facility is not part of the learning environment.	The dining facility has a few posters or signs that teach about health and nutrition.	Nutritional information is available regarding menu selections, and students may have input to their food choices.	The dining facility models nutritious food choices and teachers may use the dining experience as a springboard for teaching concepts across the curriculum.	
				DINING EXPERIENCE SCORE	

VII. Professional Development: Training Educators for New Roles					
27. Teachers are trained in nutrition science and the use of nutrition education curricula.	No nutrition education or training programs are provided for school staff.	School staff participates in independent nutrition-related training opportunities.	Teachers have received at least one hour of nutrition-related training.	Teachers participate in more than one hour of a variety of nutrition education and training programs.	
28. School nutrition staff are trained in federal/state/local requirements, menu planning and nutrition.	No training has been provided to school nutrition staff.	One hour or less of training has been provided to school nutrition staff; a minimum of 3 hours of training is required for new staff.	School nutrition training program is in place; and/or employees participate in off-site training opportunities.	A comprehensive professional development program is in place; certification in professional organization expected.	
29. The garden coordinator is in place and trained in garden-enhanced nutrition education.	There is no garden coordinator in place or no training has been provided to the garden coordinator.	Garden coordinator is in place and has received at least one hour of training on garden-enhanced nutrition.	The garden coordinator has participated in at least two hours of training relating to gardens and nutrition education.	The garden coordinator provides on-site training for other staff as a result of training opportunities and/or garden/nutrition curriculum is used.	
30. The school site has access to a nutrition education specialist for consultation regarding nutrition-related programs.	A nutrition education specialist is not used or not available.	Plans are in place to hire a nutrition education specialist.	A nutrition education specialist is available for consultation regarding nutrition-related programs.	A nutrition education specialist participates in planning and implementing comprehensive staff and/or student nutrition-related training/education programs.	
31. Teachers use food as a springboard for teaching concepts related to health, culture, and the environment.	Teachers do not teach about the link between food, culture, health, and the environment.	Teachers have received professional development, limited to 1-3 hours, on ways to link food to the curriculum.	Some teachers have attended professional development and have designed or mastered lessons and units that link food, culture, health, and the environment.	School-wide, the teachers participate in ongoing professional development and coaching to increase the conceptual link between food, culture, health, and the environment.	
				PROFESSIONAL DEVLEPMENT SCORE	

VIII. Procurement: The Farm to Table Model					
32. The school site involves local agriculture partners in food and nutrition education programs.	The school has no involvement with the local agriculture community.	Coordination with the local agriculture community is in the planning process.	The school involves the local agricultural community in food and nutrition education programs, e.g. food systems education through farm to school programs.	Innovative strategies are used to involve local agriculture partners in food and nutrition education programs, e.g. farm visits, food and cooking demonstrations, and/or farmers visiting the classroom.	
33. Local food sourcing supports classroom learning.	There is no link between where school food comes from and classroom learning.	A planning process is in place that will make the link between where food come from and learning.	Students take an occasional field trip to a farm or farmers market.	The connections between school food, health, and the environment are modeled in the school nutrition program, reinforcing learning in the classroom.	
				PROCUREMENT SCORE	

IX. Waste Management: Reduce, Reuse, and Recycle					
34. The school has a waste prevention and reduction policy in place.	There is no waste prevention and reduction policy in place.	The school is in the process of drafting a waste policy.	The school has a policy in place.	The school has a program in place; the school monitors the schools to ensure the policy is followed.	
35. The school has a waste management system in place that encourages waste prevention.	There is no waste prevention system in place.	The school leaves it up to each classroom to implement waste prevention.	The school has school-wide strategies for waste prevention.	The school is committed to a variety of waste prevention strategies and monitors them regularly.	
36. The school has a waste management system in place that encourages recycling.	All of the school's waste goes into the garbage stream, including paper, food, and landscape organic waste.	The school leaves it up to each classroom to implement a recycling program.	The school has an agreement with their waste hauler to pick up some recycling, including paper and cardboard.	The school has a program in place that recycles paper, cardboard, plastics, cans, food waste, cell phones, printer cartridges, and batteries.	
37. The school incorporates waste prevention and reduction into the curriculum	The curriculum does not address concepts, attitudes, and behaviors related to waste prevention and reduction.	The school leaves it up to individual teachers and schools to teach about waste prevention and reduction.	The school has a school-wide program for teaching students about the importance of reducing waste; school composting programs are planned.	The school considers instructional time for environmental issues, such as waste, across grade levels and disciplines; students learn the science of decomposition and composting and/or students participate in composting programs.	
				WASTE MANAGEMENT SCORE	

X. Food and Health: Improving Meals Served at School					
38. Marketing and media messages on the school premises reinforce food and nutrition education.	Advertisements for commercial food products are allowed on the school premises.	Marketing messages have a goal of reinforcing nutrition education curriculum.	Standards for media and marketing messages for food and beverage products are in place.	Healthy food choices are available on the school premises and are marketed using innovative methods.	
39. Nutrition education programs provide parent education materials reinforcing student instruction.	No parent take-homes or other material are used.	Instructional materials for parents are in development.	Nutrition education programs provide parent education materials reinforcing student instruction.	A parent link to nutrition education curriculum is consistently provided; innovative strategies are used to involve parents.	
40. Parents have opportunities for involvement in nutrition education.	Parents are not involved in food and nutrition programs.	Strategies to involve parents are in development; parent participation is encouraged.	Parents are participating in food and nutrition education programs.	Parents are involved in diverse ways, e.g. gardening activities, cooking demonstrations.	
41. Parent nutrition education/training programs are provided.	No parent education/training is available through the school.	A plan to educate/train parents at the school site is in development.	Parents receive information about school food nutrition programs at planned school events, e.g. school open house.	The school provides parent food and nutrition education training/events.	
42. The school participates in food and health/nutrition-related community programs.	The school does not participate in food and health/nutrition-related community programs.	Planning is underway to inventory and select community partners, or to improve participation in community food and nutrition programs.	The school implements community food and nutrition programs, e.g. cooperative extension, health, food stamp, and summer meal programs.	The school is using innovative practice in participating or promoting community food and health/nutrition-related services.	
				MARKETING AND COMMUNICATIONS SCORE	

RETHINKING SCHOOL LUNCH SELF-ASSESSMENT SCORE TOTAL	

This checklist may be used to determine if a wellness policy meets all of the requirements listed in USDA's Local School Wellness Policy Implementation under the HHFKA of 2010 Final Rule and Florida's K-20 Education Code 1003.453

Florida Department of Agriculture and Consumer Services
Division of Food, Nutrition and Wellness

LOCAL SCHOOL WELLNESS POLICY (LSWP) COMPLIANCE CHECKLIST

Yes	No	Established Requirements
		1. Does the policy **designate** (must list the **position title**) one or more **LEA or school officials** to ensure that each school under its jurisdiction complies with the LSWP?
		2. Does the policy indicate **goals that are measurable** for **nutrition promotion?**
		3. Does the policy indicate **goals that are measurable** for **nutrition education**?
		4. Does the policy indicate **goals that are measurable** for **physical activity?**
		5. Does the policy indicate **goals that are measurable** for **other school-based activities?**
		6. Does the policy state that the LEA will review and consider **evidence-based strategies** in establishing goals for nutrition promotion and education, physical activity and other school based activities that promote student wellness to (at a minimum) include a **review** of the **Smarter Lunchroom** tools and techniques?
		7. Does the policy provide nutrition guidelines for all food and beverages **sold** on the school campus during the school day that are consistent with Federal regulations for school meals and the Smart Snacks in School nutrition standards?
		8. Does the policy include standards for other **non-sold** food and beverages that are made available on the school campus during the school day (i.e. foods provided for classroom parties and school celebrations)?
		9. Does the policy state that **in-school marketing of food and beverages will meet competitive food (Smart Snack) standards?**
		10. Does the policy provide a plan for the **annual review** of the wellness policy *(as required by K-20 Education Code 1003.453)* to evaluate and measure its implementation?
		11. Does the policy provide a plan for conducting the **triennial progress assessments and** making appropriate updates or modifications to the policy based on the following? • The extent to which each school under the jurisdiction of the LEA is in compliance with the local school wellness policy; • The extent to which the sponsor's local school wellness policy compares to model local school wellness policies; and • A description of the progress made in attaining the goals of the local school wellness policy.
		12. Does the policy indicate **how** the **results of the most recent triennial progress assessment** will be available to the public in an accessible and easily understood manner at all times (i.e. on the district and/or individual school's website)?

		13. Does the policy list **how** the LEA or school will **annually inform and update the public** (including parents, students, and others in the community) about the content/ implementation of and any updates to the LSWP?
		14. Does the policy state that the LEA or school will update and make modifications to the wellness policy as appropriate or based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and technology emerges and new federal or state guidance or standards are issued?
		15. Does the policy include a **description of the manner** in which all **stakeholders** (i.e. parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public) are **provided an opportunity to participate in the development, implementation, periodic review and update** of the LSWP?

Sponsors must maintain the following documentation to demonstrate compliance with the LSWP recordkeeping requirements:

Upon the FDACS administrative review, the sponsor will be responsible for providing the following:

- The written local school wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as consistent with the section on informing and updating the public; and
- Documentation of the triennial assessment of the local school wellness policy for each school under the LEA's jurisdiction.