Mixed Methods Analysis of School Wellness Programs in Nebraska and Indiana: A Descriptive Study

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MIXED METHODS ANALYSIS OF SCHOOL WELLNESS PROGRAMS IN NEBRASKA AND INDIANA: A DESCRIPTIVE STUDY

by

Jessica A. Robinson

A THESIS

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The battle against childhood obesity is being fought on many fronts. Schools have become one of the major fronts that the battle against childhood obesity is being fought. In 2004 the Child Nutrition Act passed by Congress required all school districts receiving funds for the National School Lunch Program to create a wellness policy. Since then there have been many research projects conducted to learn more about these policies, their effectiveness, and their implementation as programs in the schools. Thus far, no such research has been done in Nebraska or Indiana. The purpose of this descriptive study is to describe how schools in Nebraska and Indiana are implementing wellness programs in their schools (K-12). A concurrent triangulation mixed methods approach combined quantitative survey data and qualitative descriptive data to create an overall description. The data was taken from Action for Healthy Kids applications from both states for the 2009-2010 and 2010-2011 school years and interviews conducted by the researcher. Survey data from both years revealed gradual, but insignificant increases in most categories. A total of 560 descriptions, from both states and both school years, including interviews, were analyzed and coded into themes. The themes and survey data support that a variety of wellness programs are being implemented in schools in Nebraska and Indiana focusing on improving nutrition, increasing physical activity,
meeting national guidelines, and improving overall health. Overall, the programs are received in a positive light and schools have reported encouraging results observed from these programs such as, increased physical activity, healthier food choices, positive attitudes toward wellness, increased focus and even improved BMIs.
AUTHOR’S ACKNOWLEDGEMENTS

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Chapter 1: Introduction

The epic battle against childhood obesity is being fought on many fronts, including families, grocery stores, advertising, etc. Schools have been identified as an ideal front to fight the battle against childhood obesity since most children spend eight or more hours at school each school day. To fortify this battlefield, The Child Nutrition and WIC Reauthorization Act of 2004 required all school districts to create and implement a local school wellness policy addressing nutrition and physical activity. Many studies have been conducted on the evaluation and efficacy of these policies. Most of these studies were quantitative in nature and involved comparing programs with the policies they were based on or on analyzing the words of the policies themselves. Little research has been conducted investigating the experiences of those that put the policies into practice or on the application of the actual programs themselves.

Research studies have shown that implementing wellness policies and programs in schools can have a positive impact on children’s health and help decrease childhood obesity. While many states have conducted in depth analysis on school wellness policies in their schools, no such research has been conducted in the states of Nebraska or Indiana. There has also been no known research on the programs being implemented in Nebraska or Indiana schools as a result of those policies. Especially, no qualitative studies have been done on school wellness programs in Nebraska or Indiana.

The purpose of this descriptive study is to describe how schools in Nebraska and Indiana are implementing wellness programs in their schools (K-12). The questions that were explored are, “What programs are being implemented in schools in Nebraska and
Indiana?” “How are they received?” and “What impact do these programs have on school wellness?” These questions will be explored through both qualitative and quantitative measures. The reason for collecting both survey and qualitative data is to corroborate the two forms of data to bring greater insight into the problem than would be obtained by either type of data separately. This mixed methods study used a concurrent triangulation mixed methods design in which qualitative and quantitative data were collected in parallel, analyzed separately, and then merged.

In this study, Action for Health Kids Gold Medal Program surveys were used to describe the programs being implemented as well as the analysis of interviews with selected program coordinators, and program descriptions. Action for Healthy Kids is an organization that was created to support the implementation of school wellness policies and programs. The surveys used in this study were collected as part of an application used in an award program provided by this organization. The applications provided information related to specific changes being initiated in the schools as well as barrier and outcome descriptions. These data painted a picture of how the battle against childhood obesity is being fought in schools in Nebraska and Indiana.
Chapter 2: Literature Review

Childhood obesity is an increasingly prevalent problem in the United States. As this problem has grown and affected more and more American youth, research has sought to learn more about this growing epidemic and find solutions. Childhood obesity research has focused on three major environments that a child takes part in. The first is the family environment, second is the community and third is the school environment. While the majority of the research presented in this review will focus on the school environment, it is important to acknowledge that research is being down within the first two environments as well.

Family Environment

Humenikova & Gates (2008) conducted a study involving American and Czech children and parents to identify environmental factors that were related to BMI-for-age. The study used parent questionnaires and children’s BMI calculations of 47 American and 97 Czech parents and children. The questionnaire measured parenting style, positive and negative food socialization practices and food preparation and grocery shopping practices. The study found that fruits and vegetables were significantly less available in American households compared to the Czech households. The American parents were more likely to have an authoritative parenting style and less likely to use negative explanations for foods. These factors were associated with lower BMI-for-age in the Czech children, but the sample of American children was too small to create a regression model. This study found that the family environment includes many factors that affect
childhood obesity. There are many studies like this one that focus on the family environment to explore factors related to obesity and to try to find solutions.

**Community Environment**

The community environment also has a great impact on the lifestyles of the children and many studies have been conducted to explore the factors relating to obesity in this environment. Fletcher, Cooper, Helms, Northington & Winters (2009) measured the impact of the Kids for Healthy Eating and Exercise club in a community of African American youth in a town in Mississippi. This study involved 12 high school students who had a BMI greater than 25. The program involved meal plans, nutrition education, and physical activity daily or weekly for a year. Subjects had lower BMIs, increased activity levels, greater knowledge of nutrition and increased positive lifestyle choices. While this study included only a small sample of youth in one community of African Americans in one state, it did demonstrate that an intervention within the community can have a positive effect on BMI and lifestyle choices.

Huberty, Balluff, O’Dell & Peterson (2010) also valued the importance of the community environment as they developed their community collaborative program entitled Activate Omaha Kids in Omaha, Nebraska. They collaborated the efforts of many individuals and organizations in the community to focus on reducing childhood obesity in the Omaha area. The strategies they used gave structure and focus to the planning process and allowed 75 individuals from various backgrounds such as healthcare, school, family, local businesses, churches and public service organizations to create, evaluate and raise funding for a plan in a period of nine months. This plan united individuals from all
aspects of the community by focusing on the goal of addressing childhood obesity.

Baseline data were collected to assess obesity levels and will be collected again when the current initiative and programs are completed. Many programs such as this one are being implemented and studies are being conducted in the community environment to search for solutions to the childhood obesity epidemic.

**School Environment**

The third environment that may have a great impact on childhood obesity is the school environment. Because most schools are regulated by government legislation and district policies, and also because children spend so much time in school, the school environment is an ideal target to focus on in the battle against childhood obesity. Nanney & Davey (2008) focused on the importance of addressing childhood obesity in the school environment. Schools can be affected by policy and as pointed out in this commentary, “Policies are often more permanent than public health programs and are seen as having the greatest potential to eliminate obesity and health disparities” (Nanney & Davey, 2008, p.1436). The focus of their commentary was the need to evaluate policies and programs to measure the impact on childhood obesity, especially in those populations that have a greater prevalence of obesity. The remainder of this review will focus on the policies and programs that have been implemented in the school environment.

**Federal and State Legislation**

On June 30, 2004 Congress passed the Child Nutrition and WIC Reauthorization Act (CNRA) of 2004 (Child Nutrition, 2004) stating that all school districts in the nation participating in the national school lunch program would have to create a school wellness
policy (SWP) by June 30, 2006. This legislation mandated that each SWP needed to contain goals for physical activity, nutrition education and school-based activities that promote wellness, nutrition guidelines for all food available at school, a plan for implementing the policy, regulations for school lunch that were not less restrictive than federal guidelines, and involve students, parents and community members. As a result of this legislation school districts across the nation began creating and implementing SWP. These policies and the programs that stemmed from them became an area of interest for many researchers.

Dodson et al. (2009) also realized the importance of policies in addressing childhood obesity when they stated that policies “might offer one of the most efficient means of improving and protecting public health” (Dodson et al, 2009, p. S162). When this research team realized that 420 pieces of legislation were introduced at the state level in the United States between 2003 and 2005 to address topics such related to school wellness, they set out to discover enablers and barriers of passing policies addressing the childhood obesity epidemic. They interviewed 16 policy makers in 11 states representing diverse political parties, obesity rates and geographic regions using semi-structured interviews and analyzed the transcribed interviews for themes. The participants identified the involvement community members in drafting and advocating policy and media coverage as powerful enablers of getting policies passed. In terms of barriers the participants identified lobbyists of food and beverage companies as a hindrance, as well as misinformed voters. This research study emphasizes not only the importance of policy
in the fight against childhood obesity, but also the need for community members to work together to be informed on these policies.

**Perceptions of SWP**

While SWP are thought to be powerful tools in the fight against childhood obesity, these policies are not always easy to implement and it is important to understand the reactions and perceptions of those involved in the implementation of those policies. Agron et al. (2009) collected surveys, and conducted focus groups and interviews with 2,900 school leaders and wellness advocates across the nation to gather information on their perceptions on SWP and to learn more about barriers and needs for this population. The study divided the participants into four target groups: school board members, school board association members, school wellness advocates and state public health nutrition directors. Results found that while all groups were mostly positive toward SWP and their effect on childhood obesity, school board members and school board association members were much more confident that the policies being implemented reflected the best practices than school wellness advocates and state public health nutrition directors. Key barriers were identified as funding issues, lack of time, and lack of support from stakeholders such as parents and students. This study illustrated some variance in perceptions on SWP. Future studies to explore the variance in perceptions or the barriers mentioned may be warranted.

Similarly Roberts, Pobocik, Deek Besgrove & Prostine (2009) wanted to explore reactions to and experiences with the policy of principals and food service directors at junior high schools in the state of Texas. This study gathered information from 24
principals and 10 food service directors randomly selected from 10 of the 20 school regions in the state. The principals and food service directors were interviewed using semi-structure interviews. The interviews were recorded and transcribed word for word and analyzed for themes. Some of the major themes found in this study were “resistance to the policy, policy development process, communication, government role, parental role, food rewards, fund raising, and leadership” (Roberts et al., 2009, p. 294). The overall reaction from the principals and food service directors in this study was positive. Some however wished for changes to be made in either the policy or the methods of communication and implementation. Understanding the perceptions and needs of those involved in creating and implementing policies can identify ways that the community can improve their support of these policies.

Tools for Evaluating SWP

Some research teams realized the need for adequate tools to evaluate SWP well. Schwartz et al. (2009) developed a coding tool to evaluate SWP. Using 60 SWP from Washington, Connecticut, Pennsylvania, and Minnesota, they validated their coding tool by pairing out-of-state researchers with in-state researchers to code the same wellness policies. The coding system was consistent between researchers and measured the strength and comprehensiveness of the policies. Using this process they developed a 96-item coding tool to evaluate SWP. Although the study was limited by a convenience sample this coding tool may prove beneficial for measuring SWP with a state for strength of policy and comprehensive coverage of all necessary components.
Nuehouser, Lilley, Lund, & Johnson (2009) were concerned that there was not a reliable cost-effective instrument to test whether these newly implemented policies to increase the nutritional value of foods available in schools, were beneficial. The purpose of this study was to test a new instrument against an established instrument (food journals) to measure reliability and validity. In order to be effective, the instrument needs to be cost-effective, easy for adolescents to use and understand, and reliable. This study developed a new instrument to measure the consumption of certain beverage and snack foods in middle-school aged children. The final instrument was then used in the study with 46 participants from two middle schools, one was a suburban school and one was an inner city school in Washington. Students answered the 19 question survey at the beginning and end of the study and kept a 4-day food journal. Analysis revealed that the survey was a reliable tool to measure the effectiveness of school food policies. There was no significant difference between the survey and the food journals. This tool is an easy, cost-effective tool that is appropriate for use with adolescents.

**Evaluating SWP**

Following the CNRA in 2004 on local wellness policies Serrano et al. (2007) set out to evaluate the progress of the school districts in Virginia early in 2006, just a few months before the federal deadline for the policies. This study was the first to measure progress of the policies on a statewide level. The researchers developed a survey to measure the timeline, methods and goals of each districts policy. They sent the survey to 132 School Health Advisory Board coordinators that were involved in the creation of the policies in their districts. They had a 69.7% response rate producing 92 surveys in return.
Of the 92 respondents only 2 indicated that they had a final policy in place, despite the deadline being only 3 months away at the time. Most of the policies were still in progress. The majority of the goals within the policies focused on food and nutrition guidelines such as guidelines for competitive foods sold in vending machines or a la carte. Next popular were guidelines for physical activity, including goals about recess and physical education. Goals for nutrition education included classroom education and health fairs. While this study was limited because the policies were still in progress, it represents the first evaluation of federally mandated SWP.

Metos & Nanney (2007) looked at the SWP of 31 out of the 40 school districts in Utah. Descriptive analysis was done on each district’s policy. Each policy was analyzed for compliance with federal regulations, state regulations and for the strength of language within the policy. The federal regulations matched up with the constructs from the CNRA, the stated regulations were compiled by a committee that looked at past legislation and programs implemented in Utah and in other states and the language strength was based on the type of verbs that were used in the policies. This study found that 77% of the school districts complied with all five federal components, but results varied greatly for the state components. The language strength analysis found that most policy statements used language suggesting that the behavior was recommended but not required. While most school districts complied with the policy regulations, very few policies were worded with language that would make them powerful and effective. This study was conducted in only one state; it would be valuable for each state to conduct research like this to assess the strength and adherence of the SWP within their state.
Moag-Stahlberg, Howley, & Luscri (2008) conducted a study evaluating local SWP across the nation. A sample of 256 SWP from all states, except Hawaii, was evaluated for compliance with federal requirements and those of Action for Healthy Kids. None of the policies addressed all of the requirements of Action for Healthy Kids, but 68% met the minimum federal requirements. Many areas were missing from most policies including how funds would be used to implement the policies, requirements for physical education, and teacher and staff training. Although this was not a representative sample of policies across the nation, it does raise concern that policies are not meeting necessary requirements. It would be important for each state to conduct an in-depth evaluation of SWP to identify specific areas of concern and improvement.

Heard, Longley & Sneed (2009) looked at the effects of the CNRA of 2004 on the formation and implementation of wellness policies in school districts across the nation. Phase 1 of their study evaluated the strength of wellness policies in all 50 states on a scale of zero to five with five being the strongest. Phase 2 conducted phone interviews with food service directors involved in developing the wellness policy in their district. Phase 3 delivered a survey to a random sample of 847 food service directors from medium or large school districts across the nation. The survey asked food service directors about components in place before legislation in 2004 and after the policies were in place in 2007. Phase 1 found that in 2006, 22 states had strong enough policies to score a five or higher. Phase 3 found significant changes in all components of survey after implementation of the policy. Components included nutrition education, nutrition
guidelines for foods served at school, physical education, etc. This study illustrated many positive effects of SWP as a result of federal legislation.

Johnson, Bruemmer, Lund, Evens & Mar (2009) evaluated the impact of sugar-sweetened beverage policies in middle schools in Washington. The researchers divided their study into three parts to measure the efficacy of the beverage policies on middle school students’ exposure to and consumption of sugar sweetened beverages. First, they used the policy coding tool developed by Schwartz et al. (2009) to analyze the policies of each of the 28 school districts. Second, they calculated the exposure of sugar-sweetened beverages per student at each school. Thirdly, they used the Beverage and Snack Questionnaire created by Neuhouser et al. (2009) to measure the consumption of sugar-sweetened beverages of all seventh graders at the participating 64 schools. This study found that the schools that had stronger district beverage policies had a lower exposure of sugar-sweetened beverages. Similarly, those schools that had lower exposure rates of sugar-sweetened beverages also reported lower consumption rates, as well. The study concluded that policies, if written strongly, can have a positive effect on the school environment and consequently children’s health choices.

**Implementing School Wellness Programs**

Once the SWP are established they need to be put into place. Samuels et al (2009) measured the adherence of school policies in the state of California. School in this state were required to implement food regulations regarding competitive foods sold in schools 100% by 2007 and adhere to the beverage policy 50% by 2007. This study involved 56 schools and utilized a survey distributed to food service directors and a database tool
called FoodBEAMS designed to catalog competitive foods and beverages available at the schools. Schools were then analyzed using the surveys and database for adherence to the state-mandated policies. Although beverage policies had a longer deadline, schools showed greater adherence to them than to the food policies. This could be attributed to the fact that the beverage policies were based on the type of beverage allowed and the food policy was very nutrient based and requires more knowledge and calculations to implement. Schools in California were found to be making progress toward adherence to the policies which once again demonstrated positive changes made through policies.

Probart, McDonnell, Hartman, Weirich, & Bailey-Davis (2006) led a study to identify factors that affected and predicted sale of competitive foods in high schools and the participation in school lunch program. A survey was sent to a random stratified sample of food service directors at 271 high schools in Pennsylvania. The schools were stratified based on enrollment, free and reduced-price lunch participants, region and urban/rural location. The survey collected information about the school and foodservice program, sales of competitive foods through vending machines and a la carte items, soda advertisements, policies related to competitive foods and demographic information. This study found that participation in free or reduced-lunch was negatively associated with a la cart sales and that a la carte sales increased with earlier lunch times. Soft drink advertisements had a negative relationship with school lunch participation. This study concluded that many important factors were identified about competitive foods and school lunch participation in high schools in Pennsylvania. Further research lies in
conducting similar studies in other states and also exploring further some of the identified factors.

Many schools have been concerned with making changes to competitive foods because they fear profit losses. Brown & Tammineni (2009) investigated this concern by focusing on changes in beverages sold at 15 Mississippi schools. They asked each of the 15 participating schools to change marketing strategies to include pictures of physical activity, non-sugar-sweetened beverages, or school logos around vending machines and places where beverages were sold. They also asked each school to increase the number of water, 100% fruit juice and sports drinks sold to 50% of beverages offered, and to decrease the prices of these drinks by 10-25%. Ten of the 15 participating schools found that beverage profits increased during the year that these changes were implemented. These findings are encouraging to schools that may be concerned about losing profits due to changes in policy.

**Pilot Studies**

Some studies have shown the benefit of implementing SWP through pilot studies. Slawta, Bentley, Smith, Kelly & Syman-Degler (2008) designed a pilot program entitled Be a Fit Kid to be implemented as a 12-week after-school physical and nutrition education program to address increasing childhood obesity rate in elementary schools. Seventy-five children from 4 elementary schools participated in this study. Children participated in physical activity and education during the program, such as running, strength training, jumping and leisure-activities like hiking and ice-skating. The nutrition education portion included education on healthy foods, food sampling, and ready packets
for their parents. Measurements were taken before and after the program to assess improvement. Significant improvements were seen in physical activity, nutrition knowledge, body composition and some lipid profile values. Intake of healthy foods increased in 75% of the participating children. Be a Fit Kid was a successful program implemented to teach children about physical activity, nutrition and empower them to make healthy changes in their lifestyles.

Powers, Struempler, Guarino, & Parmer (2005) recognized the importance of nutrition education in fighting childhood obesity. They implemented a nutrition education program with second and third-grand students. The study involved 1100 children with 702 participating in the intervention group and 398 participating in the control group. Both groups were given pre and post-assessment using a tool called “Pizza Please” that included an interactive game and a questionnaire. The intervention group received six weeks of nutrition education on fruit, vegetable and dairy consumption, food guide pyramid topics, and food-nutrient topics. Children in the intervention group showed significantly greater changes in nutrition knowledge and dietary behaviors. This study shows that nutrition education in elementary schools can have a positive impact on nutrition knowledge and dietary intake to improve the health of elementary age children.

Conclusion

Research studies have shown that implementing wellness policies and programs in schools can have a positive impact on children’s health and help decrease childhood obesity. While many states have conducted in depth analysis on SWP in their schools, no such research has been conducted in the states of Nebraska or Indiana. There has also
been no known research on the programs being implemented in Nebraska or Indiana schools as a result of those policies. Further research is needed in Nebraska and Indiana to evaluate these policies and programs to determine if they are effective and how they can be improved.
Chapter 3: Methods

The purpose of this descriptive study was to gain greater understanding of how school wellness programs are being implemented in schools in Nebraska and Indiana.

This mixed methods study addressed school wellness programs implemented in Nebraska and Indiana. A concurrent triangulation mixed methods design was used in which qualitative and quantitative data were collected in parallel, analyzed separately, and then merged. (See Figures 3.2 and 3.3)
Action for Healthy Kids (AFHK) Gold Medal Program Applications from both states was used for both the quantitative and qualitative portions of this study. The applications consist of both a survey portion and a descriptive portion. The AFHK Gold Medal Program Applications were completed by members of the schools’ wellness programs.
teams. School wellness teams include individuals such as school nurses, principals, school food service directors, teachers and parents. Each school designated one individual as the school’s wellness contact. The applications were then scored based on the answers given (See Appendix D). The total number of points received placed the school in one of four categories: gold, silver, bronze, and honorable mention. The breakdown of points for the Nebraska application is featured below (See Figure 4.4). Because the names of schools and individuals were removed from the data prior to analysis, there were no known risks associated with this study.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Elem/Middle (K-8)</th>
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<td>Part I</td>
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<tr>
<td>Total (Max Possible)</td>
<td>431</td>
<td>436</td>
<td>406</td>
<td>411</td>
</tr>
</tbody>
</table>

**Gold (90-100%)**
- 387.9
- 427

**Silver (80-89%)**
- 344.8
- 387.469
- 332.4
- 328.389

**Bronze (70-79%)**
- 301.7
- 344.369

*Figure 3.4 Nebraska Award Breakdown*

In addition to the AFHK applications, interviews were conducted with school wellness contacts from selected schools in Nebraska. These interviews were included as part of the qualitative analysis of this study.

**Data Collection**

Approval was received from the Internal Review Board at the University of Nebraska for this study. All of the data for this study was collected previously.
Applications were collected from 41 schools across Nebraska and 131 from Indiana during the 2009-2010 school year and during the 2010-2011 school year from 61 schools in Nebraska and 132 schools in Indiana. This study was conducted using data from Nebraska and Indiana because they were the only two of the several states contacted to respond to a request for data for the study. Applications were submitted on-line and include four parts: school information, school wellness program description (including a success story), school survey, and a school wellness policy. This study focused on the data included in the school survey and the school wellness program description.

The interviews with school wellness contacts were conducted. The verbatim transcripts from these interviews were added to the data for this study. Informed consent was signed by participants for interviews to be conducted for a class project and again for use of the interviews in this study.

Survey

Part III of the AFHK application is the School Survey. In the Nebraska application (see Appendix A) this survey consisted of 73 questions and consists of three sections: School and Community Wellness (19 questions), Nutrition Services/Nutrition Education (27 questions) and Physical Education/Physical Activity (27 questions). Part III of the Indiana application had 90 question split into seven sections: Coordinated School Health Advisory Committee (6 questions), Implementing Wellness Policies (12 questions), School Health Services (11 questions), Physical Education/Physical Activity (21 questions), Nutrition (31 questions), Staff Wellness (4 questions), and Parent/Community Involvement (5 questions). While some of the questions in the
surveys vary, many of them are the same or gather similar information. Here are some examples of the questions asked in the surveys:

- Which statement best describes the purpose of your school wellness committee?
- How often does your school wellness committee meet?
- How often are foods with whole grains offered?
- Does your school offer an Expanded Breakfast Program?
- Have you implemented food purchasing and/or preparation practices to reduce the fat content of foods (e.g., purchasing specification for pre-prepared foods requiring lower fat content, use low or reduced fat cheese, draining cooked ground beef, etc.)?
- Is physical education taught by a teacher with a license in physical education?
- Does your school offer students opportunities to participate in intramural sports and sports clubs?
- How many minutes per day, on average, does your school provide ALL students with an opportunity for UNSTRUCTURED physical activity (e.g. recess, open gym, etc.)?

**Interviews**

A typical purposeful sample of school wellness coordinators in Nebraska who participated in the Action for Healthy Kids Gold Medal Award Program in 2009-2010 was used for the interviews. Interviews were originally conducted as part of a research class project. Participants signed informed consent forms prior to the interviews and again for the interviews to be used in this study. Since there were no gold medals
awarded to any of the Nebraska schools that year, two coordinators of schools that received silver medals, one from a school that received a bronze medal and one from a school that received an honorable mention were interviewed, for a total of four participants. This seemed to be enough participants to provided saturation of themes.

The interviews were semi-structured and were recorded and later transcribed. The questions that were used to lead the semi-structured interviews were as follows:

Will you briefly describe your current wellness program?

What influenced you as you created and implemented this wellness program?

What challenges did you face in creating and implementing this wellness program?

What supports do you have from the community as you implement your program?

What impact have you seen from your program?

Is there anything else you would like to share with me about your program or experience?

**Wellness Program Descriptions**

Part II of the Nebraska AFHK application consisted of six open ended descriptive questions; pictures of the programs in action were also requested. These questions asked for explanations of the program, funding, involvement, as well as challenges and outcomes of the program, specifically:

1. Program Description:

2. List measurable program goals and how they relate to your school wellness policy:
3. Total number of students involved or impacted by the program (include grade levels reached):

4. Total cost of program and funding source (if applicable):

5. Obstacles/challenges encountered and how you overcame them:

6. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Similarly Part II of the Indiana AFHK application requested a 350 word description of the program including the same six item description (Section A), as well as a 350 word assessment by a student (Section B), as outlined below.

Section A: Healthy School Programming – Best Practices

Write a description (350 word limit) of your school’s most prized healthy school programs/initiatives. The description must include the following:

• Name of school
• Name and contact information for the program
• Program description and measurable goals
• Total number of students affected
• Total cost of program, if any
• How the program was funded
• Obstacles/Challenges you encountered
• Overall results of the program

Section B: Student Assessment

Please provide a brief summary (350 word limit) of why your school should be a Healthy Hoosier School. This summary should be written by a student and include the name of the school in the summary.
Data Analysis

The analyses for this study were used to describe the school wellness programs in Nebraska and Indiana, and were both quantitative and qualitative in nature.

Survey

The information from the survey was compiled into Excel and then analyzed using SPSS software. The Nebraska Evaluation and Research (NEAR) Center was consulted during this analysis. Data was analyzed for trends among the schools. Names of individual schools were removed before analysis to ensure anonymity and to reduce bias. The results were reported in frequencies and percentages.

Survey answers were recorded as a point value assigned by AFHK for each answer. These values were then computed for frequencies by year and state, calculated as a percentage of the numbers of answers given and then translated back to the survey answers.

Interviews

The transcripts from the interviews were compiled and analyzed for common themes using ATLAS.ti 6.2 qualitative data analysis software. This process included coding individual sections or paragraphs and then grouping the codes into themes. These themes provided a succinct description of the information gathered in the interviews. All names and school affiliations were removed from the transcripts.

Wellness Program Descriptions

The program descriptions and success stories were compiled and analyzed for common themes using ATLAS.ti 6.2 software. This process involved coding individual
program descriptions and then grouping the codes into themes. This exploratory analysis provided greater insight into the programs that are currently in place in Nebraska and Indiana schools. All names of individual schools were removed before qualitative analysis to ensure anonymity and to reduce bias.

Validation

The NEAR center was consulted during quantitative analysis to provide validation. For the qualitative portions, a sample of 28 (5%) of descriptions were reviewed and analyzed by a colleague to validate consistency.
Chapter 4: Results

Section 4A: Quantitative Results

There were a total of 40 completed surveys for Nebraska in 2009-2010. For Indiana that year there were 131 completed surveys. The numbers for both states increased in 2010-2011 with 61 schools in Nebraska completing surveys and 132 schools in Indiana. For some questions answers were not reported. In this case, the questions were analyzed with the number of complete answers and the missing answers were eliminated. For example, if there were originally 131 survey, but 10 left the question blank, the reported percentage would reflect the answers from the 121 surveys that answered the question.

Demographics

Demographic data was analyzed separately for each state and school year and then compared for significance between the states. Table 4.1 and Table 4.2 illustrate the comparison of demographics between Nebraska and Indiana. There was a statistically significant (p =0.000) difference between states for the number of students receiving free lunch, reduced lunch and free and reduced lunch combined for both years.

A significant difference (p=0.000) was also found between states for enrollment numbers in the schools. All ethnic categories were found to be statistically significant (p<0.05) except for Native American and Hispanic groups. Both male and female groups were also found to be statistically significant (p<0.05) between states.
Table 4.1 2009-2010 Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>State</th>
<th>Mean # students/school</th>
<th>Std. Dev</th>
<th>p=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Lunch</td>
<td>Nebraska</td>
<td>78.68</td>
<td>66.894</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>137.91</td>
<td>122.679</td>
<td></td>
</tr>
<tr>
<td>Reduced Lunch</td>
<td>Nebraska</td>
<td>27.62</td>
<td>17.725</td>
<td>0.001*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>41.43</td>
<td>30.216</td>
<td></td>
</tr>
<tr>
<td>Free and Red.</td>
<td>Nebraska</td>
<td>106.3</td>
<td>81.702</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>179.33</td>
<td>145.176</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Nebraska</td>
<td>365.3</td>
<td>255.083</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>670.24</td>
<td>370.383</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>Nebraska</td>
<td>7.62</td>
<td>30.367</td>
<td>0.227</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>1.48</td>
<td>2.152</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Nebraska</td>
<td>8.76</td>
<td>13.071</td>
<td>0.017*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>16.68</td>
<td>27.9</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Nebraska</td>
<td>20.95</td>
<td>29.409</td>
<td>0.157</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>30.12</td>
<td>48.528</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>Nebraska</td>
<td>21.65</td>
<td>38.137</td>
<td>0.007*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>60.22</td>
<td>144.207</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Nebraska</td>
<td>292.43</td>
<td>241.585</td>
<td>0.005*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>435.7</td>
<td>342.934</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Nebraska</td>
<td>177.89</td>
<td>138.714</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>335.28</td>
<td>176.958</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Nebraska</td>
<td>173.51</td>
<td>134.506</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>317.43</td>
<td>167.478</td>
<td></td>
</tr>
</tbody>
</table>

* = p<.05

Due to the significant difference between population and survey numbers between the states, no further comparison was conducted between the states. The results of such an analysis would have been biased by the differences between the populations, therefore it would not been an informative comparison.
Table 4.2 2010-2011 Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>State</th>
<th>Mean # students/school</th>
<th>Std Dev</th>
<th>p=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Lunch</td>
<td>Nebraska</td>
<td>68.27</td>
<td>57.834</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>138.58</td>
<td>112.439</td>
<td></td>
</tr>
<tr>
<td>Reduced Lunch</td>
<td>Nebraska</td>
<td>25.66</td>
<td>16.405</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>44.88</td>
<td>31.5</td>
<td></td>
</tr>
<tr>
<td>Free and Red.</td>
<td>Nebraska</td>
<td>93.93</td>
<td>71.766</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>183.51</td>
<td>138.735</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Nebraska</td>
<td>314.28</td>
<td>189.321</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>685.12</td>
<td>537.835</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>Nebraska</td>
<td>4.46</td>
<td>19.717</td>
<td>0.234</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>1.37</td>
<td>1.87</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Nebraska</td>
<td>7.03</td>
<td>12.165</td>
<td>0.002*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>21.7</td>
<td>48.09</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Nebraska</td>
<td>21.22</td>
<td>31.601</td>
<td>0.190</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>29.02</td>
<td>47.904</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>Nebraska</td>
<td>12.56</td>
<td>29.974</td>
<td>0.001*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>72.24</td>
<td>181.831</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Nebraska</td>
<td>247.64</td>
<td>154.12</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>454.02</td>
<td>454.064</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Nebraska</td>
<td>151.07</td>
<td>93.184</td>
<td>0.000*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>295.89</td>
<td>142.011</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Nebraska</td>
<td>141.85</td>
<td>87.776</td>
<td>0.026*</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
<td>288.26</td>
<td>148.339</td>
<td></td>
</tr>
</tbody>
</table>

* = p<.05

Results for Nebraska

Frequencies were totaled for both years and then compared for significant changes. A few questions had some missing responses. The results were calculated as a percentage of the total answers received for the question.

Nutrition. Table 4.3 illustrates the results from the Nutrition portion of the survey. All schools that completed the surveys participated in the National School Lunch
Program and a majority participated in the National School Breakfast Program (80% in 09-10 and 83.6% in 10-11). Over two-thirds of Nebraska schools have food service managers that have a higher education degree or certification (66.7% and 68.3%).

In 2009-2010 87.5% of schools reported making changes to reduce the fat content of foods, this percentage increased to 90% in 2010-2011 (p=0.695). While the percentage of schools reporting milk vending machines decreased from 32.5% in 2009-2010 to 21.3% in 2010-2011 (p=0.208), the number of schools reporting milk vending machines remained constant at 13. However, the percentage of schools reporting policies promoting healthy or non-food fundraisers and classroom parties increased from 47.5% to 63.9% (p=0.102).

Reports of nutrition education and standards remained relatively the same between both years. The number of schools that are considered a closed campus raised by 2.7%, but was not statistically significant.

Staff members made healthy changes by restricting access to unhealthy foods in staff vending machines and lounges. The percentage of schools reporting this restriction significantly increased from 70% to 88.5% (p=0.020). The number of school reporting this change increased from 28 to 54. Another significant change was noted among schools that prohibit using food as a reward. This percentage increased from 37.5% to 90.2% (p=0.023). The number of schools making this change increased from 15 in 2009-2010 to 37 in 2010-2011. The schools also reported an increase in prohibition of withholding food as punishment from 80% to 90.2%, although this increase was not found to be statistically significant (p=0.148).
The number of schools reporting offering at least 4 choices of fruits/vegetables daily increased (57.5%, 67.2%, p=0.576), as did the percentage of schools offering fresh fruits and vegetables daily (80%, 88.5%, p=0.370). Neither change was found to be significant. It is interesting to note that the number of schools reporting offering whole grains daily decreased from 60% to 50.8% (p=0.572). Encouragingly, however, the percentage of schools reporting offering low-fat or skim options of milk remained constant at 100%.

### Table 4.3 Nebraska Nutrition Results

<table>
<thead>
<tr>
<th>Question</th>
<th>2009-2010 # (%)</th>
<th>2010-2011 # (%)</th>
<th>p=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in National School Breakfast Program</td>
<td>32/40 (80)</td>
<td>51/60 (83.6)</td>
<td>0.643</td>
</tr>
<tr>
<td>Participate in National School Lunch Program</td>
<td>40/40 (100)</td>
<td>61/61 (100)</td>
<td></td>
</tr>
<tr>
<td>Have closed-campus</td>
<td>35/40 (87.5)</td>
<td>55/61 (90.2)</td>
<td>0.674</td>
</tr>
<tr>
<td>Food service manager has degree and certification</td>
<td>26/39 (66.7)</td>
<td>41/61 (68.3)</td>
<td>0.862</td>
</tr>
<tr>
<td>School Cafeteria has pleasant atmosphere</td>
<td>39/40 (97.5)</td>
<td>59/61 (96.7)</td>
<td>0.822</td>
</tr>
<tr>
<td>Implemented practices to reduce fat content of foods</td>
<td>35/40 (87.5)</td>
<td>54/60 (90)</td>
<td>0.695</td>
</tr>
<tr>
<td>Milk vending machine</td>
<td>13/40 (32.5)</td>
<td>13/61 (21.3)</td>
<td>0.208</td>
</tr>
<tr>
<td>Policy for healthy or non-food fundraising and parties</td>
<td>19/40 (47.5)</td>
<td>39/61 (63.9)</td>
<td>0.102</td>
</tr>
<tr>
<td>Limit or restrict access to staff vending machines</td>
<td>28/40 (70)</td>
<td>54/61 (88.5)</td>
<td>0.020*</td>
</tr>
<tr>
<td>Nutrition education required</td>
<td>32/40 (80)</td>
<td>50/60 (83.3)</td>
<td>0.671</td>
</tr>
<tr>
<td>Nutrition curriculum consistent with USDA</td>
<td>36/40 (90)</td>
<td>55/61 (90.2)</td>
<td>0.978</td>
</tr>
<tr>
<td>Nutrition curriculum based on national and state standards</td>
<td>32/40 (80)</td>
<td>49/61 (80.3)</td>
<td>0.968</td>
</tr>
<tr>
<td>Use cafeteria as a learning laboratory</td>
<td>18/40 (45)</td>
<td>23/61 (37.7)</td>
<td>0.465</td>
</tr>
<tr>
<td>Prohibit using food as reward</td>
<td>15/40 (37.5)</td>
<td>37/61 (90.2)</td>
<td>0.023*</td>
</tr>
<tr>
<td>Prohibit withholding food as punishment</td>
<td>32/40 (80)</td>
<td>55/61 (90.2)</td>
<td>0.148</td>
</tr>
<tr>
<td>At least 4 choices of fruits/vegetables per day</td>
<td>23/40 (57.5)</td>
<td>41/61 (67.2)</td>
<td>0.576</td>
</tr>
<tr>
<td>Fresh fruits and vegetables offered daily</td>
<td>32/40 (80)</td>
<td>54/61 (88.5)</td>
<td>0.370</td>
</tr>
<tr>
<td>Foods containing whole grains offered daily</td>
<td>24/40 (60)</td>
<td>31/61 (50.8)</td>
<td>0.527</td>
</tr>
<tr>
<td>Offer low-fat or non-fat milk during meals</td>
<td>40/40 (100)</td>
<td>60/60 (100)</td>
<td></td>
</tr>
</tbody>
</table>

*Based on Chi-square analysis level of significance is a p < 0.050
**Physical Activity.** Table 4.4 shows the results of the physical activity portion of the survey. While none of the physical activity changes were statistically significant, there were several increases observed between the two years. By 2010-2011 all Nebraska schools reported having physical education taught by a certified teacher, increasing from 95% the year before (p=0.078). There was also an increase in percentage of physical education curriculum based on state and national standards from 82.5% to 93.4% (p=0.746).

All schools for both years reported having enough equipment for everyone to participate during physical education. There was an increase reported for the percentage of schools incorporating physical activity into the classroom (82.5, 90.2, p=0.261). There was also an increase in intramural sport and sports clubs being offered at the school from 77.5% to 90.2% (p=0.080).

An increase was noted for the prohibition of using physical activity or the withholding thereof as punishment (60%, 68.9%, p=0.361). There was also an increase in prohibiting substitutions for PE from 85% to 93.4% (p=0.165). Schools also reported an increase in providing programs for families and community members to experience physical activity as well (80%, 91.8%, p=0.083). Although the percentage decreased, the number of schools reporting students engaged in moderate or vigorous activity for 20 min or more in physical education increased from 39 to 58 (p=0.249). The percentage of schools providing 30 or more minutes of unstructured physical activity to all students during the day increased from 40% to 50% (p=0.503).
Table 4.4 Nebraska Physical Activity

<table>
<thead>
<tr>
<th>Question</th>
<th>2009-2010 (%)</th>
<th>2010-2011 (%)</th>
<th>p=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education taught by a certified teacher</td>
<td>38/40 (95)</td>
<td>61/61 (100)</td>
<td>0.078</td>
</tr>
<tr>
<td>PE curriculum based on state and national standards</td>
<td>33/40 (82.50)</td>
<td>57/61 (93.4)</td>
<td>0.084</td>
</tr>
<tr>
<td>Grades based on achievement, not just participation</td>
<td>38/40 (95)</td>
<td>54/61 (88.5)</td>
<td>0.264</td>
</tr>
<tr>
<td>Use of regular assessments to monitor learning</td>
<td>38/40 (95)</td>
<td>57/61 (93.4)</td>
<td>0.746</td>
</tr>
<tr>
<td>Adequate equipment for student use at same time</td>
<td>40/40 (100)</td>
<td>61/61 (100)</td>
<td></td>
</tr>
<tr>
<td>Prohibit use of physical activity or withholding as punishment</td>
<td>24/40 (60)</td>
<td>42/61 (68.9)</td>
<td>0.361</td>
</tr>
<tr>
<td>Prohibit substitutions for PE</td>
<td>34/40 (85)</td>
<td>57/61 (93.4)</td>
<td>0.165</td>
</tr>
<tr>
<td>Incorporate physical activity into classroom</td>
<td>33/40 (82.5)</td>
<td>55/61 (90.2)</td>
<td>0.261</td>
</tr>
<tr>
<td>PE teachers receive annual professional development</td>
<td>36/40 (90)</td>
<td>57/61 (93.4)</td>
<td>0.531</td>
</tr>
<tr>
<td>PE department aligned with mission statement of school</td>
<td>32/40 (80)</td>
<td>49/60 (81.7)</td>
<td>0.835</td>
</tr>
<tr>
<td>Intramural sports and sports clubs</td>
<td>31/40 (77.5)</td>
<td>55/61 (90.2)</td>
<td>0.080</td>
</tr>
<tr>
<td>Parent/community programs to promote physical activity</td>
<td>32/40 (80)</td>
<td>56/61 (91.8)</td>
<td>0.083</td>
</tr>
<tr>
<td>Students engaged moderately/vigorously for 20+ min in PE</td>
<td>39/39 (100)</td>
<td>58/60 (96.7)</td>
<td>0.249</td>
</tr>
<tr>
<td>30+ min of unstructured physical activity for all students</td>
<td>16/40 (40)</td>
<td>30/60 (50)</td>
<td>0.503</td>
</tr>
</tbody>
</table>

* Based on Chi-square analysis level of significance is a p <0.050

Results for Indiana

For an unknown reason, several answers were missing from the Indiana set of data. For most questions about 5-10 answers were missing. Missing answers were discarded and percents were calculated from the total of responses. The reported results are based on these adjusted totals. The results are presented in tables with the number of responses and the percentage out of total responses given in parentheses.
**Nutrition.** Table 4.5 displays the results from the nutrition portion of the Indiana survey. There were slight increases in the number of schools that reported serving salad, fruit, vegetables, and whole grains at lunch every day. None of these were determined to be significant. The schools reported a slight decrease for serving fresh fruits and vegetables every day. This change was also not significant.

**Table 4.5 Indiana Nutrition Results**

<table>
<thead>
<tr>
<th>Question</th>
<th>2009-2010 (%)</th>
<th>2010-2011 (%)</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salad at lunch everyday</td>
<td>82/121 (67.8)</td>
<td>88/127 (69.3)</td>
<td>0.584</td>
</tr>
<tr>
<td>Fruit at lunch everyday</td>
<td>115/122 (94.3)</td>
<td>123/127 (96.9)</td>
<td>0.457</td>
</tr>
<tr>
<td>Fresh Fruit at lunch everyday</td>
<td>79/122 (64.8)</td>
<td>78/127 (61.4)</td>
<td>0.528</td>
</tr>
<tr>
<td>Vegetables at lunch everyday</td>
<td>114/122 (93.4)</td>
<td>122/127 (96.1)</td>
<td>0.361</td>
</tr>
<tr>
<td>Fresh Vegetables at lunch everyday</td>
<td>84/122 (68.9)</td>
<td>80/127 (63)</td>
<td>0.418</td>
</tr>
<tr>
<td>Whole grains at lunch everyday</td>
<td>77/122 (63.1)</td>
<td>88/127 (69.3)</td>
<td>0.327</td>
</tr>
<tr>
<td>Implement practices to reduce fat content of foods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed campus</td>
<td>118/122 (96.7)</td>
<td>122/124 (98.4)</td>
<td>0.222</td>
</tr>
<tr>
<td>No contract with outside restaurants</td>
<td>120/122 (98.4)</td>
<td>126/127 (99.2)</td>
<td>0.493</td>
</tr>
<tr>
<td>Policy for at least 20 min to eat lunch</td>
<td>120/122 (98.4)</td>
<td>118/127 (92.9)</td>
<td>0.001*</td>
</tr>
<tr>
<td>Recess before lunch for all grades (elementary)</td>
<td>50/122 (41)</td>
<td>54/127 (42.5)</td>
<td>0.647</td>
</tr>
<tr>
<td>Teachers reinforce/enhance nutrition education</td>
<td>108/122 (88.5)</td>
<td>105/126 (83.3)</td>
<td>0.240</td>
</tr>
<tr>
<td>Promote consumption of fresh fruits/vegetables</td>
<td>121/122 (99.2)</td>
<td>124/127 (97.6)</td>
<td>0.333</td>
</tr>
<tr>
<td>Promote milk consumption</td>
<td>121/131 (92.4)</td>
<td>127/127 (100)</td>
<td>0.245</td>
</tr>
<tr>
<td>Offer 3 varieties of low-fat milk</td>
<td>116/122 (95.1)</td>
<td>115/127 (90.6)</td>
<td>0.168</td>
</tr>
<tr>
<td>Visual aids to promote healthy food choices</td>
<td>121/131 (92.4)</td>
<td>124/127 (97.6)</td>
<td>0.365</td>
</tr>
<tr>
<td>Policy for healthy or non-food fundraisers</td>
<td>94/121 (71.8)</td>
<td>98/127 (77.2)</td>
<td>0.523</td>
</tr>
<tr>
<td>Policy for healthy or non-food parties</td>
<td>107/131 (81.7)</td>
<td>106/127 (83.5)</td>
<td>0.369</td>
</tr>
</tbody>
</table>

* Based on Chi-square analysis level of significance is a p <0.050

There was a significant decrease in the number of schools reporting no contracts with fast food restaurants (p=0.001). Ten fewer schools asserted their refusal to contract
with outside restaurants than the previous year. There was a light decrease in the number of schools reporting a policy of providing at least 20 minutes for their students to sit and eat lunch from 120 to 118 schools. This decrease was not significant.

The number of schools promoting fresh fruits and vegetables increased slightly (p=0.333) as did the number of schools promoting milk consumption (p=0.245). The number of schools reporting a policy on healthy or non-food fundraising increased from 94 to 98 (p=0.523).

A unique question on the Indiana survey asked if the school district employed or consulted a registered dietitian. For 2009-2010 81 out of 121 and for 2010-2011 88 out of 125 schools reported having a dietitian for their school district. This response was also analyzed for significance among award level (i.e. gold, silver, bronze) for each year and was found to be independent of award level (p=0.112;p=0.178)

**Physical Activity.** Table 4.6 illustrates the results and significance of the physical activity responses.

There was a significant increase in the number of schools providing 20 minutes of unstructured physical activity from 9.2% to 20.8%, an increase of 15 schools (p=0.018). Another significant difference was noted between the number of schools reporting a policy that prohibits substitutions for physical education, decreasing from 105 schools to 92 schools. Another decrease was noted in the number of schools reporting a prohibition of using or withholding physical activity as a punishment from 94 to 89 schools. This decrease was not found to be significant.
Table 4.6 Indiana Physical Activity

<table>
<thead>
<tr>
<th>Question</th>
<th>2009-2010 # (%)</th>
<th>2010-2011 # (%)</th>
<th>p=</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE taught by a licensed PE teacher</td>
<td>117/122 (95.9)</td>
<td>122/127 (96.1)</td>
<td>0.594</td>
</tr>
<tr>
<td>PE curriculum based on state standards</td>
<td>121/122 (99.2)</td>
<td>121/127 (95.3)</td>
<td>0.062</td>
</tr>
<tr>
<td>Assessment based on skills</td>
<td>115/122 (94.3)</td>
<td>120/127 (94.5)</td>
<td>0.938</td>
</tr>
<tr>
<td>Use of formative assessment to monitor learning</td>
<td>112/122 (91.8)</td>
<td>119/126 (94.4)</td>
<td>0.426</td>
</tr>
<tr>
<td>Adequate equipment for optimal student participation</td>
<td>118/121 (97.5)</td>
<td>123/127 (96.9)</td>
<td>0.750</td>
</tr>
<tr>
<td>Prohibit use of physical activity/withholding as punishment</td>
<td>94/122 (77)</td>
<td>89/127 (70.1)</td>
<td>0.213</td>
</tr>
<tr>
<td>Teachers incorporate physical activity in classrooms</td>
<td>109/122 (89.3)</td>
<td>116/127 (91.3)</td>
<td>0.594</td>
</tr>
<tr>
<td>Prohibit substitution for PE</td>
<td>105/121 (86.8)</td>
<td>92/126 (73)</td>
<td>0.016*</td>
</tr>
<tr>
<td>Intramural sports or sports clubs</td>
<td>109/122 (89.3)</td>
<td>116/127 (91.3)</td>
<td>0.594</td>
</tr>
<tr>
<td>Require PE for entire school year</td>
<td>84/121 (69.4)</td>
<td>99/124 (79.8)</td>
<td>0.104</td>
</tr>
<tr>
<td>Students engaged moderately/vigorously for 20+ min in PE</td>
<td>121/121 (100)</td>
<td>125/125 (100)</td>
<td>0.310</td>
</tr>
<tr>
<td>20 minutes of unstructured physical activity for all students</td>
<td>11/120 (9.2)</td>
<td>26/125 (20.8)</td>
<td>0.018*</td>
</tr>
</tbody>
</table>

* Based on Chi-square analysis level of significance is a p <0.050

The number of schools reporting a licensed physical education teacher increased insignificantly. Similarly the number of schools using assessments based on skills and assessments to monitor learning increased without statistical significance.

The percentage of schools requiring physical education all year increased from 69.4% to 79.8% (p=0.104). An increase was also seen in the number of schools offering intramural sports or sports clubs from 109 to 116 (p=0.594). The percentage of schools reporting students engaged in moderate or physical activity for 20 or more minute during physical education remained constant at 100 percent of reporting schools.
Section 4B: Qualitative Analysis Findings

There were 556 descriptions submitted from both states during 2009-2010 and 2010-2011. In addition to the four interview transcripts there were a total of 560 entries for qualitative analysis. All entries were reviewed and analyzed by the researcher. The Nebraska entries were analyzed separately from the Indiana entries. This allowed for trends to be observed for each individual state and collectively.

The questions that were explored during analysis were, “What programs are being implemented in the schools?”, “How are they received?” and “What impact do these programs have on school wellness?” The following sections describe how these questions were answered.

Emerging themes: Nebraska

There were a total of 90 school descriptions and four transcribed interviews for the state of Nebraska. Appendix K contains a list of codes pertaining to the Nebraska data.

What programs are being implemented in the schools? In exploring this question, Nebraska schools described programs that could be categorized as nutrition programs, physical activity programs, combined programs, and culture building programs.

Nutrition. Within each of the main categories there were a variety of programs, illustrating that there are many different ways to accomplish the same goal. Some of the nutrition programs that were described included a variety of nutrition education
techniques including 5-4-3-2-1 GO! and a food group dragon. There were also programs and changes that focused on improving the school meal experience, such as increasing the number or variety of fruits and vegetables sold at lunchtime or changing the snacks sold in vending machines. Many programs focused on creating enjoyable experiences with food such as Tasting Adventures (one of many food tasting programs), cooking club and providing a free breakfast item during Breakfast week.

Many schools stated that as healthier choices or options were made and experimented with they were often accepted. One school described the changes they saw as they added a salad bar to their lunch room.

“There was clear interest on the students’ part for an expanded salad bar and healthier “ala carte” alternatives. Students not only said they would eat healthier options and more salad (if the salad bar was expanded to include more fresh fruits, vegetables, and low-fat protein such as cheese, boiled egg, and tuna), once the expansion happened, consumption of those items increased as documented via increased orders of fresh produce and the observation of lunch room staff (G,1014-1018).”

In this case, the students had requested the changes, but they also enjoyed the changes after they were made to the benefit of everyone.

**Physical Activity.** The schools described a variety of physical activity programs as well. Some schools focused on making changes to their physical education program, such as increasing the amount of time for class or changing the activities during the class. Other schools focused on adding physical activity outside of their physical education classes. Many schools utilized time before, after, or during school to implement a walking program. One school describes their morning walking program, “Before school walking is when the elementary students can be found walking around the gym. The
students do this instead of sitting and waiting for the bell to ring (I:1223-1225).” The school took advantage of still time and turned it into physical activity time.

Other schools have focused on adding physical activity into the classrooms.

“Another big change we made was to incorporate physical activity breaks in the regular classroom, by making Jammin' Minutes CD's for teachers to use. The kids take quick, active breaks from learning, where they get some physical activity(I:1100-1102).”

Combined Programs. Programs such as Fuel Up to Play 60 and Family Wellness Nights incorporate both nutrition and physical activity. Many schools also described health fairs or wellness/field days that combined education with fun activities in both areas.

“Healthy and Wellness Fun Night on March 10, 2011. We have activities planned that will address physical activities (games), a MyPyramid meal will be provided as well as medical professionals from the community providing information and assistance. We have a dentist, optometrist, and EMTs who are providing informational booths (I:1023-1027).”

Creating activities like this enabled the schools to meet several goals in one evening. Most schools also described having fun with the activities as well.

Culture Building. There are some programs that were described that do not fit into any of the previous categories. These include programs such as Health screening, emotional health programs, and hand washing education. There are also many techniques that the schools used to build up their programs that also attributed to the school’s overall culture. By creating safe routes to school, using older students as mentors, or showcasing the staff as positive role models, many schools are able to create an environment that fosters healthy choices. One school described wellness as just being part of their culture.
“We have a lot of activities that fall into all of those different categories, and um [sic],
really it just kind of a part of the culture at our school (F2:18-19).” Another wellness
coordinator stated that this is how wellness programs should be implemented,

“Incorporate it into what you already do....that is what we try to do. We don't
want to create more policy reforms, more work, more time taken away from
grading papers – we want to include it in whatever we already do.....it's not
additional, it's not extra....it's INCLUDED. That is key (F4:52-53)!”

Creating a culture of wellness, or adding on to the existing culture is a how many schools
described their changes. They described their hope that by making changes to the school
environment, the children would integrate the healthier choices they were practicing into
their lives.

Many schools described the use of incentive prizes to entice and motivate the
students and community members. Incentive prizes were prime motivators for many
contests, walking programs, and even health fairs. “Every five times a student walks, they
receive a special foot token to place on their backpack (G:1058-1059).” These incentives
provided an atmosphere of excitement while building a culture around healthy choices.

How are these programs received? For the question “How are these programs
received?” the codes were categorized into positive responses, negative responses and
other responses.

Positive response. The two main themes throughout the positive responses were
increased excitement and increased participation. Several schools described that their
students were excited to participate in the activities or to try new foods and were
enthusiastic about the next time the activity would occur. One school shared, “Students
looked forward to these sessions and would ask "what are we doing today for "Wellness Wednesday(G:537-538)?" Another school stated,

"On any given day, one or two students will ask, "what are we doing after school next week?", or “when are we going to do the football throw again?”. We are glad to see that physical activity is on students' minds, and that they are not thinking about video games or television the minute the school day is over (I:142-145).”

This increased excitement for the activities represents a positive response to the wellness programs.

The second theme found within the positive responses was increased participation. Schools described not only increased participation from students in the activities and events, but also increased parent support, and students taking-on leadership. One school described that their students were, “taking on leadership roles of taking part in the student-led wellness councils (G:484).”

**Negative response.** Most of the negative responses described the challenges that were faced as the programs were implemented. One school stated “Change is hard (I:881).” Change comes with challenges. Most schools mentioned some sort of obstacles they faced while implementing a new program however, most also provided a creative solution to overcoming that obstacle. This showed their determination to succeed. Some of the challenges described were: overcoming bad habits at home, disliking change, encouraging parent participation, overcoming the fear of trying new foods, keeping activities fun and motivating, lack of funds, lack of time, limited space and/or staff, trying to include everyone, technical difficulties, and of course the weather.
One school described how they overcame the challenge of disliking change, “The biggest obstacle were those who do not like change. We took a positive approach with a lot of data. Perseverance and drive would best describe how we overcame challenges (I:268-269).” There were several other schools that described similar experiences and fortitude to the challenges they faced.

What impact do these programs have on school wellness? In addressing the question “What impact do these programs have on school wellness?” the categories presented are: Physical impacts, emotional impacts, mental impacts, behavioral impacts and other impacts.

Physical. Some of the physical impacts described were: better recovery after exercise, fewer stomach aches, increased energy and reduced obesity rate as a school. As a result of serving breakfast, one school reported, “The most concrete result of our efforts is fewer stomach aches, both during the mid-morning slump (caused by no breakfast or high sugar cereals) and after lunch (G:1000-1002).” This was a triumph for the school. Another school reported that their morning walking program “has helped our students to be more alert in school (I:1215-1216).”

In regards to decreasing obesity rate as a school one school measured body mass index each year, this school reported, “In 2006, 42.8% of students attending [NS]were considered overweight or obese. Over the last five years, this trend has decreased as 35.2% of students currently attending [NS] are overweight or obese (I:530-532).” The
school reported an impressive 17.6% decrease in their school’s overweight and obesity rate.

**Emotional.** The emotional benefits included: happier and more attentive students, having fun, improved attitudes, increased desire to participate, and positive role models. A school stated that their students had a “better attitude towards learning because they feel healthier (I:1485).” One school reported that the students wanted to participate after seeing the staff actively making changes. “And it [sic], we did it, there was quite a few of us that did it, and it was more about realistic and anyway, but it was fun, well anyway the kids saw us doing it, and they wanted to know if they could do a version of it (F1:536-538).” Schools observed that students were happier and more inclined towards wellness after participating in wellness programs.

**Mental.** The mental benefits were described as: increased awareness, increased focus and increased knowledge. Describing the impact of their wellness programs one school stated, “This initiative has raised the awareness of our wellness message of living a healthy lifestyle through being physically active and eating well (I:924-925).” Reflecting on the changes another school made, they observed, “As a school community, we have developed a greater awareness of the value of nutrition, exercise, and healthy options for students and staff members (I:1179-1180).” Through wellness education many schools reported an increase in awareness and knowledge.

In addition to increased awareness, many schools observed increased focus, as well. After implementing breakfast at their school, this staff member reported, “Students have reported that they feel better and are ready to focus and perform at their best in the
classroom (G:1394-1395).” Another school increased physical activity by incorporating physical activity breaks and having physical education every day. The observed results, were, “Teachers have seen inattentiveness drop, with the two scheduled breaks for the Jammin' Minute, and the P.E. everyday (I:1218-1219).” Nutrition and physical activity had an observed effect on focus.

**Behavioral.** Since wellness programs seek to change behavior, this is a very important category. Some of the behavior impacts observed were: increased breakfast consumption, healthier food choices, increased activity, and fewer discipline problems. Several schools noticed healthier food choices both in and out of the cafeteria. “We are helping them make healthier food choices and influencing students to want to live a healthier lifestyle. Our students are also influencing their families to make better choices (G:844-846).” Another school observed, “The staff and students are making better food choices in the cafeteria (I:272).” These behavior changes were attributed to changes that the school had made by offering and promoting healthier options.

Decreased discipline problems were observed as a positive behavioral impact. After implementing a morning walking club, one staff member observed, “I believe the walking club in the morning has led to less discipline problems in the classroom (G:213).” This positive change was linked to increased physical activity in the morning.

**Other.** This category included encouraging lifelong health within the school wellness culture. One of the goals for many of the schools was to instill in the children an awareness and behavior patterns that will stay them throughout their lives. One school felt that their wellness program, “Gives the students the tools to live a healthy life free
from obesity and diabetes. Allows the students to lead healthy lives and focus on
learning (G:767-768).” Another school made an observation of the results they were
seeing. “We are beginning to collect data that indicate our students have begun to
incorporate these values and skills into their daily lives and are closer to implementing
them at home (I:1180-1182).” The ultimate impact of school wellness programs is change
beyond the school itself.

**Emerging themes: Indiana**

There were a total of 466 entries from the state of Indiana. Entries included
descriptions written by staff members and also those written by students. See Appendix L
for a list of codes from this data.

**What programs are being implemented in the schools?** In examining this
question, Indiana schools described programs that could be categorized as nutrition
programs, physical activity programs, combined programs, and holistic programs.

*Nutrition.* The schools in Indiana described a variety of programs focused on
nutrition and nutrition education. Some programs were focused on encouraging students
to try new foods such as Fear Food Factor Challenge, Fresh Fruit Fridays, or the Fruit and
Vegetable Program. The Fear Food Factor Challenge provided a fun, exciting way for
students to try new foods, “A healthy food is given for students to try. When the lights
are turned down, everyone tries the food together. Those who do are awarded with a
sticker (H2:1398-1399).” This gives students an opportunity to try the food with friends.
Fresh Fruit Fridays encourage children to bring a new fruit from home to try at school.
The Fruit and Vegetable Program is a government funded program providing fresh fruits and vegetables to schools to be incorporated into education outside the cafeteria. “Fresh Fruit and Vegetable Program Students receive fresh fruit or vegetables on a daily bases at school, along with Dole Super Kids nutrition education (H1:894-895).”

Other programs described were focused on nutrition education and increasing awareness of healthy food choices. Programs such as Professor Popcorn and Reality Bites were described as increasing awareness. Professor Popcorn was described as a fun, interactive nutrition education program. “Professor Popcorn teaches students the food pyramid, provides samples of healthy snacks, and engages the students in healthy food choice games (J1: 2440-2442).” Reality Bites is a nutrition awareness program that takes place in the lunch line and was described as eye-opening. “The Reality Bites Program keeps us on our toes as we stand in line with posters about calories and how much exercise it takes to burn off certain foods.” (J2:1456-1457).

Still other programs were focused on improving school meals and included implementing school breakfast, increasing fruits and vegetables and improving vending machines. One school described implementing a policy prohibiting outside food, such as fast food being brought in by parents. “We do not allow pop at school or parents to bring in fast food when they come to eat lunch with us (J2:2151-2152).” Many schools described changes they made to improve their meals such as adding salad bars, eliminating fried foods, and providing more fruit and vegetable choices.
**Physical Activity.** Many schools described incorporating physical activity breaks into their school day including Minds in Motion, morning stretches, and sometimes walking. Minds in Motion is a program that combines learning with physical activity. “[NS] has a Minds in Motion class for 1st -3rd graders. During this class, students have an obstacle course to go through. Each station has different exercises (H2:1260-1261).” This program was described by several schools in the state. Other schools described doing short bursts of exercise in the classroom. “Every Wednesday, we do the JAMmin Minute. This is when we all get out of our seats and exercise. They are silly moves but can be done in a small space without equipment (H2:417-418).” Most schools described these exercises as fun and energizing.

Walking programs were another popular way to add physical activity into the school day. One school district had a goal to walk one million miles by the end of the school year. Each school set a goal for how many miles they would contribute to the million.

“[C] schools are also participating in what is known as the Million Mile Walk. Each employee as well as students logs how many steps they take per week with the end goal equally one million miles (H1:1001-1002).” These schools and others encouraged students to walk by providing tokens or charms for reaching a predetermined amount of miles. Some schools chose a destination on a map and set a goal to walk to it. One school had a mascot named Clara Belle leading their walk; the name of their program was Kids on the Mooooove.

“Kids on the "Mooooove" is where the students will wear pedometers, add up their steps, turn the steps into miles, and see how far Clara Belle "the cow" can get! Her goal is to get from [C], IN (here) to California (H2:1921-1923)!"
Many schools described these programs as motivating for the students. Most of these programs applied the use of pedometers to keep track of miles.

Another trend that was noted was the use of school organized walks or runs as fundraisers for the school. Students would train and prepare for these events and collect donations for the number of laps they complete within the designated time. Some of these events were organized as a fundraiser for charities instead of or in addition to raising money for the school.

**Combined Programs.** Several programs combined both nutrition and physical activity to promote wellness. Some of these programs include Colts PRIDE, Fuel Up to Play 60, and Game On. Game On is a grant-funded program designed to promote healthy eating and increased activity. “Recently, we had a healthy activity called Game On to eat some new foods, get fit, stay active, and to just have fun. It was a way for students to get up and move during the day (J2:952-954).” Students described this program as a fun way to learn about health. “We all had a very good time with Game On. Most of us wished it could go on all year long. In fact, I think we should keep it going even when school is out.” (J2:962-963). Another combined program was Fuel Up to Play 60. This program is funded by the National Dairy Council and NFL and promotes healthy nutrition and physical activity habits. “Play 60 program. The Colts mascot, Blue, visited and encouraged the students to participate in the fantastic program that promotes healthy eating habits and 60 minutes per day of exercise (J1:557-558).” Combined programs such as these were able to meet multiple goals with their events.
Other programs that combined physical activity and nutrition were family wellness nights and community health fairs. These events invited community members and families to experience and commit to wellness. Some schools described these as their most successful events.

“Our best program, Health and Fitness night, had approximately 300 participants and included Zumba, Yoga, TaeKwondo, Mini Bootcamp, Nutrition Education, Weight Management program, and Family Health Fair.” (J1:2467-2470).

By combining objectives, all 300 participants were exposed to both nutrition and physical education. Another school described their experience planning a health night.

“We set out to provide a learning experience for our families and students in better understanding their physical needs and healthy choices. We partnered with the Children's Museum to provide our students and families with centers for learning: portion distortion (create meal sizes and compare with actual sizes, Sugar Shock (learn sugar content of drinks), Feel the beat (pulse, heart rate and learning about your heart, What's Bugging You (germ models- hand washing), Health Around the Clock (sleep habits), Yoga, Salad Bar, active play, healthy books and healthy recipes and coloring the food pyramid were centers offered that evening (J1:1351-1358).”

These centers provided a myriad of education topics for this school and their community.

Many other schools described similar events and experiences.

Staff Wellness programs are another example of programs that combined both nutrition and physical activity as well as an emphasis of helping staff to be positive role models for students. Many staff wellness programs focused on providing physical activity opportunities such as walking programs, yoga, or Zumba classes. Along with these opportunities many schools challenged their staff with weight loss programs such as Biggest Loser competitions or healthy eating competitions. One school described how they incorporated these different aspects into their program.
“For our staff, we encourage healthy choices all year long with contests and prizes to the winners. Some of these contests include the Trim a Turkey where staff had to watch what they were eating and were encouraged to eat healthy during the holidays. We had a March-a-Thon. This contest encouraged exercising for the month of March in the hopes that it would become a habit for the staff.” (H1:431-435).

These programs combined fitness and nutrition goals, and also encouraged the staff to be healthy role models for the students.

**Holistic Programs.** Many schools incorporated much more than nutrition and physical activity into their wellness programs. Their programs focused on overall health including components such as vaccinations, hand-washing, drug prevention, sex education and CPR training and emergency preparedness.

Similarly, schools described focusing not just on nutrition and physical activity, but also implementing programs to address mental, emotional, social, and occasionally spiritual health. The schools that shared this focus seemed intent on helping to grow the whole child and not just any particular portion. “Our school helps students to build lives of dignity, health, security, and self-sufficiency. Our seed will eventually grow into a big tree with its branches strong and healthy (H2:457-459).”

Many of the students expressed appreciation for this holistic focus as well. “Teachers and peers care about our emotional and social health too.” (H2:581). One student stated, “[NS] is a school that recognizes the importance of mental health, as well as physical health. Without both of those, no one can be truly healthy.” (H2:218-220). It was enlightening to see how many schools considered wellness to be so much more that eating healthy and exercising.
**How are these programs received?** The codes for the question were categorized into positive responses and negative responses.

**Positive.** One of the biggest trends within positive reactions was an overall feeling of pride for school and the healthy changes being made. Both students and staff expressed their pride and satisfaction in the changes their school was implementing. Several staff and many students expressed their belief that their school was the healthiest school in the state.

“[NS] is the healthiest school around; the teachers find healthy rewards, good food, and great active programs! I think our school is so healthy because the adults actually care for their students! [NS] ROCKS!!! (H2:662-664).”

Another student also expressed their enthusiasm for their school and their belief that the school sincerely cares about the students.

“You see, [NS] cares a lot about their students. It is a place that offers us great fitness opportunities, healthy food choices and a great education. Because we don’t just need healthy minds, we need healthy bodies too! (H2:573-575).”

This feeling of pride and appreciation for the school and its wellness efforts was a major theme throughout the descriptions of both staff and students.

**Negative.** The negative responses focused on the challenges faced during implementation. Some of these challenges included: increasing awareness, lack of funds, lack of space, limited staff and time, training students, enticing parents to participate, and once again the weather. Some other challenges included apprehension when programs were first introduced, or an initial dislike of the healthier choices. Most of these obstacles were overcome, some in creative ways, illustrating in Indiana, as well, the determination and drive to succeed. One staff member expressed, “There will always be
challenges in trying to promote something new, but I think with a positive attitude you can overcome most challenges. Challenges are a part of everyday life (J1:97-99)." This expresses the determination that many staff members shared when overcoming the challenges their programs faced.

**What impact do these programs have on school wellness?** Describing this question the categories presented are: Physical impacts, emotional impacts, mental impacts, behavioral impacts and other impacts.

**Physical.** Schools reported seeing improved BMI, improved body composition, and collective weight loss as a result of their programs. BMI were most often measured at biannual health screenings. One school reported their improved BMI status accordingly, “During school year 2010 we had 24% of our 630 students obese and in year 2011 we have 21% obese (J1:17-18).” Regarding improved body composition, a school reported, “Students are dropping body fat % and gaining strength (H1:651-652).”

Collective weight loss was most often linked to staff weight loss programs. For example, one school stated “We have lost 139 lbs. as a group and have a 4.7% weight loss.” (J1:649-650). These positive physical changes were attributed to the wellness programs implemented in those schools.

Other schools described improved fitness levels, skills, and strength as a result of their programs. One school stated, “Our students’ fitness levels have increased with some of our biggest gains being seen in cardiovascular improvement and flexibility.” (J1:775-776). Regarding jump roping skills one school reported, “Approximately 75% of
students improved on their jump roping skills (H1:2405).” Another school described the results of their roller skating unit, “We started with approximately 50-60% of students being able to skate and ended with 100% of students knowing how to skate (J1:2218-2219).” These changes were noted following jump roping and skating units in physical education classes. Regarding the results of physical fitness tests, one school reported, “Our arm strength scores have improved over 20% and our mile run scores have improved by nearly 40% (J1:1045-1046).” One student described the effect she was seeing from her physical activity class. “I have only been in the class this semester for about eight weeks and have already noticed a change in my strength and ability to do what were once difficult tasks like lifting a tray full of food at work (H2:962-964)!”

Many schools observed that their students had increased energy following healthy eating choices and increased exercise. After providing a healthy snack through the fruit and vegetable program one school noted, “We have seen an improvement in classroom energy levels after snack, and a increased effort from students (H1:895-896).” Other schools observed increases in energy after physical activity breaks. One school stated that their Just-A-Minute morning exercise “provides each student with more energy to start each day.” (J1:11). Increased energy is a positive physical benefit that many schools have connected with their wellness programs.

*Emotional.* Several emotional benefits were observed by Indiana schools. Some of these included observing that their students were happier and had improved attitudes. One school noted that their morning exercise routine made an impact on students attitudes, “TEAM Time has made a huge impact on students’ attitudes, health, and
success at [NS].” (H1:927). Similarly, a student stated, “Healthy kids are happy kids and happy kids do better at everything in life, not just school.” (H2:2144-2145). These improved attitudes are a positive impact that school attribute to the healthy changes they are making.

Many schools observed an increase in motivation and excitement to participate in the programs. Regarding changes in their physical education program one school stated, “Students are excited and eager to chart their improvements and correlate their hard work in class to improvements in their overall health and well being (H1:579-580).” Another schools noticed similar eagerness stating, “Students are enthusiastic about the upcoming events (H1:911).” This enthusiasm and motivation is another positive impact associated with wellness programs.

**Mental.** Some of the mental impacts observed were increased awareness and knowledge regarding health and wellness. One school stated that their “awareness of the importance of physical activity, nutrition and health has greatly increased over the past two years (H1:2352-2353).” In observing the impact of their health classes, one school shared,

“As seen through our observations of the students participating in these classes, there is an increase in their knowledge of food groups, healthier eating choices and what their bodies need each day (H1:952-954).”

Increased knowledge and awareness were reported by many schools as a result of their wellness programs.

Other positive impacts observed by schools include increased mental fitness and, focus, and improved grades. One staff member stated, “I have noticed a great
improvement in our students’ mental and physical health and fitness (H2:2216).”

Regarding morning exercises and physical activity breaks, another staff member shared, “Our students are less distracted during class and can focus on the task at hand (H1:327-328).” Another staff member stated “having students focus on the exercise routine first thing in the morning helps the student to hear the rest of the announcements and are then ready to focus on their school work.” (J1:22-24). Students also appreciate this increase in focus. “Exercise keeps our blood flowing and keeps us focused so we can learn and grow in school (J2:755-756).” Increased focus is closely related to the improved grades that are also reported. After implementing the Minds in Motion program in their school teachers reported “enhanced reading levels as a result.”(H1:1391). After implementing a walking program during lunch another school noticed their “Math scores have increased steadily. Math is taught after lunch (J1:401-402).” Schools attribute these positive mental impacts to the programs implemented in their schools.

**Behavioral.** In addition to the other benefits and impacts, an important area of impact is behavior. Many schools have seen, as a result of the changes in school meals, healthier food choices. One school stated, “Our students have shown improvement on what choices they take (H1:1763-1764).” At another school, a student reported, “I believe that Project 18 encouraged me to make healthier food choices instead of snack food (H2:638-639).” A staff member observed, “Students are bringing healthier snacks to school (H1:286).” Many schools noticed positive behavior changes as a result of offering and promoting healthier foods.
These healthy choices have not only been observed in school, but reported out of school as well. After participating in a fruit and vegetable challenge, a student shared, “Making Health Choices is what Project 18 Challenge is all about, and I've been making healthy choices ever since (H2:689-690).” Even after concluding a nutrition unit, a staff member stated “Students still come in to me and share what they had for breakfast, what they did last night after school, what they brought for a healthy snack and healthy lunch (J1:2172-2174).” The effects of the school programs have been observed to have effects at home as well.

In addition to healthier choices being made, schools have also observed decreased tardiness and discipline problems as a result of their physical activity programs. One school started a morning walking program and observed, “As a result students are coming to school earlier (helping school tardiness) (J1:2704-2705).” Another school noticed decreased discipline issues after implementing a recess walking program. “Recess time has fewer discipline incidents when doing the walk-talk-jog (J1:172-173).” Another school noticed that their efforts to focus on emotional and social wellness had positive results. “Suspensions, detentions, fights, office referrals, and expulsions have all decreased tremendously since last school year (J1:2716-2717).” Reducing behavioral problems in a positive impact associated with school wellness programs.

Other. Throughout each of their programs most schools stated a goal of encouraging healthy lifestyles. “Students at [NS] are learning the importance of healthy lifestyle choices and the effects on their bodies that will hopefully continue through their lifetime (H1:2267-2268).” One student stated their appreciation for this education,
“During these years everyone starts to develop habits that will stay with him or her throughout life. [NS] teaches students how to be healthy, so, they can live a better life (H2:577-579).” Most schools strived for and some were observing an impact that reaches beyond the walls of the school.

In the spirit of building the whole child, many Indiana school noticed the impact that sports, but intramural and organized, had on the students learning teamwork and sportsmanship. One student stated about his team, “We travel to other schools and work together as a team to make each other healthier (J2:2350-2351).” A staff member commented on the intramural program, “We feel this program offers an inexpensive way for students to learn important life skills, create friendships, foster leadership and teamwork skills (J1:495-497).” Another staff member commented on the concepts being taught through intramurals. “Once the game has been completed the teams line-up to shake hands or "'high fives'" is an excellent way to signify that the contest is over and the students must display good sportsmanship (J1:275-277).” These impacts have been observed while participating in physical activity programs at the schools.

Validation

A selection of 28 descriptions was analyzed by Lauren Christensen as a validation technique (Appendix M). While no two researchers would code exactly the same, the lists of codes were similar in nature. Both researchers applied codes that answered the three main research questions and similar patterns were discovered.
Chapter 6: Discussion

Combining Methods

This study was designed with the intent to look at both the quantitative data of the AFHK surveys, and combine it with the qualitative data of the descriptions and interviews to create a picture of what the wellness programs look like in Nebraska and Indiana. By combining methods a better picture is painted of what is happening in the schools.

Looking at the quantitative data, both states remained constant or experienced a slight increase in most categories. Indiana experienced a slight decrease in some areas such a fresh fruits and vegetables being offered, offering three varieties of low-fat milk, refusing contracts with outside restaurants, and policies concerning amount of time for lunch and prohibiting physical activity or withholding as punishment. Aside from refusing contracts with outside restaurants, none of these decreases were statistically significant. Reasons for these decreases may include budget cuts, in the case of offering fresh fruits and vegetables and three varieties of low fat milk daily. Regarding the policies, as well as lunch options, another reason for decreases could be different schools applying for the grant. If one school had a policy on lunch times, but didn’t apply for the grant the next year and was replaced by a different school that did not have that policy, that statistic would decrease even though the number of schools stayed the same. The significant difference in the number of schools refusing contracts with outside restaurants may be related to one or both of these reasons.
The two positive significant changes reported for nutrition were in Nebraska. These were restricting access to vending or unhealthy snacks for staff members and a policy on prohibiting food as a reward. These changes may be attributed to schools making that a focus for their school between 2009-2010 and 2010-2011.

The positive significant change for physical activity was an increase in the number of Indiana schools reporting providing 20 minutes of unstructured physical activity to all students. This may be due to increased recess time or increased morning walking programs, where kids are given free time to walk and talk. There was a significant decrease in the number of Indiana schools reporting a policy prohibiting substitution of physical education with other classes or activities. This may also be attributed to budget cuts or to limited time in the school/day week. It is unclear why this change occurred.

Although not all responses changed significantly, overall the schools seem to be maintaining or improving their wellness programs and making positive changes to improve wellness. According to the survey, many of the nationwide suggestions are already being implemented in the schools in this study. The descriptions showed a similar pattern. Many schools described improvements they had made to already existing programs, or described increases in participation in events and programs from previous years. Even in 2010-2011 many schools explained new changes they were making. Taken as a whole, the descriptions illustrated improvement and progression.
Comparing States

The Indiana schools were significantly larger than the Nebraska schools and there were more Indiana schools that submitted applications to AFHK. There were also significant differences for all ethnicities and genders between the states, except Native American and Hispanic. The significant differences in the subdivisions are most likely due to the significant difference in total enrollment.

From the descriptions, it became obvious that many Indiana schools had been implementing their wellness program longer. Several schools described using their particular programs for three to four years, and even mentioned applying to AFHK for the third or fourth time. Many Nebraska schools reported that they were within the first one to three years of their programs, and especially in 2009-2010, many stated that it was their first time applying. The newness of the influence of AFHK in Nebraska should be noted.

Although most themes were similar between the states there were some differences. These differences may be explained by different policies and cultures. When Congress passed the Child Nutrition Act in 2004, it required all school districts to create wellness policies. While there were certain components required for each policy, most of the policy was left up to the discretion and interpretation of the district. There may be some focuses that Indiana schools have within their policies that Nebraska schools do not have in theirs and vice versa. There may also be some cultural and environmental differences as well. While both are Midwest states, there may be
differences in resources, and cultural emphases. This could account for some of the differences in emphasis.

While there were differences between the states, overall both states illustrated a drive to improve wellness within their schools and to combat childhood obesity. Both states presented improvements from the previous year and described continuing changes within their programs.

**Limitations**

Most of the data for this study was previously collected. The disadvantages of using secondary data include being removed from the data collection process and the origin of the data itself. The further removed from the data the researcher is, the more challenges may arise. Some questions and confusion arose while analyzing the quantitative data. Questions mainly concerned data input into the excel sheets. An AFHK analyst was contacted and the questions were answered.

Another limitation of this study is that all participants chose to participate in the AFHK application process. The responses and data from this study reflect the responses of those schools that have already taken initiative and made changes—schools that are more likely to apply for a grant/award such as Action for Healthy Kids. Therefore the results of this study may or may not reflect all schools in Nebraska and Indiana, but rather provides a snapshot of some of the schools in those states.
Chapter 7: Conclusion

Observing all the data together, it is clear that there are a variety of programs being implemented in schools in both Nebraska and Indiana. These programs focus on meeting national standards for nutrition, physical activity, and also incorporate other aspects of health. These programs are gradually growing and improving year by year. For the most part these programs are received affirmatively, although challenges are encountered and dealt with along the way. The schools implementing these programs have begun to see positive results such as increased physical activity, healthier food choices, positive attitudes toward wellness, increased focus and some even report improved BMIs. While these results were subjectively reported, it is the opinion of this researcher that the programs implemented in these schools are having a positive effect.

While the results of this study cannot be applied to all schools within these states, it is clear from looking at the schools within this study that there are many schools both in Nebraska and Indiana that are pushing to improve health and wellness within their schools. These schools have made changes and continue to make changes that contribute in the battle against childhood obesity.

As with all research, as questions are answered, more questions are raised. Additional studies will be needed to further understand the quality and state of wellness programs in these states. This study was intended as an opening study to discover what is being done in Nebraska and Indiana within the schools to improve wellness. There are many avenues that branch off of this study that would provide opportunities for further research and discoveries. Additional studies may include a more in depth look at the
effect of individual programs within schools, exploring the effect of rural location on the resources and programs within schools, or conducting focus groups with students or staff that are involved with the wellness programs in their schools.
References


Appendix A: IRB Approval

February 3, 2012

Jessica Robinson
Department of Nutrition and Health Sciences
704 E Cary St Papillion, NE 68046

Wanda Koszewski
Department of Nutrition and Health Sciences
120C LEV, UNL, 68583-0806

IRB Number: 20120112349 EX
Project ID: 12349
Project Title: Mixed Methods Analysis of School Wellness Programs: A Descriptive Study

Dear Jessica:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as Exempt Category 2 and 4.

You are authorized to implement this study as of the Date of Final Approval: 02/03/2012.

1. The approved informed consent form has been uploaded to NUgrant (file with Approved.pdf in the file name). Please use this form to distribute to participants. If you need to make changes to the informed consent form, please submit the revised form to the IRB for review and approval prior to using it.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

Becky R. Freeman, CIP
for the IRB
Appendix B: Informed Consent for Interviews

Title of Project: Mixed Methods Analysis of School Wellness Programs in Nebraska and Indiana: A Descriptive Study

Purpose of Research: The purpose of this descriptive study is to describe how schools are implementing wellness programs in Nebraska and Indiana.

Procedures: You were recruited for this focus group because you are a school wellness contact for your school and your school participated in the Action for Healthy Kids Gold Medal Award Program. You previously completed a one-on-one interview in person, on the phone, or through email regarding your school wellness program. The interview lasted approximately 45 min to 1 hour and consisted of several open-ended questions regarding your school’s wellness program, and the process of designing and implementing it. The interview was audio-recorded and transcribed verbatim. If you choose to participate, the transcription from your interview will be analyzed as part of a master’s thesis on school wellness programs. Your name and the school’s name will not be included in the study’s report. All identifying information has been removed to maintain confidentiality.

Risks: There are no known risks associated with this study.

Benefits: The benefit of participating in this study is that you will contribute to the current knowledge about the school wellness programs in Nebraska and how they are implemented.

Confidentiality: All identifying information has been removed from the transcripts before data analysis. Your name and the school’s name will not be included in the study’s report. Information will only be seen by the researcher conducting the study. The compiled information from all participants will be presented in a master’s thesis and possibly published in a peer-reviewed journal.

Opportunity to ask questions: You may ask any questions about this study and have those questions answered before agreeing to participate or during this study.

Consent: You are free to decide not to participate in this study or to withdraw at any time without negatively affecting your relationship with the researcher or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled. You are free to contact the investigator at any time with any questions you may have. If you have any questions about your rights as a research participant that have not been answered by the investigator or to report any concerns about this study you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965. By signing this form, you indicate that you have understood the information presented and that all questions have been answered.

Thank you for your participation.

Signature________________________________         Date____________________
Appendix C: Interview Protocol for School Wellness Coordinators

I want to thank you for taking the time to meet with me today. I will be recording and transcribing verbatim our interview today. I will review a copy of the transcription along with a few of my observational notes with you to ensure that I interpret what you say correctly.

I am interested in learning about your experiences being the wellness coordinator for your school, particularly in how you created and implemented your current wellness program. You have already seen the questions that we will cover today; I may ask additional questions to learn more detail. I really want to know your perspective so please feel free to share it openly.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes and Reflections</th>
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</table>
| **Question 1**: Will you briefly describe your current wellness program?  
*Probes*: Will you also describe your position at the school and how it relates to the wellness program?  
What are the nutrition components of your program?  
What are the physical activity components of your program?  
How long have you been using this program? | |
| **Question 2**: What influenced you as you created and implemented this wellness program? *(Sub-question 1)*  
*Probes*: Who was involved in creating the program?  
Who was involved in putting the program into action? | |
| **Question 3**: What challenges did you face in creating and implementing this wellness programs? *(Sub-question 2)*  
*Probes*: What was the hardest part of starting this program? | |
Were there any unforeseen challenges to putting the program into action?

**Question 4:** What supports do you have from the community as you implement your program? (Sub-question 3)

*Probes:* What was the biggest help in putting this program together?
What was the biggest help in putting the program into action?

**Question 5:** What impact have you seen from your program? (Sub question 4)

*Probe:* How do you think your program will benefit your school and the community?

**Question 6:** Why did your school decide to participate in the AFHK gold medal award program?
What award did you receive from this program in 2010?

**Question 7:** Is there anything else you would like to share with me about your program or experience?

*General Probes:* So if I understand you correctly….

Would you please tell me more about ….

Thank you again for taking the time to meet with me and share your perspective on school wellness.
Appendix D: Nebraska AFHK Application

Action Award 2009-2010 School Year

School Application

www.neactionforhealthykids.org
2010 Action Award Online Application Instructions

1. To strengthen your application, convene your School Wellness Committee members and brainstorm the various ways in which you have collaborated to develop programs and provide services for the school and community.

2. All applications must be submitted online, however, you are highly encouraged to print and complete the paper application prior to starting the online application process. Only one application per school building may be submitted.

3. When you are ready to submit the application online, refer to the instructions and navigation tips located at www.neactionforhealthykids.org to guide you through the process.

4. If you have questions about the online application process, please submit your questions to: moyer@ActionForHealthyKids.org

5. If you have questions about the content of the application, please submit your questions to: info@NeActionForHealthyKids.org

Complete the online application in full, which includes 4 parts:
   a. Part I: School Information
   b. Part II: School Wellness Program Description
   c. Part III: School Survey
   d. Part IV: School Wellness Policy

Submit completed online applications by: March 1, 2010.

Considerations:
   • Complete the application based on the 2009-2010 school year.
   • All schools, including past Action Award recipients, are encouraged to apply for Action Awards each year.
   • Be sure to review all the requirements. Incomplete applications will not be considered.
   • Only attachments requested as part of the application will be considered in the scoring process.

Evaluation of application:
An interdisciplinary team made up of Nebraska Action for Healthy Kids team members, including health professionals, school officials, state leaders, and others, will score each application based on responses to the questions. The point value of the answers to the questions will vary. Some questions will not be used for scoring but are for informational purposes only. Based on scores, schools will be awarded a Gold, Silver or Bronze Level Action Award. All applicants will be notified of their Award level by March 19, 2010. Awardees will be recognized at the Nebraska Action for Healthy Kids Summit in Lincoln on April 13, 2010.

Disclaimer: The level of awarding may vary each year due to changes in the application and scoring process by Nebraska Action for Healthy Kids.
# Part I

## School Information

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<td>Name of District</td>
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<td>Name of School</td>
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<td>County</td>
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<tr>
<td>City</td>
<td>State</td>
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<tr>
<td>Name of School <strong>Principal</strong></td>
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<td></td>
<td>E-mail:</td>
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<tr>
<td>Name of School <strong>Cafeteria Manager</strong></td>
<td>Phone:</td>
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<td></td>
<td>E-mail:</td>
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<tr>
<td>Name of School <strong>PE Teacher</strong></td>
<td>Phone:</td>
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<td></td>
<td>E-mail:</td>
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### List School Wellness Contact for this application

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>E-mail address (applicants will be notified via e-mail)</td>
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</tr>
</tbody>
</table>

Total number of students in your school: ________________

Indicate grade levels served at your school. Check all that apply.

- [ ] Elementary School
- [ ] Middle School
- [ ] High School

Has your school previously applied for a Nebraska Action for Healthy Kids Action Award?  [ ] Yes  [ ] No

Is someone from your school a member of Nebraska Action for Healthy Kids?  [ ] Yes  [ ] No

If yes, please list their name and title:

______________________________

**NOTE:** To strengthen your school’s application, convene your school wellness team (include appropriate school staff, parents, students and community members). Brainstorm the various ways in which you have collaborated to develop programs and provide services for the school and community.
Indicate below the titles of the individuals who assisted in completing this application. Check all that apply.

- [ ] Superintendent
- [ ] Classroom Teacher(s)
- [ ] Food Service Personnel(s)
- [ ] School Board Member(s)
- [ ] Parent(s) of Current Student(s)
- [ ] School Nurse
- [ ] Principal/Administrator(s)
- [ ] Community Member(s)
- [ ] Physician
- [ ] Health Education Teacher(s)
- [ ] School Counselor
- [ ] Social Worker
- [ ] Physical Education Teacher(s)
- [ ] Registered Dietitian
- [ ] Other, please specify
- [ ] Family and Consumer Science Teacher
- [ ] Student(s)
Part II
School Wellness Program Description

Write a description of your school’s most prized wellness programs/initiatives for the 2009-2010 school year. Please limit your description to 350 words.

NOTE: This information will be compiled into a booklet and shared with other schools at the Nebraska Action for Healthy Kids Summit in Lincoln on April 13, 2010. Please complete as you want to see it published in the booklet.

Please include the following:

A. Program Description:

(2 points if anything is filled in.)

B. List measurable program goals and how they relate to your school wellness policy:

(2 points if anything is filled in.)

C. Total number of students involved or impacted by the program (include grade levels reached):

(2 points if anything is filled in.)

D. Total cost of program and funding source (if applicable):

(2 points if anything is filled in.)

E. Obstacles/challenges encountered and how you overcame them:

(2 points if anything is filled in.)

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

(2 points if anything is filled in.)

G. Photos: Upload up to two photos in .jpg format of your school’s program/initiative to be used in the Summit Booklet. By uploading photos, you are granting Action for Healthy Kids permission to use and publish these photos. (Click here to read the full photograph consent.)

(I hereby give Action for Healthy Kids, its employees and representatives the unrestricted right and permission to use and publish pictures of me or my property, or in which I may be included, for editorial, trade, advertising, web site and other purposes and in any manner and medium, and to alter the same without any restriction. I hereby release Action for Healthy Kids and their representatives, and assigns from all claims and liability related to said photographs. If the person photographed is under 18, I certify that I have been given consent from his or her parent or legal guardian to use said photograph.)
Part III
School Survey

Complete the application based on the 2009-2010 school year.

School & Community Wellness
1. Does your school have an active School Wellness Committee (a group that addresses health and wellness issues of students, staff, and faculty)?
   - 10 points □ Yes, we have a group that has met at least once during the 2009/2010 school year.
   - 0 points □ No – please go to question 6

2. How often does your School Wellness Committee meet? (Points=x times/year)
   - 5 or more times/year
   - 4 times/year
   - 3 times/year
   - 2 times/year
   - 1 time/year

3. Indicate below the titles of the members of your School Wellness Committee: (check all that apply)
   - □ Superintendent
   - □ Classroom Teacher(s)
   - □ Food Service Personnel(s)
   - □ School Board Member(s)
   - □ Parent(s) of Current Student(s)
   - □ School Nurse
   - □ Principal/Administrator(s)
   - □ Community Member(s)
   - □ Physician
   - □ Health Education Teacher(s)
   - □ School Counselor
   - □ Social Worker
   - □ Physical Education Teacher(s)
   - □ Registered Dietitian
   - □ Other, please specify: ________________
   - □ Student(s)
   - □ Family and Consumer Science Teacher

4. Which statement(s) would best describe the purpose of your School Wellness Committee: (check all that apply) (Give 2 points max if they check any of the boxes)
   - □ Enhance student academic performance
   - □ Contain health care costs
   - □ Reduce faculty/staff and student absenteeism
   - □ Improve faculty/staff and student morale
   - □ Promote the concept of healthy youth development
   - □ Improve staff recruitment and retention
   - □ Improve faculty/staff and student health and well-being
   - □ Other, please specify________________________

5. Describe your School Wellness Committee priorities for the current school year (Check all that apply): (Give 2 points max if they check any of the boxes)
   - □ Wellness Assessment and Planning
   - □ Improve Nutrition Services
   - □ Enhance Nutrition Education
   - □ Other, please specify________________________
   - □ Enhance Physical Education
   - □ Increase Physical Activity Opportunities
   - □ Faculty/Staff Wellness

6. Does your school regularly seek student input in planning wellness initiatives?
   - 5 □ Yes
   - 0 □ No
7. Does your school regularly seek student input in implementing wellness initiatives?  
Yes 0 No

8. Does your school provide opportunities for families and the community to learn about health, wellness, nutrition and physical activity?  
Yes 0 No

9. Does your school offer staff wellness programs/initiatives during the school year?  
Yes 0 No

10. Does your school offer wellness programs/initiatives for staff and students to participate in together?  
Yes 0 No

11. Does your school allow community members free access to school facilities (ex: gym, weight room, exercise equipment, etc.)?  
Yes 0 No

12. Do students/parents have the opportunity to provide feedback regarding school meals (ex. taste tests, surveys, etc.)?  
Yes 0 No

To what extent is your school implementing the following (#13 through #19)?

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<th>#</th>
<th>Description</th>
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<th>Developing 3</th>
<th>Not in Place 0</th>
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<tr>
<td>13</td>
<td>Developing a school-wide, long-term (3 or more years) plan that addresses the health needs/interests of your students, faculty, and staff.</td>
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<tr>
<td>14</td>
<td>Incorporating specific wellness initiatives into your school improvement plan.</td>
<td>☐</td>
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<tr>
<td>15</td>
<td>Assigning specific responsibilities to an individual or group for the completion of vital tasks.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>16</td>
<td>Allocating an itemized budget sufficient to carry out the initiatives.</td>
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<td>Developing tools to evaluate the stated goals and objectives.</td>
<td>☐</td>
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<td>18</td>
<td>Monitoring student satisfaction toward school wellness initiatives (such as a student suggestion box, etc.)</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>19</td>
<td>Documenting improvements in student health knowledge, attitudes, skills, and behaviors (ex. eating more fruits/vegetables, more activity, etc.)</td>
<td>☐</td>
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Nutrition Services/Nutrition Education

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<td>Does your school participate in the National School Breakfast Program?</td>
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<tr>
<td>21</td>
<td>Does your school participate in the National School Lunch Program?</td>
<td>☐ 10</td>
<td>☐</td>
</tr>
<tr>
<td></td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>22. Does your school have a closed campus?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Does your food service manager have a degree beyond high school and/or manager certification from the School Nutrition Association?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Does your school cafeteria have a pleasant atmosphere? (clean, attractive appearance, reasonable noise level, adequate seating, adequate adult supervision)</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Have you implemented food purchasing and/or preparation practices to reduce the fat content of foods (e.g., purchased specification for pre-prepared foods requiring lower fat content, used low or reduced fat products, drained cooked ground beef, etc.) to improve nutritional value?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Does your school have a milk vending machine?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Does your school have a policy that promotes the use of healthy or non-food items for fund raising, classroom activities and school parties?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Does your school limit or restrict access of foods with low or minimal nutritional value (i.e., soda, chips, pastries) in staff vending machines and lounges to encourage staff to be healthy role models for students?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Is nutrition education in your school a required part of the school curriculum?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Is your nutrition education curriculum consistent with the USDA’s 2005 Dietary Guidelines for Americans (including MyPyramid)?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Is nutrition education in your school based upon the National Health Education Standards and/or the Nebraska Health Education Frameworks?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Do teachers in your school collaborate with the school nutrition staff to use the cafeteria as a learning laboratory for wellness and nutrition education (ex. tours or taste tests)?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Does your school prohibit using food as a reward?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Does your school prohibit withholding food as a punishment?</td>
<td>□ 5 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Does your school have nutrition standards for any of the following? (Worth max of 8)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Extra-curricular Activities</td>
<td>2 We do not serve food/beverages at extra-curricular activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Vending Machines</td>
<td>2 We do not serve food/beverages out of vending machines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Restaurant Contracts</td>
<td>2 We do not serve food/beverages from outside restaurants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 A la Carte</td>
<td>2 We do not serve food/beverages “a la carte”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 No, we do not have nutrition standards for any of the above.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. How much time does your school allow for students to eat their meal? (Excluding time getting to and leaving the cafeteria)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 30 minutes or more</td>
<td>3 20-30 minutes</td>
<td>0 less than 20 minutes</td>
<td></td>
</tr>
<tr>
<td>37. How many choices of fruits and/or vegetables does your school offer daily?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
38. How often are fresh fruits and vegetables offered?

- 5 daily
- 3 At least 3 days/wk
- 1 2 days/wk or less

39. How often are foods containing whole grains offered?

- 5 daily
- 3 At least 3 days/wk
- 1 2 days/wk or less

40. Do you offer low-fat (1%) and/or non-fat milk during school meals?

- 5 Yes
- 0 No

41. Does your school limit the sale and access of foods to students considered to be of low or minimal nutritional value (i.e., soda, chips, candy bars, etc) based on the USDA recommendations?

- 5 Yes, all day including before and after school and school events
- 3 Yes, during regular school hours only
- 1 Yes, during meal times only
- 0 No policy

42. Do you promote (i.e., posters, free samples, student artwork, etc.) consumption of the following food groups in your dining area? Check all that apply. (worth max of 6)

- 2 Low-fat or fat-free milk
- 2 Fruits and Vegetables
- 2 Whole grains
- 0 No, we do not

43. Does your school offer an Expanded/Alternative Breakfast Program? (Total of 5 points possible for this question; any answer but “No” is worth 5 points)

- Grab n’ Go Breakfast
- Breakfast in the Classroom
- Breakfast After 1st Period
- 0 No, we do not offer an Expanded/Alternative Breakfast Program

44. How many hours of classroom nutrition education are provided to all students each school year?

- 2 At least 5 hours
- 3 At least 10 hours
- 5 At least 15 hours
- 1 Some, but not all, grades receive nutrition education
- 0 We do not teach nutrition education

45. How often does your school provide nutrition information for parents and families? (Total of 5 points possible for this question; any answer worth 5 points except “We do not provide…”)

- Weekly
- Monthly
- Quarterly
- 0 We do not provide nutrition information to parents

46. Healthy foods and beverages (i.e., whole grains, low-fat milk, fruits, vegetables and lean meats/beans) are available at (Check all that apply): (Total of 5 points possible for this question for any of the choices)

- School store
- School events
- School concessions
### Physical Education/Physical Activity

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. Is physical education taught by a teacher with a certification in physical education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Does your school have a written, sequential physical education curriculum based on the Nebraska Physical Education Essential Learnings and/or the National Standards for Physical Education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Does your physical education program follow a grading plan that reflects student achievement of essential content so that students' grades are based upon more than participation, effort, and following class rules?</td>
<td></td>
<td></td>
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<tr>
<td>50. Is the use of regular assessments to monitor, reinforce, and plan for student learning included in the physical education program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Does your school provide adequate equipment and facilities for all students to be active at the same time in physical education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Does your school have a policy which prohibits the use of physical activity for punishment or withholding physical education or physical activity/recess as punishment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Does your school prohibit substitution of other courses or activities for physical education?</td>
<td></td>
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<tr>
<td>54. Do classroom teachers incorporate physical activity into the classroom during the school day?</td>
<td></td>
<td></td>
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<tr>
<td>55. Do your physical education teachers participate in annual professional development activities specifically designed for physical education?</td>
<td></td>
<td></td>
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<tr>
<td>56. Does your physical education department have a written statement that is aligned with the overall mission statement of the school?</td>
<td></td>
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<tr>
<td>57. <strong>Answer Only If Elementary School.</strong> Does your school offer recess before lunch?</td>
<td></td>
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<tr>
<td>58. <strong>Answer Only If Elementary School.</strong> Does your school provide an adequate outside recreation/playground area?</td>
<td></td>
<td></td>
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<tr>
<td>59. <strong>Answer Only If Elementary School.</strong> Does your school provide age appropriate, safe playground equipment facilities for students?</td>
<td></td>
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<tr>
<td>60. Does your school offer students opportunities to participate in intramural sports and/or sports clubs?</td>
<td></td>
<td></td>
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<tr>
<td>61. Does your school offer parent/community programs that promote health and/or physical activity (e.g., family fun night, wellness challenge, family fitness events, Jump Rope/Hoops For Heart, Walk to School Day)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>5□1:20 or less</th>
<th>3□1:25 or less</th>
<th>1□1:30 or less</th>
<th>0□More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>62. What is the average teacher/student ratio in your physical education classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>5□150 minutes or more</th>
<th>3□90-119 minutes</th>
<th>1□30-59 minutes</th>
<th>0□less than 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>63. <strong>Answer Only If Elementary School.</strong> How many minutes of physical education do elementary students receive per week? (not including recess)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4□120-149 minutes</td>
<td>2□60-89 minutes</td>
<td>1□30 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
64. **ANSWER ONLY IF MIDDLE/HIGH SCHOOL.** How many minutes of physical education do middle/high school students receive per week?

- □ 200-225 minutes
- □ 150-179 minutes
- □ 80-119 minutes
- □ less than 40
- □ 180-199 minutes
- □ 120-149 minutes
- □ 40-79 minutes

65. At our school, students attend physical education class ______ day(s) per week, with an average class length of ______ minutes for a total of ______ (circle one) semester(s) OR quarter(s) OR week(s) of physical education for a total of ______ years.

(5 points if all blanks have an answer. If any missing, 0 points)

66. During physical education classes, are students engaged in moderate to vigorous physical activity for 20+ minutes per class?

- □ Yes
- □ No

67. **ANSWER ONLY IF HIGH SCHOOL.** How many credits of physical education (not including health education) are required for graduation? _____ Credits

*At this school, _____ credits equal one semester.

5 credits = 1 point; 10 credits = 3 points; 15 credits = 5 points

68. **ANSWER ONLY IF ELEMENTARY SCHOOL.** Does your school provide all elementary students with at least 20 minutes a day of supervised recess, preferably outdoors?

- □ Yes
- □ No

69. **ANSWER ONLY IF ELEMENTARY SCHOOL.** Does your school have a contingency plan for recess in case of inclement weather?

- □ Yes
- □ No

70. How many minutes, on average, does your school provide ALL students with an opportunity for unstructured physical activity daily (i.e., recess, open gym, walking club, etc.)?

- □ Less than 20 minutes
- □ 20-30 minutes
- □ Greater than 30 minutes

71. Outside of school hours or when school is not in session, are your school grounds, including education/physical activity facilities, available for use by the community to be physically active? Check all that apply. (Max of 10 possible)

- □ Yes, outdoor facilities
- □ Yes, indoor facilities
- □ No, outdoor facilities
- □ No, indoor facilities

72. Does your school offer before or after school programs for nutrition and physical activity? (max of 5 possible)

- □ Before school
- □ After school
- □ Both
- □ Neither

73. Does your school partner with community entities to offer before and after school programs for nutrition and physical activity?

- □ Yes
- □ No

If yes, please list the partners:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part IV
School Wellness Policy

1. Please upload a copy of your School Wellness Policy in Adobe Acrobat (pdf) or Microsoft Word (.doc) format. You will be asked to upload after you hit continue. (10 points for uploading)

2. Does your school use your School Wellness Policy to guide planning and activities?

   5□Yes  0□No

2a. If yes, briefly describe how your School Wellness Policy has been used to address and improve student, staff, and faculty wellness. (2 points for answering)

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2b. If no, briefly describe how your school could possibly use your School Wellness Policy to address and improve student, staff, and faculty wellness. (2 points for answering)

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Application Submission

By submitting this application our school certifies that to the best of our knowledge and belief, the information submitted in this application is truthful and accurate.

☐ Submit Button

Thank you

Your interest in the Nebraska Action Award is appreciated!

Following the submission of your FINAL application, you will receive an e-mail verification. Please e-mail info@neactionforhealthykids.org if you do not receive an e-mail verification within 24 hours of submitting your application.

Making Positive Changes within Your School

Once you have completed this application, you may realize additional ways in which you can promote wellness within your school environment. Please visit the Nebraska Action for Healthy Kids website, www.neactionforhealthykids.org, to take advantage of the many school wellness related resources that can be found there.

If you would like to become a member of Nebraska Action for Healthy Kids, please visit: http://neactionforhealthykids.org or E-mail info@neactionforhealthykids.org

Application adapted from Indiana Action For Healthy Kids Healthy Hoosier Award Application and the Nebraska Department of Education Wellness Policy Builder Tool Kit. http://www.neactionforhealthykids.org/wellness/policybuildertools.html
Appendix E: Indiana AFHK Application

Indiana Action for Healthy Kids

http://indianaactionforhealthykids.org

Healthy Hoosier School Award
2009-2010 School Year

Application
This application may be used by Elementary, Middle School or High Schools.
What is the Healthy Hoosier School Award?

The Healthy Hoosier School Award was developed by the Indiana Action for Healthy Kids Team. This award honors Indiana schools that have policies and educational programs in place to promote proper nutrition and increased physical activity among their students. The winners are selected for their exemplary level of commitment to create an environment that encourages children to have healthy habits. Schools have the opportunity to receive a gold, silver or bronze level award.

Why should my school apply?

✓ Opportunity for your school to receive a monetary award and recognition for their commitment to addressing the health needs of students
✓ Use the responses from the application as a school wellness assessment
✓ Applying for this award may help you secure future grants to assist with your school wellness initiatives

Steps to Follow in Completing Your Online Application

6. Convene your Coordinated School Health Advisory Council (CSHAC) and brainstorm the various ways in which you have collaborated to develop programs and provide services for the school and community.
7. You are highly encouraged to organize your answers on the paper application BEFORE you start the online application process. Only one application per school building may be submitted.
8. When you are ready to submit the application online, refer to the instructions and navigation tips located at http://indianaactionforhealthykids.org to guide you through the process.
4. If you have questions about the online application process, please submit your questions to nutrition-support@doe.in.gov
5. If you have questions about the content of the application, please contact Beth Foland at (317) 232.0870 or efoland@doe.in.gov
6. Applications must be submitted online by April 1, 2010.
7. Applications failing to meet the described specifications will not be considered.
8. Faxed applications will not be accepted.

Evaluation of application

An interdisciplinary team of health professionals, school officials, state leaders, and community members will score each application based on responses to the questions. The point value of the answers to the questions will vary. Some questions will not be used for scoring but are for informational purposes only. Based on scores, schools will be awarded a Gold, Silver or Bronze Level Award. Gold Level schools will receive a monetary award. All award levels will receive a certificate of recognition, Healthy Hoosier School Award report card, letter of support and press kit.
# School Information

Please Print

<table>
<thead>
<tr>
<th>Name of School Corporation</th>
<th>School CORPORATION Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Indianapolis Public Schools, 5385</td>
<td>(Visit <a href="http://mustang.doe.in.gov/SEARCH/search.cfm">http://mustang.doe.in.gov/SEARCH/search.cfm</a> to determine)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of School Building</th>
<th>School BUILDING Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Elder W. Diggs School, 5542</td>
<td>(Visit <a href="http://mustang.doe.in.gov/SEARCH/search.cfm">http://mustang.doe.in.gov/SEARCH/search.cfm</a> to determine)</td>
</tr>
</tbody>
</table>

**List contact information for this application**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone and Extension</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

| E-mail address (applicants will be notified via e-mail) |

Enter the number of students in your school

This school is a/an: ☐ Elementary School ☐ Middle School or High School

Please enlist the help of all appropriate staff members in completing this application. Indicate below the titles of the individuals who assisted in completing this application. Check all that apply.

- ☐ Principal/Administrator(s)
- ☐ Classroom Teacher(s)
- ☐ Physical Education
- ☐ Health Education Teacher(s)
- ☐ Food Service Personnel(s)
- ☐ Student(s)
- ☐ School Board Member(s)
- ☐ Community Member(s)
- ☐ Parent(s) of Current Student(s)
- ☐ Registered Nurse
- ☐ Registered Dietitian
- ☐ Physician
- ☐ Social Worker
- ☐ Other, please specify

**Ethnicity of Students – Please enter percentage (%)**

<table>
<thead>
<tr>
<th>African American</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
</tr>
</tbody>
</table>

Has your school applied for the Healthy Hoosier School Award before?

☐ Yes ☐ No
Section A: Healthy School Programming – Best Practices

Write a description (350 word limit) of your school’s most prized healthy school programs/initiatives. The description must include the following:

- Name of school
- Name and contact information for the program
- Program description and measurable goals
- Total number of students affected
- Total cost of program, if any
- How the program was funded
- Obstacles/Challenges you encountered
- Overall results of the program

Section B: Student Assessment

Please provide a brief summary (350 word limit) of why your school should be a Healthy Hoosier School. This summary should be written by a student and include the name of the school in the summary.

Section C: School Wellness Policy

Please attach a copy of your School or District Level Wellness Policy. You will be asked to upload the policy (.pdf or.doc only) during the online application process.
2009-2010
Part III

Please answer questions thoroughly.

Coordinated School Health Advisory Council (CSHAC)

13. Does your school district have a designated Coordinated School Health Advisory Council (a group that addresses health and wellness issues of students, staff, and faculty) as is described in Indiana Public Law 54-2006 (Senate Enrolled Act 111)? If you are unfamiliar with this law refer to www.in.gov/apps/lsa/session/billwatch/billinfo?year=2006&session=1&request=getBill&docno=111.

☐ Yes
☐ No

14. Which statement(s) would best describe the reason for your CSHAC? (Check all that apply)
☐ To enhance student academic performance
☐ To promote the concept of healthy youth development
☐ To reduce faculty/staff and student absenteeism
☐ To contain health care costs
☐ To improve faculty/staff and student morale
☐ To improve faculty/staff and student health and well-being
☐ To improve faculty/staff recruitment and retention
☐ Other

15. Please list the names of the members of your CSHAC, titles, if appropriate, and chairperson.
For example: Jenny Be-Healthy, Physical Education Teacher
Member: ___________________________          Member: ___________________________
Member: ___________________________          Member: ___________________________
Member: ___________________________          Member: ___________________________
Member: ___________________________          Member: ___________________________
Member: ___________________________          Member: ___________________________

16. What is the approximate annual budget for your CSHAC?
☐ $0-$500          ☐ $5,001 to $10,000
☐ $50,001+
☐ $501 to $1,000
☐ $1,001 to $5,000
☐ $10,001 to $25,000
☐ $25,001 to $50,000

17. How often are CSHAC meetings held to monitor school wellness policy implementation?
☐ Weekly          ☐ Quarterly
☐ Monthly          ☐ Bi-annually
☐ Other
18. What are the focus areas of your CSHAC? (Check all that apply)

- Physical Education
- Nutrition Services
- Staff Wellness
- School Health Services
- Comprehensive School Health Education
- Family & Community Involvement
- Counseling Psychological & Social Services
- Healthy School Environment

Implementing Wellness Policies

Questions refer to your school DISTRICT.
To what extent is your district implementing the following:

<table>
<thead>
<tr>
<th>Fully in Place</th>
<th>Developing/ Partially in Place</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A wellness policy (based upon assessment) that addresses the health needs/interests of our students, faculty and staff, AND is updated annually.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Wellness policy is incorporated into the school district’s strategic priorities/outcomes.</td>
<td>☐</td>
<td>Not an option</td>
</tr>
<tr>
<td>3. Wellness policy goals and objectives for the CSHAC initiatives are clear, measurable and supported by data.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Assigning responsibilities to an individual or group and setting review/completion dates for all policy objectives.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Evaluating the stated policy goals and objectives as outlined in the Child Nutrition and WIC Reauthorization Act of 2004. (If you are unfamiliar with this law refer to <a href="http://www.fns.usda.gov/tn/healthy/108-265.pdf">http://www.fns.usda.gov/tn/healthy/108-265.pdf</a>. This law outlines the requirements for the local school wellness policy in the areas of nutrition education, physical activity, other school-based activities, nutrition guidelines for foods on campus, wellness policy implementation, and representatives to be included in the development of the plan.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Monitoring student satisfaction by one or more methods (e.g., school climate surveys, student suggestion box, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Ensuring a system is in place to monitor the impact of our wellness policy in relation to key indicators (e.g., absenteeism, drop-out rates, high school completion rates, suspension rates, etc.).</td>
<td>☐</td>
<td>Not an option</td>
</tr>
</tbody>
</table>
8. Providing CSHAC status reports/outcomes to school administrators, the Board of Education, parents/caregivers, and the community.
   - If you communicate to all of these groups, check “fully in place”.
   - If you communicate with one or two groups, check “developing/partially in place”.

9. Disseminating information concerning the availability of community resources (e.g., health insurance, child care, parks, etc.)
   - Not an option

10. Communicating wellness policy changes to students, faculty/staff, parents/caregivers and the community (e.g., newsletter, web site, meetings, press release, etc.)
    - If you communicate to all of these groups, check “fully in place”.
    - If you communicate with one or two groups, check “developing/partially in place”.

11. Promoting wellness activities and events to students, faculty/staff, parents/caregivers, and the community.
    - If you communicate to all of these groups, check “fully in place”.
    - If you communicate with one or two groups, check “developing/partially in place”.

12. Solicit specific feedback on health issues from students, faculty/staff, parents/caregivers, and the community through formal communication channels (e.g., e-mail, survey, etc.)
    - Not an option

School Health Services
Questions refer to your school DISTRICT

1. Does your school district employ or have a consulting Registered Dietitian (RD)?
   ☐ Yes  ☐ No

2. If applicable, enter Registered Dietitian’s name.
   List Name: ____________________________

3. Does your School Corporation have one or more school-based health centers?
   “School-based health center” (SBHC) is defined as a health center located in a school building or on school grounds that provides on-site comprehensive preventive and/or primary
health services that may include behavioral health, oral health, ancillary, and enabling services.

☐ Yes  ☐ No

4. If applicable, please list the name and building location of each center.

   Name and Building Location: ________________________________________________

   Name and Building Location: ________________________________________________

   Name and Building Location: ________________________________________________

   Name and Building Location: ________________________________________________

5. Does your school corporation provide school-linked health services in collaboration with outside health care organizations and/or providers?

   “School-linked health care services” refers to a collaboration wherein a school system establishes partnerships with providers from various health care/social service organizations within the community to deliver a continuum of health care services and support that are not available on school grounds to students.

   ☐ Yes  ☐ No

6. Based upon your response in the above questions, what services are provided at the school-based health center or provided through school-linked health services? (Check all that apply.)

   □ General health assessments  □ EPSDT screenings  □ Laboratory & diagnostic services
   □ Immunizations  □ First Aid  □ Family planning & counseling
   □ Prenatal & postpartum care  □ Dental services  □ Behavioral services
   □ Drug/Alcohol abuse counseling  □ Chronic disease management  □ Prescription drug distribution & management
   □ Patient education (Please describe) __________________________________________

   □ Other (Please describe) ____________________________________________________

   ____________________________________________________

   ____________________________________________________
7. If you have a school-based health center, who receives services from the school-based health center? (Check all that apply)
   - Students
   - Staff
   - Parents/family members of students
   - General Community
   - Others
   (List)_________________________________________________

8. When is the school-based health center open? (Check all that apply)
   - Only during school days/hours
   - Before, during and after school hour
   - Only during the school year
   - Open year round
   - Others
   (List)___________________________________________________________________

Questions refer to your school BUILDING

9. Is there a Registered Nurse (RN) assigned to your school building?
   - Yes
   - No

10. If applicable, enter Registered Nurse’s name.
    List Name:___________________________

11. How many nursing service hours per week are provided by a Registered Nurse (RN) in your school building?
    - 30-49
    - 20-29
    - 1-19
    - Not Applicable (NA)

Physical Education/Physical Activity
Questions refer to your school BUILDING.

1. Is physical education taught by a teacher with a license in physical education?
   - Yes
   - No

2. Does your school have a written, sequential physical education curriculum based on the Indiana Academic Standards for Physical Education?
   - Yes
   - No

3. Does your physical education program assess student achievement based upon essential content and skills?
   - Yes
   - No

4. Are formative assessments used to monitor, reinforce and plan for student learning?
   - Yes
   - No

5. Does your school provide adequate equipment and facilities for optimal student participation and activity time?
   - Yes
   - No

6. Does your school have a policy in place which prohibits the use of physical activity for punishment or withholding of physical education or physical activity/recess as punishment?
   - Yes
   - No
7. Are classroom teachers encouraged to integrate physical activity concepts and skills to create interesting/innovative interdisciplinary connections?
   - Yes
   - No

8. Does your school prohibit substitution of other courses or activities for physical education?
   - Yes
   - No

9. Does your physical education staff participate in annual professional development activities specifically designed for physical education?
   - Yes
   - No

10. Does your physical education department have a written statement that is aligned with the overall mission of the school?
    - Yes
    - No

11. Does your school offer students opportunities to participate in intramural sports and/or sports clubs?
    - Yes
    - No

12. Does your school REQUIRE all students to take physical education classes for the ENTIRE SCHOOL YEAR?
    - Yes
    - No

13. What is the average teacher/student ratio in your physical education classes?
    - 1:20 or less
    - 1:25 or less
    - 1:30 or less
    - More than 30

14. If you are an Elementary School, how many minutes of structured physical education does your school require each week? (Excludes intramural activities and recess.) If you are a Middle/High School, check “NA”.
    - 150+ minutes
    - NA
    - 120-149 minutes
    - 60-89 minutes
    - Less than 30 minutes

15. If you are a Middle/High School, how many minutes of structured physical education does your school require each week? (Excludes intramural activities and recess.) If you are an Elementary School, check “NA”.
    - 200+ minutes
    - Less than 40 minutes
    - 180-199 minutes
    - 150-179 minutes
    - 120-149 minutes
    - 80-119 minutes
    - 40-79 minutes
    - NA

16. During physical education classes, are students engaged in moderate to physical activity for 20 minutes or more during class?
    - Yes
    - No

17. Which of the following does your physical education curriculum include? (Check all that apply)
Team Sports  Individualized Fitness  Social Interaction  Individual Sports  Adaptive Physical Education  NA

18. Estimate the percentage of STRUCTURED physical education time students are actually moving per class period?
☐ 76-100%  ☐ 51-75%  ☐ 26-50%  ☐ 0-25%

19. How many minutes per day, on average, does your school provide ALL students with an opportunity for UNSTRUCTURED physical activity (e.g., recess, open gym)?
☐ 61+  ☐ 21-40  ☐ Less than 20  ☐ 20

20. Does your school offer students opportunities to participate in intramural sports and/or sports clubs?
☐ Yes  ☐ No

21. Is health education taught by a teacher licensed/certified in health education?
☐ Yes  ☐ No  ☐ We do not offer health education classes in our school

Nutrition

Questions refer to your school BUILDING.

1. Does your school offer lunch?
☐ Yes, we participate in the National School Lunch Program  ☐ Yes, we offer lunch, but not through the National School Lunch Program  ☐ No

2. How often does your lunch menu offer students a salad?
☐ Everyday  ☐ 1-2 days a week  ☐ We do not offer lunch  ☐ Never

3. How often does your lunch menu offer fruit?
☐ Everyday  ☐ 1-2 days a week  ☐ We do not offer lunch  ☐ Never

4. How often does your lunch menu offer fresh fruit?
☐ Everyday  ☐ 1-2 days a week  ☐ We do not offer lunch  ☐ Never

5. How often does your lunch menu offer vegetables?
☐ Everyday  ☐ 1-2 days a week  ☐ We do not offer lunch  ☐ Never

6. How often does your lunch menu offer fresh vegetables?
☐ Everyday  ☐ 1-2 days a week  ☐ We do not offer lunch  ☐ Never

7. How often does your lunch menu offer whole grains (e.g., whole grain bread, whole grain pizza crust, whole grain pasta)?
☐ Everyday  ☐ 1-2 days a week  ☐ We do not offer lunch
8. Do you use fryers in your school?
   □ Yes  □ No, we do not use the fryers  □ NA, we do not have fryers

9. Have you implemented food purchasing and/or preparation practices to reduce the fat content of foods (e.g., purchasing specification for pre-prepared foods requiring lower fat content, use low or reduced fat cheese, draining cooked ground beef, etc.)?
   □ Yes  □ No  □ NA

10. Within the last year, has your food service staff attended any trainings or in-service programs (e.g., food service tips, preparation techniques, USDA guideline updates, etc.)?
    □ Yes  □ No  □ NA

11. Does your school have a closed campus?
    □ Yes  □ No

12. Does your school contract with outside restaurants (e.g., fast food, etc.)?
    □ Yes  □ No

13. Does your school have a policy providing students at least 20 minutes to eat their lunch? (Excluding time required to stand in the lunch line, walk to and from home, etc.)
    □ Yes  □ No

14. Does your school offer recess before lunch?
    □ Yes, all grades  □ No, we are a middle school or high school
    □ Yes, some grades  □ No

15. Do staff and teachers coordinate activities to reinforce and/or enhance classroom nutrition education?
    □ Yes  □ No

16. Do you promote the consumption of fresh fruits and vegetables (e.g., posters, free samples, etc.)?
    □ Yes  □ No

17. Is milk consumption promoted in your school (e.g., posters, free samples, etc.)?
    □ Yes  □ No

18. Does your school offer at least three (3) different varieties of low-fat milk (e.g., white and flavored varieties)?
    □ Yes  □ No

19. Does your school offer a breakfast program?
    □ Yes, we participate in the National School Breakfast Program
    □ Yes, we offer breakfast but not through the National School Breakfast Program
    □ No

20. Select the items you offer at least 3 days a week for breakfast. (Check all that apply)
    □ Low-fat white milk  □ Whole grain products
    □ Fruit
21. Does your school offer an Expanded Breakfast Program?
- Grab n’ Go Breakfast
- Breakfast in the Classroom
- Breakfast after 1st Period
- Our school does not offer an Expanded Breakfast Program

22. Does your school have vending machines accessible to students? If you are an Elementary School, check “NA”.
- Yes
- No
- NA

23. Is there a school policy restricting the use of soda and candy vending machines available to students? If you are an Elementary School, check “NA”.
- All day including before and after school
- Only during meal times
- During regular school hours
- NA
- No policy

24. What percentage of vending machines contains healthy options or “better choice” as described in Indiana Public Law 54-2006? If you are unfamiliar with this law refer to www.in.gov/apps/lsa/session/billwatch/billinfo?year=2006&session=1&request=getBill&docno=111.
- 50% or more
- 0-24%
- 25-49%
- We do not have vending machines available for staff
- NA

25. What percentage of faculty/staff vending machines contains healthy options (e.g., low-fat milk and dairy products, vegetables, fruit, whole grain products, low-fat items)?
- 50% or more
- 0-24%
- 25-49%
- We do not have vending machines available for staff
- NA

26. Which of the following activities does your cafeteria offer? (Check all that apply)
- Food sampling/tasting events
- Recycling
- Health education promotions (e.g., posters, giveaways, handouts)
- None

27. Do teachers in your school collaborate with the school nutrition staff to use the cafeteria as a learning laboratory?
- Yes
- No

28. How often do students receive nutrition education messages as part of classroom instruction and/or cafeteria activities?
- Daily
- Monthly
- Weekly
- We do not teach nutrition education
- We do not teach nutrition education

29. Does your school offer visual aids (e.g., signs/pictures) to promote healthy food selections to students?
- Yes
- No

30. Does your school have a policy that promotes the sale of healthy or non-food items for fundraising activities?
31. Does your school have a policy that promotes the use of healthy or non-food items for classroom activities and school parties?
□ Yes □ No

Staff Wellness
Questions refer to your school BUILDING.

1. Do you provide onsite wellness programs for staff and faculty?
□ Yes □ No (If you check “no” to Question #1, check “NA” for Questions #2-3.)

2. How are faculty/staff wellness programs funded? (Check all that apply.)
□ Entirely by the school □ Employees pay all program fees □ NA □ Employees share some of the costs □ Supported by grant or outside sources

3. Which of the following wellness programs are offered to the faculty/staff? (Check all that apply)
□ Stress Management Class □ Healthy Eating/Nutrition/Weight Management □ NA □ Health Screenings/Fairs □ Physical Activity Opportunities □ Incentive(s) to Participate in Wellness □ Smoking Cessation Classes

4. Are school staff/faculty encouraged to become members or participate in Indiana Action for Healthy Kids Initiatives?
□ Yes □ No

Parent/Community Involvement
Questions refer to your school BUILDING.

1. Does your school offer parent/student programs that promote health and/or physical activity (e.g., family fun night, wellness challenge, family fitness events, health fairs at school, etc.)?
□ Yes □ No

2. Outside of school hours or when school is not in session, are your athletic facilities available for use by the community? (Check all that apply)
□ Yes, outdoor facilities □ No, indoor facilities □ School does not have outdoor facilities □ Yes, indoor facilities □ No, outdoor facilities

3. Which of the following methods does your school utilize to provide nutrition and/or physical activity information to parents? (Check all that apply)
□ Special events □ School district website □ None □ Media □ School building website

4. Our PTA/PTO supports our wellness initiatives through: (Check all that apply)
□ Healthy (food or fitness) fundraisers or non-food fundraisers □ Family fun fitness nights/health fairs □ Hosting guest speakers for health seminars for parents and students □ None
5. Does your school partner with local community agencies or local organizations regarding school wellness initiatives (e.g., hospitals, banks, fitness centers, utility companies, Purdue Extension, Dairy & Nutrition Council of Indiana, etc.)

☐ Yes, 3 or more partners  ☐ Yes, 1-2 partners  ☐ No, we do not have any partners at this time

Certify

We certify that to the best of our knowledge and belief, this application is true and correct in all aspects.

☐ Agree  ☐ Disagree

Thank you

Your interest in the Healthy Hoosier School Award is appreciated!

Notification of the status of your application will be sent via e-mail to the contact listed on this application in May 2010.

Making Positive Changes Within Your School

Once you have completed this application, you may realize ways in which you can help to improve your school environment. Please contact the Indiana Action for Healthy Kids (IN AFHK) team at http://indianaactionforhealthykids.org/Contacts.htm to take advantage of the many resources that can be provided to your school and to learn ways in which the IN AFHK team can assist with these enhancements. If you would like to become a member of IN AFHK, please visit http://indianaactionforhealthykids.org/Membership.htm.
Appendix F: Interview Transcripts

Section F1: Interview #1

JR: recorder on.

#1: OK.

JR: Hopefully we won’t get to much background noise. Alright, um, so thank you for meeting with me today. Um. and I’m excited to hear about your experiences as the wellness coordinator and. Um, I sent you a copy of the questions already, but I may ask a few additional ones that aren’t necessarily on there, but, um to begin with, uh, Will you briefly describe your current wellness program?

#1: um, this year we have, ah, a staff wellness committee and its comprised of administrators, school nurses, food service, some teachers, um, P.E. a few parents, and so they kind of oversee the whole project of what our goals are. But uh last year we had trouble getting the adults excited so I made actually a student council type of organization of kids, and their main focus, we just work on health projects and so they’re called the Student Health Action Council. Um, and the kids had to apply, and we chose from the applicants of why they wanted to be on this health action council and they’ve kind of been the core of the projects that we do. Um, and I picked kids that were kind of non-traditional, not the kids that were always selected for everything or the outstanding students or the most outgoing and so it’s really given these kids a great leadership opportunity. Some of my kids are foster kids, some have ADHD, some have um some behavior issues, um but they’re just really a fun, eager group of kids and they, um, we meet over lunch, um, maybe twice a month and then we plan our activities from there. Our school schedule is much tighter than last year, so I don’t have the blocks of time that I have in the past to do projects, but our planning happens over lunch and then we go from there. Our focus this year was, um, more food tasting activities, cause we’ve found that kids’ll taste food if they’re friends are eating it and if it’s just a small thing, and we kind of make it a challenge. And we have lots of competitions between grades as far as which grade tastes, tries it the most percentages and that sort of thing. And so my kids are the ones that serve it, my SHAC, We call them the SHAC team because it stands for Student Health Action Council, so their called the SHAC team and so they present it and they keep tallies.

And um then another thing we’ve become active in the assembly. We do some kind of activity at the assemblies, so the kids always look forward to that, whether its ah, a physical feat, or whether it’s some kind of a race, or whether it’s a guessing contest. Uh, our most recent one was, we took a giant snickers candy bar and we had the kids at lunch guess how many calories they thought were in this giant snickers candy bar and then we picked the kids that were the closest and then at the assembly, they came forward and then we had this big plate of raw vegetables, arranged rather attractively, and they got to guess how many calories they thought were in this big plate of vegetables, and then also a big plate of fruit. And they all had exactly the same amount, but it was just a comparison of very concentrated calories with not any nutrition to them compared to a huge plate of vegetables, or, you know, a smaller, but very nice variety of fruit. So that was fun, it was
kind of like oh, my gosh, so a little teaching, along with fun. So that was some of the 
things we do.

We also have a game, it’s called, um, ah, Name that Number, and it’s an action game 
where the one person that is it, they have their back and they have this, uh, flip board that 
has numbers on it, and you flip the numbers over, so, the kids stand behind them and they 
flip a number and the person is looking at the audience and has to guess a number, and if 
he has to guess higher, the kids jump up, and if he has to guess lower, to get the number 
then they squat down. So, it’s an up and down kind of game. So that’s fun.

Um, other things we’ve done, we’ve called them, last year we did SHAC attacks, is what 
they were called, and they were three minute movement activities, that teachers, we’d ask 
if anybody wanted a SHAC attack and the kids didn’t know we were coming and we’d 
come into the classroom and do a three minute activity. We did Name that Number, we 
also did a pumpkin bowling game that was really fun. We used pumpkins and you had to 
sit on the floor and roll the pumpkin, which is kind of hard work.

JR: Mmm-hmm.

#1: We used milk bottles for our pins. We had a pumpkin rolling contest and these were 
funky shaped pumpkins and you had to roll them around little pylons or little cones and, 
you know, they got points for however many kids made it around the track. Um, we did a 
beach ball blast, that we took and so it’s not bad if you’ve got one beach ball, but then 
you throw in another one and another one and then, haha, they got very wild and crazy, 
but they’re trying to keep the balls off the ground, so that gets pretty chaotic, but that’s 
fun.

Um, I’m trying to think of other things that we’ve done. But we called those SHAC 
attacks and the kids would just go in and we’d say, we’d pretend like, um, we had 
sweatshirts or t-shirts that had an emblem on it that looked like a police officers emblem 
and we’d go in and say, “this classroom is now under a three minute SHAC attack, under 
the authority of the Action for Healthy Kids and principal Smith, you will be more active 
and eat healthier.” And then we’d do the fun thing and then three minutes and we were 
gone. And so the teachers would use it as a reward sometimes, or if the kids didn’t do 
good, they’d talk about teamwork, you know, and “well next time, when they come back, 
let’s try this…so we can get more points.” And then at the end of the day we’d announce 
whichever classroom won the SHAC attack. So it was very fun.

JR: That’s fun.

Now, so, and the kids would, “are we getting a SHAC attack? Can we please have a 
SHAC attack?” so, it was fun. But this year we didn’t have that time that we could go 
into the classrooms cause everything’s kind of rescheduled so that’s why we do things the 
assemblies. And we were in charge of the assembly before Christmas, so we came up 
with a these all of these really fun, bizarre things. One was a snow blower contest. And 
we used just little Styrofoam balls and we divided the kids by grade levels and then they 
had to get down with a straw and blow their snowball into a little hut and so they’re just 
blowing like crazy.
#1: And then the next event was package wrapping where you put your arm around the person beside you and then you have to wrap a package just using your free hand. So there’s these two kids hugging and trying to wrap this package. And that was very fun. And then they had to take the package and the kid put tennis shoes on his knees and they had to walk on his knees so you look like you’re a dwarf with this package and deliver it um, and then they had to, somebody else had to slide the packages up to Santa’s sleigh. And then we used um those little scooter’s that they use in P.E. and we tied two of those together and then we had reindeer with Rudolf, every team had a Rudolf with a nose and antlers, and then the person behind him was the GPS and had to guide the sleigh. JR: Hahaha

#1: And then Santa was on the sleigh and then there was four chimneys around the gym so they had to make the route and drop a package in each chimney to get back to the, you know to get all the packages delivered, so it was wild and crazy and the kids absolutely loved it.

Um, we have a man who is, ah, helps with music and he’s huge, he’s 500 lbs. He, um, tried out for biggest loser and didn’t make it. And then they started a new reality show which is very obese and he was a runner up contestant. He almost made it and he was so discouraged, and what that program, I think it airs in May is instead of going to the ranch they come to you and they work with you in your home community and set you up with a fitness counselor and nutrition and all that, so then they actually follow that one person for a whole year. You know they, this week it’s about me and so they show me in the beginning and all the steps they go to. So [name] was runner-up for that. And he was very disappointed cause they really wanted him because most of the contestants were young women many of them black and here he’s an older guy, he’s a musician, you know and he has a great personality, so he was bummed. They didn’t pick him because at the time he was having to use two canes to walk and they didn’t think he could physically do it. So he came home and he started working pretty hard on his own and he lost 50 lbs and over the summer he would go to the community center and swim. Well, then when school started um the pool wasn’t open early in the morning or late at night because there was a rule that you had to have a lifeguard. Well, he did some research and consulted some different people and actually if you’re an adult you CAN swim without a lifeguard. So he got a thing passed, through city council and it’s affected other pools in similar situations in other towns, that an adult can swim alone without a lifeguard in these facilities. And so he changed policy. So the pool is now open so he can go in and other people who want to can go in and swim early in the morning or late at night. So it makes the facility much more usable for more people. Um, but anyway, so we had John come, and he used to be the bugler at AK-SAR-BEN. Do you know what AK-SAR-BEN was?

JR: Mmm-hmm

#1: For years he was the official bugler, so I said, “John, can you come and blow your horn for the reindeer?” ha, he says, and he said, “Oh, yeah.” So he comes in his whole, uh, race track cap and red jacket, and all of this. Well, little did he know that at every
assembly, we do a staff wellness award. We call it spotlight on wellness, so the SHAC kids pick a staff person that they think is a good example or done something and then they stand and then they shine the spotlight all over the crowd, you know, while we’re announcing who it is. Well, he was the kids pick for that.

JR: oh, neat.

So he thought he came to bugle for the races but he was actually also our winner because of changing policy that affected a lot of people, so he was very, very touched by it. But, uh, other people that we have picked, um, one of our teacher’s has lost a lot of weight very sensibly. She’s lost, gained, lost, gained, this time she has stayed with it and she had really inspired a lot of other people. She’s done it very healthy. Another one is, uh, little bitty petite gal, she’s not actually a teacher, but she’s in the national guard and she runs marathons, so we picked her one time. Um, then we had two teachers that last year, they just started putting their tennis shoes on and walking around the building. Well, now they have a whole flock of women teachers that actually change into sweat clothes and put their tennis shoes on, even though they only can walk for 10-15 minutes, and the kids see ‘em and they said, “My gosh, did you see how fast they walk!” cause se gals are buzzing all over the building, so the kids picked them. And our next uh person is gonna be, she’s actually the behavior teacher, she has all the bad kids, the tough kids, but um she has just been such a great help to me.

Um, every couple of years, I do a thing called Healthy University, an it’s a day long event where all classes are canceled and I have a whole day to do things with the kids. And it’s a huge undertaking. I thought I was going to die last year, “Oh Lord, please let me die so I don’t have to finish this. It’s just too big” but, the kids, I kind of do like a Survivor format, where the kids are grouped into tribes of ten kids and then there’s an adult with them, and each tribe has their own special headband strips. And so during the day, they go as a tribe to all these different activities, and some of it is speakers, I have a lady come who is diabetic and blind as a result of her diabetes, so the kids do a disability awareness activity where there’s five kids in a group and one kid is blind as a result of their mom contracting measles you know, before they were born. I make all these scenarios, and one kid is deaf, this is a true story, a kid fell on a pencil and it went up in his pallet and it affected his ears.

JR: Wow.

#1: I give them each a real story. And then one kid is, oh, he was tricked into drinking drano and so his esophagus was fused so he has a belly tube so he can’t eat normally and he can’t speak and then the fourth kid, he’s uh paralyzed in an ATV accident and then the fifth kid is a caregiver for these four kids. And I give them six real simple little things to do, and so the kid that’s blind has to put on, I get glasses from the eye doctor you know those sun glasses and then I put, cut black to fit them, so if you put them on tight, you can’t see anything. And then the kid that’s deaf, I get industrial strength ear plugs and so they have to wear those. The kid that has the , the g-tube, he has to have his mouth taped shut through the whole thing and then the kid that’s a quadriplegic has to have his hands and feet tied during the activities. And so one of the activities is just signing a birthday card, and one is uh it’s a birthday and somebody passes out candy and so, of course the
kid that’s got the g-tube can’t eat the candy, the kid that’s quadriplegic can’t unwrap his candy, um and then one thing is you have syrup on your face, just six simple little things that I have the kids do and then I have them right an evaluation and the most common response I get is, you know,” What happened to you? Was there anything fun about it? What was bad about it? Would you want to be this way for 24 hours and day?” The most common response is, “No, that would suck.”

But, you know, but anyway, this lady comes. Little do the kids know that she also comes back when they’re 8th graders and she’s the AIDS speaker. She has AIDS, that’s how she got diabetes, was from her medication for the AIDS and the diabetes destroyed her vision. So she speaks to them on blindness and diabetes as 5th and 6th graders and then as 8th graders, when they walk into their AIDS lecture, they go, “It’s (name).” So that’s a really neat teaching experience for them, you know. They recognize that “Gosh, we thought she was so neat. She was so fun. Now she’s talking to us about AIDS.” Really powerful message there.

Um, I had a kid come who lost his leg to cancer, cause you know everybody in their, cancer is such a scary thing and sometimes kids are gonna come in contact with cancer so having him come an talk about what it’s like to lose his leg at 16 and all the things he’s done. He’s gone on to participate in the para-para-olympics. He was, played volleyball with them and he also went on to play baseball and different things. So you know it’s kind of scary, but it shows them there is life after cancer and things.

Um, What are some of the other things? Oh, I have somebody come in from, um, ah, [inaudible] and tobacco prevention and we have a big display. I used to be really active at that so I got a lot of fun activities to do as far as tobacco. I’d take hard boiled eggs and I’d but them in a big jar and soak em in tobacco juice water and then they have to take the eggs out and try to scrub the stains off. You know, a lot of hands on stuff.

JR. Uh-huh

#1: so anyway the kids do those kind of things and then there’s all kinds of crazy physical challenges and then there’s all kinds of nutrition games that they go to and then earn points going to these different things. And then there’s competitions between the tribes. You can challenge a tribe to do something and then if they lose then um I hand out a few rubber chickens and a few fish. So if you challenge them and they lose then you get their rubber chicken so they’ve got these little backpacks with rubber chickens in them, so you don’t want anybody to get you’re rubber chicken, you know. And so, um, some of the teachers really get into it. Like, one of them, she’s got her kids sneaking through the back hallways so nobody sees them to challenge them because they don’t want to lose their rubber chicken.

Um, and then the foodservice, they pack a special healthy lunch. Um, It’s wraps and fruit and they always come up with a new, really good cookie recipe. You know, because eating healthy isn’t about giving up everything fun, it’s just doing it different. So they’re always experimenting and trying some kind of new cookie. And um so ,for lunch, instead
of eating in the cafeteria, the tryou ibes they just kind of grab their sandwiches and just
go find a place to sit.

and then they have a packet that has lots of trivia questions in it, too, cause sometimes if
they’re, some tribes aren’t as active and sometimes they just want to sit. So they’ll work
on the trivia or if they have to wait to go to an activity. So they’re always busy. There’s
something going on all the time. Um.

JR: And that lasts all day long?

#1: All day long.

Um, and then in the afternoon, I bring in about 30 or 40 different people and all kinds of
different activities that the kids may have never tried. We bring in archery, we bring in
massage, we bring in tai chi, we bring in anything about that you could imagine that some
body could in and the kids could do for 30 minutes, 45 minutes. Canoeing, trick bikes,
um, all kinds of different dances, they can go to a cooking class. Some of the activities
are outside, some of them go down to the community center and swim. I’ve got this
game, where they do, it’s just a card walk, where you make a lap and then you draw a
card and you see who has the best hand at the end of the walk, but the more you walk, the
faster you walk, the more cards you get so the chance you have of having the high point
cards.

Um, anyway, So in the afternoon the kids get to pick which things, they’ve had to give
me their list ahead of time, and I match them up and so everthing’s in code. So when they
get to a room, they don’t know what activity they’re getting to go to. Cause you don’t
want anybody going “Awww, that was my fifth choice, I don’t really want to go to that.”
So they don’t know what they’re in for until, they get into the room. So that keeps the
kids real honest and it takes a whole lot of planning.

JR: I’m sure.

#1: You know, cause everbody’s got a name tag and I have this giant schedule cause I got
to figure out where 500 kids are every minute of the day and how many will fit in this
room and do we have enough equipment for this, and um, but its very good fun. And then
I also have usually some kind of a motivational speaker come in and um. One time I had
a guy come who was, um, an Olympic wrestler and he was ring athlete of the year two
different years, anyway, he grew up in the projects and he didn’t have access to a gym,
but a man in his project kept fit by jumping rope. It was something he could do in his
little bity apartment. And so he taught this kid how to do all different kinds of jumping
rope, which you wouldn’t think would be very exciting, but he’s really good.

JR: Wow.

#1: He can lay down and pass the rope under him.

JR:Wow.
You know, and so he’s a very good speaker and he told the kids about, you know, a lot about life and such, just being fit. So, And then uh, he stayed and then actually so the kids could go to him for a workshop. And he taught and he just worked the spots off of them. They all got their jump ropes and he sized them up, so for about a month afterwards, after he came, the kids would bring their jump ropes out to recess for a while. (inaudible)

Another time, I had a guy come who was born with a horrible facial disfiguration that was called mangioma or something of the blood vessels would ball up and they just keep growing and growing.

JR: Wow

#1: and um I’d seen a picture of him on the internet. I just got a postcard and wild random things happened to him and it just said this guy was available to speak at schools and dah-dah-dah-da. And so I looked him up and I was like, wow, he’s in his 60s, anyway, I made contact and he was so kind and everything, “Yes I’d be happy to come, and, but that’s kind of expensive, maybe I could go to some other schools while I’m there.” I said, “OK.” So anyway, I picked him up from the airport and he was like, well, this is really bad, he had a lot of surgery and radiation, so he had no lower jaw basically and you know his eye all bugged out and he had a lot of surgery to take off things, but he was, the kids absolutely loved him. When he walked in, he goes, “ok, you have five minutes, go ahead, ask me, ‘what happened to your face?’” and so then, then he goes on and talks about the people who supported him while he was growing up and what it was like and experiences and at the end he says, “Now let me ask you something,” he said, “Do I look the same to you now as I did 20 minutes ago?” and they all (shaking her head) and he goes, “You don’t look the same to me either cause now we now what’s in each other’s hearts.” And this like, “oh.” So, anyway and it was about don’t judge people by how they look, but (inaudible). Anyway, so that’s what basically Health U is. It’s the kids love it, it’s their favorite day of the whole year. I have to write grants to get money for that

JR: Mmm-hmm.

#1: because it cost me $5-10,000 depending on how much I do or whatever so that’s how I do that. Um, and sometimes I can find a grant and I get it, I’m pretty good at getting grants, and sometimes there’s just not one out there. SO I’ve gotten grants from the Dairy Council and from, um, the American Heart Assosication and the Cancer Society and from Health and Human Services, and um, from our county health department so and I’m just always looking for grants and then I just write up basics, what we’re going to do. The thing is now with a lot of grant, especially bigger ones, they’re wanting evidence-based research and all kinds of garbage you know it’s not like

JR: Mmm-hmm

#1: “Hey , let’s just try it, it might be fun, it might work.” You know they’ve got to prove all of this and that’s too much for (inaudible) and I just go for the one that “tell me what you’re gonna do” and hope they like the idea and
But it’s really really fun and the kids always just beg me, “can’t we do it this year?”
But I’ve found that if I do it every two years I can have a fifth and sixth grade program
and then a seventh and eighth and so that way I don’t have to come up with all new topics
every year, I can kind of recycle them. So, that’s kind of my plan, but it really takes tons,
and tons of, all the packets and contacting all the people and you know, planning all the
meals and so it’s really, really big thing. So but anyway, this, I get all kinds of help from
interesting people, and this lady that’s in charge of the naughty kids, the behavior lady,
she’s always helped me a whole lot with it. So she’s going to be our next spotlight on
wellness winner when we have an assembly on Thursday, so.
Oh, and then I take my big wheel chair and it’s all decorated with balloons and stuff,
haha,

And the kids go pick them up and then they, haha, they make a lap in the wheel chair
and push them around. So, It’s hokey, but it’s fun. Middle schoolers are all about that.

Um, so basically this year, yeah, the SHAC team is doing that. We do the assemblies,
um and we pick out an adult for that wellness winner and um, what else? Food tasting,
we did um, last year we did, I read how good for you green peppers were, and I really
grew up hating green peppers, but I decided I better start to like them. So we have a
wonderful salad bar and there’s always green peppers so I started taking a little piece of
green pepper and putting it on my salad and I got so I could eat them. and I still don’t
really look forward to them, but I would eat them. So we decided that we would try it
with the kids and that was their first food tasting. And if you eat something, taste
something that you already like with something new you’re more likely to like it. SO we
cut the green pepper slices really thin and then we had ranch or Dorothy Lynch dip there
so they could dip it in if they wanted to, and we just went up and down the tables, and we
had a little cart all decorated up cute, and um but to announce it, like two weeks before
hand I made a big banner that says, “Take the Dr’s Pepper Challenge.” And the kids are
all, “Dr. Pepper!” Oh My God.” haha It wasn’t that at all. Haha, but it was so fun cause
the kids would go, “oh, no, no, no” and one of them would say, “well, I’ll try it.” And
then he’ll go, ”Oh, it’s not hot. Try it. It’s pretty good. Try it.” And it just kind of spreads
like wild fire. so the kids really did try the peppers. And so every once in a while when
peppers are on sale on Friday, I’ll just, the cafeteria will slice them up and I’ll stand at the
end of the line and if they come through they get a free slice, and you know, kids’ll take
anything that’s free.

And so we go through a ton of peppers now. Like the lady on the salad bar says, “I
can hardly keep peppers on the salad bar, she said. The kids have just acquired a taste for
them, and it didn’t cost them anything and it wasn’t a big piece, and there was no
consequences if you didn’t take it. So we do peppers, we did little cherry tomatoes, and we, um you ever see the movie cars?

JR:mm-hmm

#1: Mater? Ok.

JR:Yeah.

#1: So we called it the Mater Rater Challenge, haha

JR:Haha

#1: And we had Mater was our (inaudible). We did cherry tomatoes, we did pomegranates, um, that was fun. We did dates, and then we did fresh pineapple a week ago, and then we have a little board and they mark whether they like it or not. And then the SHAC get to choose, “Let’s try this or let’s try that.” So that part’s really fun. They enjoy that.

JR: That’s neat the the kids are so involved. Now what is, I don’t think I know exactly, what’s your position at the school and how did you get involved in the wellness program?

#1: Um, I’m the school nurse.

JR:Ok.

#1: And like I said, I just to do, I like to have fun, haha

JR:mm-hmm

#1: Actually it started originally, we did a kind of like a Healthy U day, but for staff about ten years ago, and at that time, the school psychologist who was a chunky little, um, kind of mousy little lady, very quiet, she came to me and she said, you know we oughta do something for the kids kind of like that. “You do?(inaudible) so anyway, she wrote a grant and we, we got it through special ed, which I really don’t think is legal, but we wrote it that we were doing this for the special ed kids and we just invited all the other kids along too. So she helped me get started on. So and she and I did a walking club and we called it the Worldwide Walkers and the kids could sign up and they got a pedometer and then every week we would all total our miles together and then we’d plotted a course around the world, which was really cool and we went to all these really weird places. And once the kids got enough miles then she and I would set up a display in the hallway and we’d bring artifacts and maps, or clothes or whatever we could come up with and then some kind of a food of that area. And we’d make really fun backdrops. When we were in the Himalayas, I made these mountains and we served the kids sorbet in little teeny tiny ice cream cones. We had on hats and gloves and were dipping it up, but you know, the kids, we got this big map on the wall, oh it’s huge, it’s probably as big as that side of that wall there, and all of a sudden the kids are looking at the map, and it was great for geography. And then we, you know, had a little line going to the next place and the kids would go, “Oh I want to go here.” “My grandma lives there.” “If we go there, my grandma says we can bring whatever stuff.” So then the kids were coming to us with
ideas and things to share, so, and then it was really fun, and so we’d always try to come
up with the food from that area. And she’d go to all these markets in [city] and find
something that was affordable, and then we started coming up with an activity that went
along with that, too. Like when we were in Greece she made some little stations and they
had to do these little Olympic things, just real simple little things and then we had all this
Greek food. I made Baklava from scratch, which was to die for, not exactly healthy, but it
was some killer Baklava. Um, when we went, oh, and we made passports. Every kid had a
passport, a little cut out passport and then their picture was in it, and so when we would
have the celebration, they would have to go through the line and we’d stamp their
passport with that country and a little sticker from that country, and um, when they’d get
to go through and play the activity. So when they got to Australia, you know Australia
was founded by debtors and prisoners and investors, so when they got off the boat in
Australia, they had to pick a stick out of a can full of sticks and the stick either said
“debtor” “investor” “Prisoner” whatever so then we had the little prison set up so if you
were a prisoner you had to go to prison for a while. And then they had to look through
books and come up with some kind of fact about Australia to get out of prison and then
they could go through the line and keep the other activities, so wild, crazy stuff. Anyway,
she’s the one that really got me started on it. Then she retired so then walking club
became too big and too long to tabulate all those miles, and for me to do all those
displays on my own, and she had access to, she didn’t have any kids so she had time to shop and find different things, but we really had fun with that. And actually in two years
time, go t all around the world, and we went to Fiji and all kinds of remote places. When
we went to Russia, We were on the back side of Russia, at some little seaport she found,
and we thought what are we going to do? So I made caviar, but you know what it was?

#1: It was tapioca pudding, marshmallow cream, and black food coloring, haha

#1: You know we had to stretch it a little bit. We said, “Now, this is not what real caviar
tastes like.”

#1: But, you know. I’d, we’d make little scenes and displays. We made a little tea house
out of cardboard, just all kinds of fun stuff. It was great. The kids just couldn’t wait to see
what the next thing was, and when we went to Africa, we let any kid come through if
they gave us, Have you heard of the heifer project?

#1: Ok, it is an international project where they provide, um, native animals to people so
that they can have their own eggs, hatch some eggs, grow more chickens, share a chicken
with the next family, anyway its really, it was started after WWI by a Kansas farmer, that
he was in Italy and he realized that to get back on their feet the people really needed
mules to start farming. Like he said, you can give someone a cup of milk but it only lasts
a day, if you give them a cow then they can keep going. So anyway, we said anyone can
go through the display as long as they give us a coin for Kenya. And so, then we called so
then all the kids could go through, and I have a friend who traveled to Africa so she had
all kinds of really cool pictures and all kinds of things and we made a miniature hut like
they, some of them sleep in and all this kind of stuff, so they really can’t wait to see what
they’re going to get for food. Well, as they went around the corner, when they’re on these
safaris the natives just stop and she says they knock the scum off a pond and they get
some water and throw in some cornmeal and it’s just like cornmeal mush and she says it’s
just a big bowl and she says they don’t wash their hands or anything they just grab a
handful of it and she says they make a little circle of it and they pour some kind of gravy,
and she says you don’t want to know what’s in that gravy, pour a little of that on it and
that’s what they eat. Anyway, so kids came around the corner and so we had this big jar
of horrible looking water, you know, this is what you might be drinking if this is where
you lived, and then this cornmeal, we had them put on gloves, so then they just dipped
some in a bowl. So anyway, it was really fun. And then we had a big display about AIDS
and HIV and immunizations, and all that kind of stuff and it was, it was a big deal. Then
one of the lobby sites, just being active and accumulating miles, they got to taste different
things and learn a bunch about geography, and it was really fun.

JR: That’s really neat. That’s neat. Thank you. Um, what influenced you as you created
and started this wellness program?

#1: What influenced you? Um, when I was a kid, I hated health. My mom was a nurse so
I heard about brushing my teeth every single day and drinking my orange juice and all
that good health stuff, so the last thing I wanted to do was go sit in a class and learn about
it again. So I just always decided, if I had anything to do with health, I’d make it fun. So
that’s probably it, I just wanted it to be fun. If you have fun you remember it. If you have
to listen to your mother tell you to brush your teeth you just kind of block it out, haha. So,
um, that’s probably it. It just kind of grew. It wasn’t something I thought, oh boy these
kids are unhealthy, we really have to do this. That’s a fact, but it is just doing fun things
and seeing kids respond to fun things so it kept going, so.

JR: Just making it interesting?

#1: Yeah.

JR: Who else was involved in creating the program?

#1: Um, well like I said the school psychologist, she helped me to start with, she was an
inspiration and I worked with the behavior teacher. Uh, I’ve done projects with a high
ability teacher. She had a neat bunch or so, where these girls when they get to be seventh
or eighth graders they decide its not cool to be smart anymore, so she and I put together a
workshop on a, a motivational workshop for girls. (Name of town) is a very poor town,
and a lot of these girls come from four and five generations of poverty and welfare people
and a lot of these girls iddn’t have any idea what you could do cause nobody in their
family had ever worked, especially the women. You know, they might work in the bar or
they might wrk at Burger King or they might be a cleaning lady somewhere. So anyway,
so I’ve worked with her. Um, some other school nurses, but most school nurses, uh, they
don’t get into wellness as soon as I did. So, um, actually the extension agent that I’m
friends with, she and I are kind of idea kind of people. I guess just, you know, you have an idea and you say something to somebody and, you know, yeah that’d be fun and it just goes from there. It’s never been anything really tightly planned.

JR: Mmm-hmm. Um, And how long have you been doing this program?

#1: Um, I think I’ve done four healthy U’s. One last year, two years ago, two years before that, so uh, probably I’ve been doing healthy U for seven years. And that was about the time, we did walking club for two years, that was about the time, I think that was about seven years ago. So, Before that I’d do, create projects. My first year I did, uh, it was called Valentine for your Heart that was put out by the dairy council I think and the American Heart Association, and so on Valentine’s day, the cafeteria made a special healthy meal and we invited parents to come in and eat with their kids. And we did, I had some posters on the wall that said different things the cafeteria did to make food healthier. And back at that time they used applesauce in all their desserts instead of shortening, so we put that up and we talked about how they rinsed all the hamburger in hot water and you get all the extra grease, and that they didn’t add any salt to the things. So we had little, you know trivia information things put around and it was just, it was a very positive project. I did another one called Eat a Good, Eat a Good and Healthy Breakfast Every Day Day. So we just tracked how many kids ate breakfast ahead of time and then how many ate that day and the kids got a ribbon, and just little fun things like that, so.

JR: Fun.

#1: Yeah, I told you, I’m all about fun.

JR: I think I want to be in your wellness program. It sounds like fun. What challenges did you face in creating and implementing this program?

Money. Money and time. So like I’ve said, I’ve been pretty lucky to get grants. Um, but it takes a lot of work.

JR: And time, too to write those grants.

#1: Uh-huh. And some of them want to follow us and then you got to write it all down and you know, make them think that you really did good. Which, A lot of times I invite the people to come so they can see their part of it so then I don’t have to write the follow up or just part of it. Um, schools anymore are so much more stressed for the kids have got to produce and reading are huge and you know if a school doesn’t show, what’s it called? Something AYP Annual Yearly Progress, you know they can risk losing principals lose their jobs, you know all that kind of stuff. So there’s not really any latitude or space to do all the different things. You know, we’ve lost two different health classes because they had to have more reading, which is really sad, cause we used to have a dedicated fifth grade health course and teacher and it, over at the elementary, we had a full-time health teacher and going to health was just a rotation that the kids went to, they went to music one day, pe one day computers one day, health one day. So they’ve lost (inaudible). Uh, So time, time and money. I’m really lucky though. My principal has always given me a lot of space to do stuff. Other principals wouldn’t do that, but if you do one little thing
and it goes well, and the kids like it the teachers like it, it’s fun, then the next time you
say, “How about doing this.” then you just kind of build on that. I’m mean you could
never go in and then ask for a healthy U day you know, “Give me all 500 kids for a
whole day.” You know, so you have to build on. But I’ve been really lucky, (Name of
school) has always been really progressive as far as health.

So, and Um, we have more nurses than the average district and that came about, kind of
it’s a sad thing. The one and only nurse we had was a local gal, and she got breast cancer,
so that’s how I was hired. They needed a temporary school nurse while she was out for
treatment, so. How I got there is a long story, but anyway so, they hired me and she
wasn’t able to come back at the end of the semester so I got to work a whole year and I
had done some of this fun stuff and so she was ready to come back though the next year,
but they weren’t sure how her health would handle it, so they didn’t want to get rid of me
and then have her get sick and not be able to finish. So they wrote a grant to keep me, so
there was two of us that next year and they found out how much two nurses could do, as
far as special projects, and so from there we actually added a third nurse. So we actually
had a full-time nurse in each building, which most schools would not do that. But now
with budget cuts, our elementary nurse is retiring and they’re giving the word that they’re
not going to replace her with a nurse, so I won’t have nearly as much time next year.
They’ll put somebody over there, but it’ll probably just be a health aid, so I’ll have to do
the nursy nursy stuff for both buildings. But I was just lucky, I was in the right spot at the
right time with people who were okay with having fun..

JR: Good. That’s very good. Uh, So what supports do you have from the community for
your program?

#1: Um, well the parents, cause the kids go home an talk about it. Um, we try to include
the community as much as we can, um by having people come in and help do one those
little classes. Um, you try to find, who’s the guy who does fly fishing or whatever, you
know you try and bring in parents or community people that are amateur experts in
different things and so they get to come in and then they meet the kids and the kids are
fun, and so then that, I have a lot of people that say, “oh please let me know the next time
you’re going to do this. I want to come back and help again.” Um, I also do a thing. We
just did it a week ago, where we have a physician’s lab come down once a year and they
will do a basic blood profile for $20, you know the same thing you have done at the
doctor’s office for a hundred bucks,

JR: Wow.

#1: And they send me the results in two or three days. And so there’s this print-up that
says all your glucose, your cholesterol, and everything so it’s become a pretty big deal. I
had 91 people come.

Um, so anyway, we invite staff, retired teachers, spouses and then we also reached out to
the bank. We have one back that supports us, um, has quite a few people that work there
who have kids in school, and also the Masonic home since we have a CNA class and we
sned students there to work. We invited their people in if they wanted to take advantage of it. So, and then we used to give flu shots, our school attorney won’t let us do that anymore, but you know we just make this very available. And I also take projects to the Catholic school and that makes a bond, you know, we’re not competitors cause they don’t have a school nurse. And then our kids go out, we we did a presentation at Lion’s club. We showed our video that I’m going to send you, and did some of our activities and so old people like to see kids come and do fun things. So that sort of thing. And like the Dairy Queen is across the street and they used to, at healthy U, for one year, they made many banana splits for the kids treat at the end of the day, and the kids really thought that was awesome. But we froze the bananas in the cups, cause to make 500 banana splits took a long time
JR: Right.

#1: And so we thought, we’ll put the bananas in the bottom, well the bananas were too hard for the kids to eat. They didn’t thaw fast enough
JR: Oh no.

#1: So we had to scrap that idea. But if you have fun and the kids have fun and they tell their parents then it just kind of spreads. And we’ve got quite a few awards, you know you have to submit a documentation of what you’ve done and write up all this stuff and put all your handouts and fliers and all that stuff, and then you know you get a little blurb in the paper, you know, “So-and-so won such-and such” so that’s how that works. I used to have a good friend that work at the paper, which was awesome cause I could write anything and she’d print it. But I haven’t, she retired and the other gal, she’s more interested in sewer systems, haha,
JR: Haha, and other things.

#1: Murder trials and you know I’ll say “We’re gonna do such-and such.” “oh okay, well there’s only two of us, you know it’s kind of hard for us, but just let me know and I’ll be there.” Well, she never comes so that’s kind of discouraging. I did invite all the TV stations down to healthy U one year and they never came. They always come when we have a murder or something awful like that, so I was kind of twerked about that, cause you know, I even contacted the health person at each station, but I didn’t get any response. So kind of down about that.
JR: Down on the news stations?
JR: Yeah, right.
#1: Yeah. Alright. Um, what impact have you seen from your program?
#1: Um, impact, um, well, the kids really want to be on the SHAC team. I had I don’t know maybe 75 kids apply last year, I only picked 12. So, um, now I don’t know if I’ll have that many kids be as excited about it this year since we didn’t do as many activities as we did last year, so you know. But the fact that the kids are watching the staff to see what they’re doing and looking at them for examples. Um we did, one of the Paras, we
did this game on, have you heard of the weight loss challenge? It’s a book and I think it was some high profile Hollywood producer or something wanted to lose weight, and nothing had ever worked, so she hired this person or whatever to come up with this unique plan. And it, we did it, there was quite a few of us that did it, and it was more about realistic and anyway, but it was fun, well anyway the kids saw us doing it, and they wanted to know if they could do a version of it.

So, um, and the kids are just more willing to taste things, the cafeteria says that the kids, since we’ve done these little taste tests, they’re more willing to try something new when they go through the line because, you know, they trust them. You know, “We can trust the lunch ladies.” Haha.

JR: Haha. No more mystery mush.

#1: Yeah.

JR: There’s not that fear.

#1: No. Let’s see, what else? Well like I said the SHAC Attacks, the kids were crazy about those. They couldn’t wait to have those happen. And the fact that it focuses on something else besides being smart or being a great athlete, you know, gives the average kid some recognition sometimes. Um, impact, I don’t know I can’t say that you know 75% of our kids have, haha, lost weight or anything like that, it just that everybody participates.

JR: And that is good. I think that’s very important to get everybody involved and feel like they’re a part of it.

#1: Yeah, and you don’t have to, it doesn’t cost you anything, you just have to show up, and we don’t have to meet after school cause transportation is a big issue, and uh, so, it’s just kind of, a, I can’t say it’s a real cultural change, because we haven’t really changed everything. Because of healthy schools, you know we made a lot of changes, as far as there’s no pop machines, there’s no, it’s almost too strict if you ask me. It’s kind of becoming food Nazis and I don’t believe in that. You know, no birthday treats and none of that kind of stuff, so I’m not all for that, so we’re not that radical, if it’s fun you’ll do it. How many times have I said fun tonight? Haha.

JR: Haha. A lot. I get the idea that your, I feel like you’re program is fun. Haha. So, do you feel like, in general, your kids are more excited about being healthy and learning about wellness and nutrition and activity and things like that?

#1: I think so.

JR: I think so. Um, Yeah because like the teachers always, I always do an evaluation at the end of healthy U and the kids have to mark which speakers they saw and um write down that they learned or something that they remembered. And the teachers always give me really positive feedback about the whole day because it’s such a different atmosphere that the kids don’t realize that they’re there to learn, you know, it’s just kind
of more of a fun day. And you know there’s always a few kids that act up, but you know, I yank them out of there.

JR: Mm-hmm

#1: “This is a fun day, if you’re going to have fun then you just sit there and don’t bother anybody else.” So, um, it’s just a different approach, you know.

JR: Yeah. Well, it seems to be working.

#1: Well.

JR: How did you, we’ve talked a little bit about awards and Action for Healthy Kids, how did you get involved with Action for Healthy Kids?

#1: Actually, um, the high school nurse, when they first started that, they put out that they would like to have school nurses involved in this new program. And so she volunteered and she was in on the first planning of it, but she left, she only stayed about a year. So kind of lost touch with it, and then when they started coming out with recognition about, let’s see was it six years ago, maybe? The elementary nurse and I, the new one, she was a real go-getter, we had a lot of fun, we applied for the first year they gave awards, and we won the award for program planning or something, there was six awards given that year, so we applied for that and got it. So, and then last year, we got an award, I was thinking there was three different years we got an award, but anyway, and you know the internet is awesome for sharing that kind of information, you know, learning about, it used to be, I don’t know how I found out about projects, I’d just read a lot, I guess, or look in the white pages, of things, for grant opportunities, or “try this project.” I used to go to a lot of national conferences and there’s always lots of material there and I come home and read it all. You know, “what’s free? What can I get for free?” Haha. But, um, mostly internet now, and (name) was in on the first start of it, so I just kind of watched it since then.

JR: And you applied for the Gold Medal program last year, right?

#1: Um, no, we just got the bronze actually.

JR: Ok, the bronze.

#1: And I wrote up our thing this year, but I couldn’t figure out how to get pictures attached, so I missed it. I had it written up and I just thought, “Well,” And I’m not very technological, I’m creative, but I can’t make a computer do what I want, and I didn’t have access to pictures we’ve taken, so I wanted to, what I should’ve done was sent it and gone without the pictures. So I didn’t get an application this year. But that’s okay.

JR: Okay. Yeah. That’s alright. Well, is there anything else you would like to share with me about your program?

#1: Um, well, not that I can think of. I probably told you way more than you were expecting.
JR: I loved hearing about it, I wanted, I don’t know very much about school wellness programs at this point, so I wanted to hear what goes into them and

#1: Oh, yeah, It’s always fun to hear what other schools are doing and figure out, “Oh, we can do that. That wouldn’t be hard.” So.

And it seems like you fun approach is working very well.

Well, Like I said, we haven’t all lost weight and we don’t’ all eat brussel sprouts, When I send you this video, it says, “Do we all love brussel sprouts?” “No, not yet.” But anyway.

JR: Yeah.

#1: Well, I wish you luck.

JR: Well thank you for taking. Thank you very much.

#1: Well I hope you get to go to the summit, I think you’d really enjoy it.

JR: I think I would too, I’ll have to look into that.

#1: Yeah, just really ask them if you could go, because that would really tie the whole thing together. Like that Jill Jaynes, I think her last name is Jaynes, J-A-Y-N-E-S, just seeing her, and last year they had that guy that really promotes walking in communities, I can’t think of his name, but he’s the editor of walking magazine orsomething, and he talked about what he and his wife had done in their community, and um, he was really good. And, uh I think there was a guy there once from the CDC that talked about you know morbidity and all those kind of things that are like, “Whoa!” uh, And then the kids will do their little round tables where they can present. I thought it was interesting when the directions came out this year, for kids presenting, it said please try to have some kind of hands on experience, and that’s what my kids did last year, and my kids are only middle schoolers, but all these high school kids were coming over to see what they had an so on. I showed the kids, “You did this, this little paragraph is because of you last year.” Anyway, we’re looking forward to it, so we’ll have on lime green t-shirts with little badges here. So, that’ll be us.

JR: Well, if I go, I’ll look for you.

#1: Haha. Ok.

JR: Well thanks again for interviewing with me.

#1: Did you run out of tape?
Section F2: Interview #2

JR: Go ahead and start recording now.

#2: Ok. Sounds good.

JR: And you, I sent you a copy of the questions.

#2: Yeah.

JR: So, um but I may ask a couple of additional ones, just to learn some more information.

#2: Ok.

JR: Um, so first of all will you briefly describe your current wellness program?

#2: Sure. Um, in, I work for (CITY) Public School and so three years ago, um they created a wellness plan, um or I guess a template that they wanted every school to follow and complete. And so, that’s really, um, we were doing wellness things before that, but really this plan kind of helped us see what we were doing and then goal set You know for areas that we wanted to improve or um, you know gave us time to reflect I guess and review on, on our current plan and so um, and like I said every school in the district does that, and so um, the plan that we currently have in place at our school, it address four areas, um, nutrition education, physical activity, uh, nutrition standards, and that includes, uh, portion size, um, giving out rewards, classroom celebrations or school celebrations, beverages, foods and other school based activities, and um, I guess, um, that’s pretty much what we do. We have a lot of activities that fall into all of those different categories, and um, really it just kind of a part of the culture at our school. It’s just what we do. Um, so I guess every year, we kind of try to add to it a little bit, but mostly it’s, now it’s getting to the point that we’re just trying to sustain what we’ve been doing or making it better, if that makes sense.

JR: OK

#2: Um,

JR: Oh go ahead, sorry.

#2: Um, let’s see what else, um. What else specifically do you want to know, you know, I don’t know, what else do you want to know about it?

JR: Oh, uh, yeah, what are some of the nutrition things that you do with you’re program?

#2: Ok, so um, nutrition education. Um, we do things like, um, at our school we do, electives, so, um teachers design classes um that students, interesting things that students can take, and so we do have nutrition electives that students can take, and a lot of times, um they’re based on a curriculum that’s found online, so I don’t, like for instance, uh, there’s one called Little B’s Nutrition, uh, Exploration or Ariana’s Nutrition Exploration, we’ve done electives on the Food Pyramid, we’ve done cooking electives, um usually if
we do a fitness type elective, there’s usually a nutrition component, so we’re fitting in nutrition that way, I guess. Um. During the school day our PE teacher does, um, things with nutrition, um and our cafeteria, part of what nutrition services does, is they, you know um they do like a fruit or vegetable of the week, of the month, um, and they’ll have posters and information that go up. Uh, ok what else? Um, in our newsletter, we, um, have incorporated in a health or nutrition tip of the week for families. Um, we’re doing a family fitness night, um this coming weekend, and so, we have gathered information from like a dietitian here in (city), and we’ll have information available to families. Um, let’s see what else, we, uh, at our school we also do, through the USDA, we do the fresh fruit and vegetable program, and so every week the students, outside of the cafeteria, um, are tasting fruits and vegetables, and so part of that program is educating them on, uh, nutrition, uh, we have our school garden and so we do lessons out there, um, on you know growing foods and making those choices, um, what else, that’s, um pretty, much what we have going on right now as far as nutrition education. Um, kind of the area we would like to go more towards, is, um, an area of improvement would be, obviously, to get more curriculum in the hands of teacher’s or, um, finding the time is really hard and so, our education I guess is through some of these other programs or activities, uh, you know, we would like to try and do more, I guess in the classroom. Our principle also, I guess, one thing she does with teachers, she, herself, she always sends out a weekly memo to the teachers, and she’ll include like a health or a nutrition tip in her memo for teachers. Um, so we have these little pieces, but as far as a structured curriculum in the classroom, that’s kind of where, that’s sort of where we’re lacking right now. And so um, we’ll see if our, we haven’t really taken it on as a school, but hope to kind of look to our district for some help in doing that. So that’s sort of where we are for nutrition um, education. Um, do you want me to go on to any of our other areas?

JR: Um, yes please.

#2: Right now? Ok, so.

JR: Yes.

#2: Ok, so, um, with physical activity, um our district’s goal is that um, we offer opportunities for students to experience a variety of physical activity and to teach the value of a consistent fitness program for better health, uh, academics and personal well-being. And so some of the activities that we have in place in our school, every student receives at least one 45 min PE a week. Some get two, um, which, again, we’d like to do that scheduling, it’s hard in Nebraska with one Gym and in the winters. Um, every student also participates in one 20 minute recess, and we do recess before lunch at our school, uh and then in addition, every student participates in a one fifteen minute PAT, what we call PAT time, Physical Activity Test, and that’s just either in the morning or afternoon, and um they might go and uh, walk, we encourage the teachers to do the activity with their students, so if it’s we have a quarter-mile track at our school, so um, during PAT time, teachers might go on a walk with their kids and keep track of um, their laps, or they might play you know a game if it’s kickball or basketball or right now, football been kind of, cause flag football just started, so you’ll see teachers out there doing that. We have electives that are movement based, so we offer, again those classes that kids can pick, um they might want soccer, we’ve done softball, volleyball,
basketball, football, we’ve done work with pedometers, um we’ve done WiiFit, um
elective, right now we have a hip-hop dance elective, um, ballroom dancing, we’ve done
team building activities, um right now we’re, one of our electives we’ve partnered with
the community bikes project here is (city) and Safe Routes to School, and so they actually
come in and they’re teaching a bike elective. Let’s see, what else have we got? Um, we
through physical activity, we also have partnerships with the (University) PE department,
and so they come in, um they’re future PE teachers and they come in and work with our
students. Um their dance classes also come in and taught our classroom teachers, um
quick five minute movement activities that teachers can lead in the classroom. Um, we’ve
sent out, um tips for you know, activities, classroom activities for um teachers to use in
their classroom.

Um we offer another program called our Archroll, and that’s an afterschool program,
where um, it’s free and any kids can sign up, um, they offer dance classes. Um, we do
intramurals at our school, so we have boys and girls soccer, boys and girls basketball,
volleyball, flag football, and then we also do girls on the run. Uh, let’s see, teachers
sometimes for awards, use physical activity as a reward, so um, a lot of the fun Friday
parties that you might see at our school, it’s kids in the gym, doing you know basketball
or scooters or jump-roping whatever it is. Um, let’s see what else? Um, we’ve done
fitness calendars this year. Um, let’s see. I’m looking for, to see what else. Um, I have
to, um, physical activity, that’s all the stuff we’ve done with kids. We also do activities
with staff, so, um, we have team plant days, so our um there’s always like a movement
team in there. So we allow teachers to select an activity that they want to go and do. Um,
we’ve done like The AMAZING Race where, um it’s kind of like a scavenger hunt and
the teachers had to go out in the neighborhood and find different things or they had to
video tape themselves, um playing on the playground equipment, stuff like that. Um
there’s a group of staff, whenever there’s like you know races in town, uh our school,
we’re always sending staff members to those activities, whether you know it’s uh the
Corporate Cup or Race for the Cure or um, we have a group of teachers that play sand
volley ball together. We have a few that are training for the Lincoln marathon. Um, So it
really is just kind of becoming just a part of the culture, really. Kind of What you do at
our school.

Um as far as the nutrition standards go, some of these are kind of controlled by, uh, by
Nutrition Services, so they kind of, you know, as far as portion control goes, we’re
getting the proper portions just because that’s, our district has it set up that way. Um, but
as far as foods and beverages, we do not have any you know candy or pop vending
machines at our school. We do just have uh, water right now. Uh, And we’ve been
looking at maybe doing a milk machine, but um, water’s pretty much um, the beverage, I
guess, of choice, that we just have kids work on water. And kids are allowed to have their
water bottles in their classroom, um during the day.

Um, food parties are discouraged, and the policy, we have put that into print in the parent
handbook that goes home at the beginning of the year. We give ideas of healthy snacks
um, that families can bring instead of you know your traditional Little Debbie’s or things
like that. As far as staff goes, um they get together and do a monthly salad bar. Um at
faculty meetings we don’t do like the candy and those types of things anymore. Um, We
do fruits and vegetables, um, maybe popcorn sometimes. Uh, let’s see what else.

Again with the lunch, we do recess before lunch and um, that’s really helped kids
drinking all their milk and eating, eating all they’re food. Um, let’s see, oh another thing
with this food is we’ve also blocked off the lunch for students, they have their twenty
minute recess, and then in addition to, they’re in the cafeteria, they have a full 30 minutes
in the cafeteria. And so, um, you know in the past when we’d have like a 15 min lunch,
kids didn’t have time to eat all their food or choose well, so those are some things we’ve
incorporated there. Uh let’s see what else?

Uh, celebration and rewards, um, again we do like FUN Fridays and make those active
days. Um, if there are food parties, it’s healthy snacks, for these celebrations at school,
like Valentine’s Day Party or, um we don’t like the traditional Halloween party, or you
know dressing up and candy, um we do a harvest festival, and so it’s all games and
activities, and kids do like a healthy snack like pretzels or apples. What else to we have,
um? Other celebrations we do, we have our field day activities, um.

School based activities, again, um, we include our, um, dance classes, our intramural
sports, um we do have a (inaudible) class, um we have an outdoor garden at our school,
we have students who help with the fresh fruit and vegetable program, um, so I
guess, um, we look at the other school base, and just things, overall wellness and the big
scheme of the coordinated school health. Um, We do like student jobs, and some of those
jobs might include like wild life preservers, you know feeding and taking care of the
birds that you know are out on the playground. Um, we have, let’s see, what else? We
have a recycling, um, group, that do go around and handle the recycling program. Um,
we recycle our milk jugs. Um, let’s see what else? We have, um, the last couple of
summers, had a since we’ve had our garden, we’ve had a foods at our (city) farmer’s
market, that’s our neighborhood farmer’s market and they give that food to us free of
charge. Um, we also purchase a (city) global use service day. So those are just some other
activities that our school participates in.

Uh, let’s see, fundraising, I think that’s kind of a big one that goes under nutrition
standards. Uh, We no longer do any food-related fundraising, um, our fundraisers have
been, we’ve done a school wide Walk-a-thon, um every year. Uh and then kind of going
along with the garden stuff, we, uh, like we’ll sell flowers or bulbs and things like that,
but you know the days of selling cookie dough and bread wheel products, we don’t,
we’re not doing those things anymore. Um we’ve found other ways to raise money,
another big seller was um, we sold, little soaps that, little soaps that smell and different
flavors, so um we’ve been doing that instead. So um, but yeah, those, I’ve kind of hit all
the areas of our wellness plan and just different activities that we have ongoing
throughout the year at different times. So that’s sort of where we’re at with our plan.

JR: Well, thank you. And earlier you mentioned that there were four components to your
wellness program.

#2: Uh-huh
JR: That was nutrition education, physical activity, nutrition standards and what was the fourth one?

#2: Other school-based activities.

JR: Oh, ok. Other school-based activities.

#2: Yeah. and

JR: And you mentioned that some of those were like recycling, and a school garden and all the other activities.

#2: Yeah the different areas that they’ve broken it into are healthy learning environment, wellness activities, participation and communications of parents and families, fund-raising activities. So those. I guess those are the subcomponents of our other school-based activities. So that’s kind of the umbrella and those four areas fall under that.

JR: Ok. Thank you. And will you share with me what your position is and how it relates to the wellness program?

#2: Sure. Uh, I actually I’ve been at (school) for 8 years now and went I first went to (school) I was actually the PE teacher at our school, and so just a lot of these activities and things first started back them really, and then, so through that, uh, what was it? Three years ago, Um the district, had schools, kind of around the time that, uh, oh it’s been a while since I’ve been in PE, but there was, uh, wasn’t it that, I believe, every school, if you received federal dollars for lunch, then you had to have a wellness program basically, and so around that time, it became more of a formal process, of putting together the wellness team. And so I was the, asked to be in charge of the wellness team at that time, or the co-leader with our new principal at that time when the plan kind of went into action. I had taken a new job at my school as magnet facilitator, and so we had a new PE teacher come in and so we co-led, um were co-leaders of the wellness team. And um, that’s really kind of how it started, and my position, I guess, and so I just being a former PE teacher, I just have a passion about wellness, and I also, um, am a former president of the Nebraksa Association for Health PE Rec Exams, which is NAPERE, and so, have done a lot of work with um, you know on that side of things with the wellness plans and policies, and so it’s just something that is of interest to me, so I’ve just stayed a part of it even though you know, it’s not technically my, I’m not, I know the wellness team, need to have more than just the PE teacher on board, so I’d definitely say that at our school, we definitely have that at our school. Um, So we’ve been using this template or plan for the last three years, really and um, so I’m just sort of like the co-leader I guess of our wellness, we call them excel teams in (school district). and So at our school (name) is our PE teacher and I are the co-leaders of that group and then we have um committee members who help us, and our principal is also part of the wellness team, so.

JR: Alright, thank you, that sort of leads me to my next question is, what influenced you as you created and implemented this program?

#2: Yeah, definitely, definitely my PE background, you know, um influenced, my principle is a health nut, and so she was a big influence. Um, it’s just, I don’t know, we
just believe in it, and so it wasn’t like really having to get up on board with anything, we
just, uh, you know when, we were already sort of doing some of these things, and so
really it was just kind of formalizing our purpose and putting together a team and talking,
um getting more people on board I guess, but they were kind of already used to doing
things, um throughout the years, and so it wasn’t too hard to convince them to come on
board and to help give ideas, if that makes sense.

Um, Let’s see what else?

JR: So who else was involved in putting this program together?

#2: Um, so uh, the principal, me, (name of PE teacher), and then we also had teachers at
different grade levels, um at different areas, so like we have a 6th grade teacher, um and
we have a 2nd grade teacher, and then like we have our special education teacher whose
on the wellness committee, we have a fourth grade teacher whose on the wellness
committee, and so um and on those team plan days, I was talking about, one component
is that, the wellness team, we meet at various times throughout the year, and so our
current project right now is, um the wellness team is that, planning our family fitness
night that’s this weekend. So there’s a lot of different people involved at a lot of different
levels in the building and I think that also helps with buy-in, you know the more people
you have on board, the better. One area that I think that, you know an area of
improvement would be to try and find a parent to um to join our group and kind of that
perspective, or um you know looking at adding students, would be another, make it like a
job, we have other jobs, so student’s could apply you know for the wellness committee, if
they show an interest in it.

JR: So to get the parents and students more involved.

#2: So that’s kind of where we are right now.

JR: Ok. Well thank you.

#2: Mostly the adults in the school.

JR: So it’s mostly teachers and people tied directly to the school at this point, but you’re
looking to maybe expand it into the community.

#2: Yes.

JR: Ok, what challenges did you face in creating and implementing this program?

#2: Um, I was thinking really hard about this one. You know, overall the creation wasn’t
super challenging I think the challenging pieces came with kind of changing some of the
school traditions like um, eliminating the junk food or the class parties, and um those
types of things I guess. Those were probably the biggest challenges, were, um, not you
know, even though it came from the committee, you still had some teachers who that just
weren’t buying it, they you know didn’t see the big deal, you know in having a
Halloween candy party I guess, and so that’s those types of things were probably the hardest.

When we got together and did the school garden, that would probably be another kind of area that was challenging, was um, you know, some of the staff was really gung-ho about it and then there were some who were really nervous, you know, “What does that mean for me? I don’t know how to garden. I don’t know what to talk about for these kids out there.” And so, um, that, um, that, being kind of nervous about that has gotten less and less with each year and just, you know, doing staff support and training and pairing them up with teachers who really like being out there and giving them ideas of this is how you can use the school garden, and this is what you can talk about and this is what you can show. So I’d say that’s getting better. So I’d say those are probably some of the biggest hurdles. There really weren’t too many others. Uh, I’m trying

JR: Um, going back to when you mentioned some resistance to changing traditions, like the junk food parties and things like that. Did you feel the resistance came more from teachers, or from students, or from parents?

#2: Um, Probably a little, well, I think it was more teachers thinking that the kids were not going to be satisfied with what our other plans were, like oh you know “they’re used to getting, dressing up in their costumes and getting candy.” You know, but I think once they saw the, you know, the kids having fun at our harvest party, and you know running and jumping over hay bales and doing relay races and getting their little bit of snack, and the teachers realizing that oh, the kids aren’t bouncing of the wall and being totally crazy, they started to see it a little bit more that maybe doing something like that is better for the kids. I think, too, sometimes we do have trouble with parents, still bringing in cupcakes and things, You know and our principal and the office staff is just pretty good at you know just reminding parent about the about our policy, that you know we don’t encourage them to bring that kind of stuff in. And, um, but we also know that we’re in a school that is about, uh, 70% free and reduced lunch, and so it’s not always, I guess, affordable for parents to bring in a healthier you know, buying Little Debbie’s is cheaper than buying you know, and they want to do something for their kids, so, um, you know and we’ve had discussions about that, you know is there a way that we can, um, help parents with that if they need help, um in bringing those, you know. It’s just kind of a tricky line, you know, uh

JR: Yeah.

#2: or a hurdle I guess to get over because, at the end of the day they are the parents and uh, you know we have this plan and this goal and um, we try to follow it to a t, but sometimes it doesn’t always, it doesn’t always work out.

JR: Yeah, you can’t force change upon other people.

#2: Exactly. So those are probably the bigger, those are probably the biggest challenges, is just. But like as far as like other traditions, like not selling cookie dough and things like that, the PTA totally jumped on board and they were, they were all about it, uh, doing the Walk-a-thon. Um, I can say they, probably at our school they don’t raise quite as much
money as they did selling food, but um, it’s, they still raise money, so we’re not that worried about it. For, For the things we need to do, we’re still raising the money we need to accomplish those activities. So I think those are probably the biggest challenges that we’ve seen.

JR: Well thank you. And you mentioned that you would like to expand you support more into the community, but what supports do you have right now from the community for your program?

#2: Really just the PTA is probably about it, um, um, and our PTA isn’t you know super large, but I guess we do have some parents, we do have parent support there. Um, I guess getting more parents involved with it, maybe or um, I mean I guess a through, we invite the community in to help us with some of these different areas, but we’ve never asked them to sit in and help us create our plan for the year, so, um you know maybe going back and asking some of those people, like maybe for instance the community bike project or safe routes to school, you know. Um, we’ve partnered with them on other projects, like electives or you know planning our walk to school day, but maybe asking someone to come in and you know when we’re creating our plan at the beginning of the year, and just give us that outside perspective. Or, um, I guess that would be the biggest thing. And then I’d like to see, I would like to see, I’d like to see like a student wellness committee at our school. Um, and get the students involved more in the planning.

JR: Yeah, it seems like

#2: So they take more ownership of it.

JR: Yeah it seems like when students are involved in things like that they do take more ownership of it and they get excited because they helped put it together.

#2: Yeah, and kids have great ideas, and they might think of things that we don’t even, haven’t ever thought about. So, um, I think that would be another way, that you know, definitely we’d like to change, or evolve, um, into the future.

JR: Good. What impact have you seen from your program?

#2: Um, I think overall, um, the awareness, of just like making good choices or decisions, whether it’s eating healthy or um, exercising. I think that’s definitely impacted the teachers and the students at our school. Um, you know, just some, um, some, you see more teachers, several teachers, you’ll see more teachers in our building, like encour-., like right now, like after Christmas, they started weigh-in Wednesday. And so every Wednesday, probably at least 15 teachers in the building in this, and they’re weighing in and they’re encouraging and supporting each other and they’re seeing, basically it’s a weight loss challenge, and the last weigh in is the last day of school. And so um, people are getting involved in that. Um, You do see people making, um, it’s true you see people making better choices at school. So, um, it’s just funny, like right now going around at school, people have been talking about sugar, and they’ve really been watching you know reading labels, and uh, watching how much sugar they’re eating. Um, you’ll see at lunch time, you’ll see groups of teachers walking the hallways, you know getting up and just walking for 15 minutes. And so um, there’ve been times too when the kids know they
need to step out of the way cause the teachers are walking, walking the building. And so I think those are all positive changes, and the kids see that, and you know it’s a good role model for them. Um, the teachers, in our uh, lounge, we don’t have a pop machine either, so you don’t see teachers drinking pop, and doing those types of things. They’re drinking water, uh, is that to say that no teacher ever has a pop? No, it’s not, but it’s not encourages and they don’t have a place to buy it at school, so you see those healthy choices being made.

Uh, as far as like the kids go, um, I think that one of the programs that we’ve implemented that’s probably made the biggest change, well, really two, is probably the recess before lunch and the fresh fruit and vegetable program, having those two things being a part of our wellness program. It’s just so funny to hear kids talk about fruits and vegetable that they’ve never, you know, that they’ve never heard of, and it’s, it’s just, it’s great to see. They’re trying things that you know they would normally never have that opportunity, and, um, you know we choose not to use the program to taste test the things that they’re going to get in school lunch. So our taste tests are never carrots or celery or things that they’re going to get, they’re trying different things. If it’s a cranberry, and you know they tried pomegranate, or and we usually try to have them, um, or maybe it’s different varieties, um, they might try carrots, but they’re not trying your traditional orange carrot, they’re trying the yellow carrot. So they’re just trying these different things out and they, they love it. They look forward, we do it every Friday, and they look forward to it every week, and uh, you know kids are walking down the hall, “I wonder what we’re going to try today.” And um, so it’s just, it’s exciting to see that. And you know recess before lunch I think, has made a huge difference. Um, I mean when people talk about doing recess before lunch, you’re like, “eh, it’s probably not going to make that big of a difference.” But truly, we don’t have kids getting sick outside, we have kids eating all their food, they’re not hungry in the afternoon, they’re drinking all their milk. I guarantee you, I should do a research project on like when it’s warm out the amount of second milks that are bought. Um, so we’re just seeing a lot of good things that way. I think through the fresh fruit and vegetable program too, when the kids go through the lunch line, they’re picking the vegetables and the fruits more than they’re picking jell-o. Um, so um, those are just, I guess, a few of the things that stand out to me that have made an impact for our, for the teachers and the kids.

JR: Well, it sounds like you’re seeing lots of good changes.

#2: mm-hmm.

JR: Good. Um, and your school recently participate in the Action for Health Kids Gold Medal Award Program, right?

#2: Yes.

JR: And why did your school decide to participate in that program?

#2: Honestly, it was mostly just to share what we were doing with our community, and um, it’s, it’s been hard. Um, It’s been, it was kind of hard narrowing it down to one thing to talk about, but you know we tried to find things that we had, you know, recently
implemented. So like last year, um, I think we wrote about recess before lunch, I’m pretty sure. Sorry, it’s been a long year. And so that’s uh, I don’t know, um, kind of what we focused on, and that was I guess our big project for the year and we um, I don’t know, that’s what we wrote on. But mainly it was just to share, share what’s been going on. I know as a former PE teacher and even in my job now, um, the benefits I guess, or you know that I’ve read of doing recess before lunch and so I guess just showing or sharing that it is possible that you can, um you can change your schedule, you know your schedule, you can make it work, I guess, um because a lot of times people get worried about, and people were worried at our school when we changed our schedule, but they realized you know within the first week or two, that oh, you know, this is better, and you know it’s not really that much of a switch, um for them. So um, I guess that would be the main thing is just sharing. It’s just good to share with other people what you’re doing. Um, so like you know maybe someone got an idea from us and then we’re also you know, through participation getting ideas from other schools of how they’re running their programs. And you know we might have a walking program, but how could we do it better, you know based on what this school’s doing. So, um, I think that’s probably the main reason why we decided to get involved. And you know recognition’s always nice. Um, I guess in the age of you know, with the school wellness policies coming out, it’s good to show that you know you’re following a wellness plan and that you’re on board with it, and you know doing that, so um,

JR: Yeah and that’s just one

#2: So I think that’s where we’re at.

JR: And that’s just one way you can reach out to your community is by showing them that you’re a part of Action for Healthy Kids.

#2: Exactly.

JR: Uh, what award did your school receive in 2010 from?

#2: We um, won a silver award.


#2: Thank you.

JR: And did you apply this year?

#2: We did not.

JR: Ok. Just checking. That will actually be the main part of my thesis project, will be analyzing the data that Action For Healthy Kids collected from all the schools for the awards program.

#2: Oh, For this year?

JR: Yeah for last year and this year.
#2: Oh, ok,

JR: So I’ll have two years of data. So I’ll get you in the first year, for sure.

#2: Ok.

JR: Well is there anything else you would like to share with me about your program or your experience in being a wellness coordinator?

#2: Um, I don’t think so.

JR: Ok. Well thank you. You’ve shared a lot of information with me. It’s been really helpful.

#2: You’re welcome.

JR: And thank you again for participating.

#2: Yes, good luck putting your project together.

JR: Thank you very much. And I’ll trans- I’ll type this all up and I’ll send you a copy so that you can review it.

#2: Ok. Sound good.

JR: Ok. Thanks so much, (name).

#2: You’re welcome. Have a good night.

JR: Ok. You too.

#2: Bye.

JR: Bye.
Section F3: Interview #3

JR: And I’ll go ahead and start recording now. Um, So first, will you briefly describe your current wellness program for me?

#3a: Um and, yeah, we can go on and on certainly, but, um, briefly I guess what I would say, Jessica, is that, um, it’s sort of divided um, certainly there’s a district level as well as a school-based um wellness program for our district. So I would say that certainly the district level is more policy oriented. Um You’re going to see that’s kind of where the whole group comes together, in terms of you know school board members, certain nursing, representatives from the community, our hospital, uh certainly building representatives and the like. Um, but again a lot of it there is looking at what overall support maybe could be offered to buildings as their individualizing what it is that they’re doing. Um, At the school building level I would say you know that’s really where each kind of building has their own you know kind of effort and goes forward, and certainly as I see in the next questions that you have, I would say our program definitely is focused in those areas such as you know activity-based uh for students and staff, certainly nutrition services and just you know food, healthy food, healthy food choices in general, but I would say also, a big part of our program for the last two years has been assessing where we’re at, um you know and we found some things that we definitely want to improve on that maybe are missing from our overall you know whether health and activity or nutrition program but also planning kind of for the future. So um, I think that’s kind of it is in a nutshell. So #3b, do you have something, something else to add just in general in terms of the actual wellness program in general?

#3b: Well, I know that one question says describe your position, and I teach K through second and my main two goals that I want the kids to realize is that’s it’s an individual um goal, you know, basically we want you to increase your own health and when you exercise and eat healthy, it’s your part that you’re doing. It’s not a competition with anybody else. And so that it’s an individual thing and that they internalize it. And I have seen that even at lunch where they’ll say “oh look at the healthy choices I’ve made” and just being aware of it. And now we’re to resting and rapid heart rates, we’ve discussed that.

JR: Well neat. Well thank you very much. And #3a, you’re the principal, correct?

#3a: Correct.

JR: Alright. How long have you guys been using this wellness program?

#3a: Well as I mentioned I would say it’s really been last year and this year that, and certainly there’s components of what #3b has been doing for several years in terms of physical education program, but in terms of really trying to look at how to increase activity level overall, awareness and education about physical fitness and wellness, I would say certainly last year with our participation in the No Child Left Behind Grant was probably a catalyst for that, kind of got us jump started and then this year I really have a sense of a, I mean this is really the first year we’ve had um, really moving into uh, the focus on really having a wellness council that really is, is providing some great input
and, and providing some leaderships um and really having some external connections and I guess support with other agencies and programs.

#3b: I think the chances have been there, but I think, like we said, last year we started to sew them together so that they mesh. And you know like we said with the outside sources and um, just making it work together. Like as a district we have the wellness committee, and then we also have the individual schools that have their own wellness committees, and then doing things within those schools.

JR: And how many schools are there?

#3a: Um, in term of regular attendance sites we have three. Um, (name) elementary has preschool through second grade, (Name) intermediate has third through sixth and then our junior/senior high school is seven twelve. We have a couple of alternative programs too that have staff and students, but our main three attendance sites, um if you look at our alternative programs we have five total.

JR: Ok. And what are some of the nutrition components of your program?

#3a: Well, in terms of nutrition and all that jazz it certainly gelled in here too, we’ve emphasized and we’re really focusing on healthy snacks and celebration options. So you know, even for example, we’re talking to teachers and families about their birthday treats and parties and some of those things and even at PTA meetings starting conversations about, you know when we have PTA parties and sponsored celebrations, you know how can we make those health conscious, and healthy choices there. Um, We have um, from the (city) food bank, the backpack program which actually is initially designed to provide support in terms of nutrition for low income families. So we send home a weekly backpack, in cooperation with the (city) food bank to 74 families right now. Um, and one of the things we’ve done nutrition-wise is, um, begun, our nutrition services is helping us actually develop recipes, uh, to include now in the backpacks, uh when we send those home, to help families maybe make some healthy choices with the ingredients that they get. What are some different types of things you can do with the oatmeal, and the rice and the different soups and things like that. And then our school all along, we never had like food fundraisers for the PTA or for the school we, we don’t support food-based fundraisers and we’re not selling candy bars or those sorts of things, the other thing is, we don’t allow and never have, uh, vending machines uh, for students at the elementary level, um, whether it’s pop or lots of things, they don’t have access to those, in fact we don’t have vending machines you know for food or snacks for even for staff available here. So um, I guess that would be nutrition. I wonder, anything else, #3b?

#3b: Um, once a month we have, like a, well we used to call it Fat Friday, but now we try to incorporate some of the healthier things and healthy choices, you know like fruit, salads, you know, so there’s options for other you know for other people that do want to have healthy choices.

JR: Ok. And then what are some of the physical activity components in your program?

#3a: Well I guess you know we could you know highlight certainly within our last year’s Action For Healthy Kids report and borrow from that award, but you know we’ve been
very active with the No Child Left Behind Activity, where we’ve really focused on how we could encourage and increase student activity levels, um and so certainly we’ve done several things related to Safe Routes to Schools, we’ve created a community map for each of our schools actually for safe routes to walk or ride your bike. Um, we’ve also um, encouraged, we’ve had Walk Wednesdays, we’ve had, we’ve participated for example in the Nebraska Walk to School Day, and, and some of those events, where um, you know we want them to um, you know, come together, and we encourage them to walk and come together and be physically active in school and on the way to school. We also annually, have, we do, actually every quarter, a family night, where we invite our families to come in for different activities, but annually, our fourth quarter family night is always a fitness, uh family fun and fitness night, and um, it’s been sort of along that range of, sort of an adventure race over the years, so basically we encourage exercise activities as a family, and they do a scavenger hunt at our local park here, um, but they’re doing lots of activity along with it. So they go find things, but then they have to go do jumping jacks, and leap frogs and those sorts of things as they’re also walking laps around the park. And it’s probably one of our, our best attended family nights, because it’s spring and they can get out and bring their um you know their children in strollers and those sorts of things so we encourage them to be there.

#3b: And then we do the Jump for Heart in PE and, um just awareness of exercising and building their heart, and so that’s one thing. And they also have community fun runs and things and they encourage the kids and they send fliers home, and a lot of the kids do participate in that. Um.

#3a: I’m trying to think of other physical things we do. We partner with the (name) wellness center and um, with that um, the director there and several volunteers come down and annually do a Junior Champs basketball camp and so it runs three weeks in a row, and we do that at each grade level up through third grade, so kindergarten through third grade, and so again, just encouraging movement and exercise activity. And then for staff you know when we have different incentives uh, statewide, or even within our region, we always seem to have a team, uh that is able to participate. So for example, this year’s Live Healthy Nebraska challenge, uh, we have a group of teachers, doing, uh, you know participating in that challenge, that 100 day challenge. I fact for the walking challenge, what was it two years ago, and it was great, I think, well (school name) staff actually got the trophy for the most number of staff in a month or two to three week period, whatever it was. So, um, we try to encourage those types of physical activities for students and staff.

JR: Well, neat. Those sound like some fun activities. And it also sounds like you’re incorporating the community in your program as well.

#3a: We try.

JR: Good. Um, and just to understand a little bit more about your, your school, you said that it’s three schools, correct?

#3a: There are
JR: And five total with some of the auxiliaries. Are you the principal of all the schools or just the elementary school?

#3a: No I’m principal just at (school), which is the pre-school through second grade.

JR: Ok. Preschool through second grade. Ok. And so then, #3b, you’re a teacher there for Kindergarten through second grade?

#3a: Right. She’s the PE teacher.

JR: The PE teacher.

#3a: Yep.

JR: Alright and, ok. Wonderful. So what influenced you as you created and implemented this wellness program?

#3b: I think the needs, seeing the kids that just need to be shown how to be active and the options they can do. And some of the mandates that they have you know, the kids, becoming a requirement to do some of the things.

#3a: Yeah and I would say, that like you know we’ve done components here and there, but like #3b had said before, we really had a sense now that we’re starting to, everyone kind of focused in the same direction and pulled those pieces together, and I think a lot of that has had to do with our membership now in the Alliance for Healthier Generations.

Um, You know we have a support person there, you know I think there’s a level of accountability, you know when we have our regular meetings and we have an expectation that we’re going to have you know x number of council meetings and those sorts of things that, and you know you obviously want to make good use of that time and you want to also show that you’re making some progress in accomplishing, uh, accomplishing the steps that you’ve set out in your action plan, and so I think, just that process of trying to keep it going, um really has been I think a positive influence for us.

JR: Well, thank you. Who, who was involved in creating the program?

#3a: That’s a pretty extensive group, I mean, if I, if we look holistically as a, as a district, in terms of our wellness, um, and then we can talk just building-wise. But certainly as a district it’s, we’ve had administrators, ranging from superintendent to principals, teachers, lots of teachers, PE teachers, classroom teachers, special education teachers, our school nurse, um, certainly, um counselors, and uh, school board members, representatives from our community, our head of nutrition services, uh director of that program is a part of it, uh and then parents. Um, our building, our individual building in developing this plan has had parents and, and that’s been terrific, and, and we made a real point of making sure it was a diversified group, so we’re representing certainly lots of different ages, uh but also socioeconomics so we have a family, a parent on there that actually does participate in the low-income you know, food backpack program, and they give us some great insight into their perspective as well. And so, um, we have representatives from (City) community action partnership and someone with the health services with head start, uh so you know trying to look at the component of early head
start and head start, as well, and they’re transitioning into the preschool and the school aged program. So, um lots, and lots of folks.

JR: That is. That sounds like a very diverse group. And is it the same people that are helping to put the program into action with the different activities you have going?

#3a: It is. I would say that when you look at putting it into action, it becomes more focused on the teacher group, the parent group, you know maybe the building administrator group, versus some of those others, although depending on what component we’re looking at, that’s when we pull in, you know for example, when we were doing recipes for the food backpack program, we specifically rely on the you know the nutrition services person, or you know we’re wanting more fruits and vegetables, you know, available so we’re applying for a grant and you know obviously she’s going to help out with that. But, um, it just kind of depends on what is the focus. I would say the main emphasis tends to be with our local, with our building council, is parents and teachers.

#3b: Something else, when you talked about the nutrition, we incorporated a salad bar with fruits and vegetables, and so like when the kids finish their meal, if they want to go back, that’s what they can have seconds of is the fruits and vegetables, just so they get in the habit of knowing that this is a good choice and that it’s okay to have more of those.

JR: Ok. That sounds like a good teaching tool as well. Alright. What challenges did you face in creating and implementing these wellness programs?

#3b: I think change itself, along with finances, about scheduling, um and how quickly it started you know to move.

#3a: Yeah, because you know it’s one of those where there’s lots to do, and trying to prioritize. “Ok, what are we really thinking we can accomplish here?” um, and recognizing that you know it takes some time, and some creativity and change is sometimes slow, too. So creating that, kind of that awareness that we needed some change. I think kind of accepting the reality of our needs, um was probably a challenge certainly for us. Training, you know trying to find and prioritize time for training and meetings and those sorts of things.

JR: Yeah a lot goes into it. What, what would you say was the hardest part of starting a wellness program?

#3b: I think just knowing where to start. You know just getting your focus, “where are we going to focus?” and then just prioritizing and implementing. And I think that helps, you know like with the Alliance for a Healthier Generation and some of these other organizations who have had success stories with other schools so that you don’t have to just start from scratch. They’ve brought in the success stories and you can kind of pick and choose what you want to start with.

JR: So it gives you a little more guidance in order to go.

#3b: Uh-huh.
JR: Um, were there any unforeseen challenges into putting the program into action?

#3a: I don’t think there’s really been anything that’s been surprising. Um, probably not. I mean, I guess I’m just, I’m having a hard time, Jessica, thinking of something that we maybe were surprised by, that you know that kind of came along. Even our submission to public health solutions and the grant, I mean certainly, we realize that there were, whenever there’s grant money, you know, there’s different reporting requirements, and things like that, but I don’t know that any of that was surprising, because I mean the, even person involved there was taking care of most of that.

JR: So it sounds like things have gone fairly smoothly for you and come together well.

#3b: Yeah, I think that having such a diverse group, you know and having the district and then the building, is that you’ve got a great group of people to brainstorm and they think outside of the box, in the box, and it helps prepare for what, you know what’s out there.

Wonderful. Um, we’ve talked about this next question a little bit, but um, what supports do you have from the community as you put your program into action?

#3a: You know I would definitely say that our work is supported by our local health center. (name) community health center has done an outstanding job, anytime we need ideas or we need support there. You know right now, we’ve been, you know in conversations with them, this coming fall, we’re having, we’re going to be developing some options for our staff in terms of screenings and helping to develop some follow-through types of things with personal fitness plans and some of those things. And you know they’re really excited about you know doing some of those things and reaching out to the school and I think they’ve recognized that you know we’re one of the, probably top three or four employers in you know, in our community, and certainly they, we all recognize have to be healthy, not only as examples, but if we want to be performing at our best, we have to be healthy and, and it works. So they’ve been great. Public Health Solutions which is our district health department, I think has been really supportive, um in fact, I’ve been surprised, um, not only with our participation with the grant, but even when we have specific health concerns with some of our individual families or kids, immunizations issues, some of those things. They are very responsive, um you know they, it seems they bend over backwards to help us out and to help our families out. Um, (Name) Community Action is a community supporter of ours. Um, there’s the Head Start Program, they’re great in terms of, you know like today for example, they helped spearhead a um, fluoride application um, grant for all of our preschool students, and they came in and did little dental exams, and, and uh, oral exams and we had actually a couple of kids that, yeah, they were some definite referrals that we needed to make and you know they’re going to help follow up on that so that’s great. Um, the UNL extension service, um, our extension educations do a really nice job. Um we do a bread baking activity and they do nutrition teaching, uh for all of our kids, and then once a month, they come and do our preschool program and do a nutrition lesson, um with our preschool students, as well. Um and then obviously the Alliance for a Healthier Generation has been a big supporter of our program here.
#3b: And they have someone from the hospital come in and do like with a blacklight show them, the germs you know before you wash and after you wash and just how important it is to wash and. And I think with the growing concern with the healthcare, I think everybody realizes that everybody benefits if we work together. So like we’ve done a staff survey on you know exercise and you know things that would, people would be interested in participating in. And I went to a meeting with the Educator’s Health Alliance and what they have is a survey for everyone to take. Basically it’s concerning health issues, you know if you’ve had screenings and stuff and they’ve said where they have brought it like absenteeism from 150 I think down to 30, or maybe it was, it was comp per teacher from $150 down to $30 for healthcare, just by you know making some changes, and um, so we’re working with them.

JR: Well.

#3b: Let’s see what else. We had a blood screening, they had at the hospital.

JR: Ok so it sounds like you’re getting a lot of support from your community. What would you say was the biggest in putting this program together?

#3b: I think, (Name).

#3a: Mmm-hmm

#3b: She was one that had worked with other communities and with other schools and she was able to present a realistic approach to you know change and you know do it realistically and showing some success stories and alternative to you know how to implement you know certain things like the nutrition or the exercise or you know well like the exercising within the classroom. I know she’s (other school name) and I know (other town) does not slow, they have a fitness day where everybody participates and they have centers and they you know over time they’ve just really made it successful. So that’s encouraging to show you know it does take time, but you know you can achieve that success.

And (name) is a coordinator with the alliance for Healthier Generation.

Ok. Thank you. I was wondering who she was. Um, and what would you say was the biggest help in putting the program into action.

#3a: Well, again, I think it’s the accountability that goes along with, for example, our membership in the Alliance, but I also think it has to do with our own personal accountability with our wellness council. I think the fact that we are reporting back to each other on a regular basis has made a difference because you want to show that you’re doing something and you’re making progress and I think it helps to prioritize “this is something that we’re doing and we need to do it.” Um, and you know we’ve always known that certainly, um but I think that we understand better where our needs are now, but I think it’s also “ok, let’s take these small steps and move forward with what we need to accomplish.”
JR: Thank you. So it definitely sounds like it’s an evolving process that’s constantly changing.

#3a: Oh yes, absolutely and we’d be the first to tell you that we have a long ways to go. You know we’re not necessarily where we want to be, I mean there’s a lot of things that we need to accomplish and there’s a lot of the things that were on our action plan that we realistically, we couldn’t accomplish this year. You know that are going to have to be the next year and the year after goals.

JR: I think that’s important to realize too, to see the progress you’ve made but to realize that you still want to go further. I could imagine that in thinking about starting a wellness program for a school, um I could see how it would be, it might seem very overwhelming at first, but to realize that you could take it in bite-size pieces and celebrate your progress along the way, I think would make it more manageable.

#3a: Yes. Absolutely.

#3b: Yeah, they always say baby steps.

#3a: Mm-hmm

JR: mm-hmm. Well, what impact have you seen from your program?

#3b: I think the lifestyle changes even within the kids, because you know they’ll say “oh, I exercised during commercials.” Or “I ran around the house.” And you know I’ll have parent that’ll say you know they were exercising and they were doing this. You know just being aware of a healthy lifestyle, what it is, what it involves, um the healthy choices, and that carries over into the families.

#3a: I think with both students and families, but also staff, an awareness now. You know I think it’s interesting because I’ve seen a difference in terms of a focal point of when we’re making decisions, um about, whether it’s you know even something as simple as what snack are we going to have for childcare for our PTA meeting or at kindergarten round-up. Um, it’s just now something that goes into our decision making, um we’re thinking about it. You know we’re not going to have cookies all the time, we’re not going to have, you know maybe we’re doing pretzels, or we’re doing you know let’s think about how could we incorporate some vegetables or some fruit, um you know for the kids in those settings. And you know even as we’re planning ahead for “Fat Fridays” or you know in staff meetings, you know we’re going to have healthy choices and options for our adults even. So I think it becomes a focal point for just how you do business. Um, And then I guess the other thing is that, expanding partnerships with our community partners, you know I, there’s things, connections that we’re making that, certainly that strengthen, and that maybe we haven’t done before.

JR: Thank you. How do you think your program will benefit your school and the community?

#3a: I guess certainly in a lot of those same ways, um certainly what we’re hoping is that, it will continue to become part of the students and the lifestyle, that you know, that it
becomes the norm, um, and, and when we talk about you know healthy, you know we
don’t really have to talk about promote healthy snacks or healthy celebrations in school
because that’s just how we do it. Um, You know we don’t have to worry about, you
know are we worried about how kids are going to react about having water bottles you
know in their classrooms, because it’s just the way we do business. Um, you know next
year, one of our big things that we’re kind of hoping to do it incorporating physical
activity breaks throughout the school day. You know I can tell you it’s going to take a lot
talking and training and work to promote that. Obviously as we continue, the goal is
that, that just become part of who we are, part of you know part of the business of
education, and that you know that fitness becomes just kind of you know the, it’s not an
add-on, it’s actually part of your program, it’s part of just the process of what you do.
And it hasn’t been before, I mean we haven’t focused on it, um as that piece, and so we
don’t want it to be just this is an add-on thing, um, something more you have to do. We
want it just to be, this is just how you do it.

#3b: Yeah, you almost have to be a salesman and you show off the gadgets in order to
sell it. And, you know like with having water bottles in the classrooms, showing the
correlations between test scores and how that helps you. And um you know with the
physical activity, you know how it get’s the brain moving, and how it’s every so many
minutes, between 11 and 15 minutes you need to have some sort of physical activity. And
then it’s just not because it’s something else to do, but because it benefits academically
and behaviorally, all the way around.

JR: Thank you. I heard someone once describe these changes as sort of creating a new
culture, or just making it part of the culture at the school and it sound like that’s kind of
what you’re describing is just making it part of that environment.

#3a: Yes.

JR: Um, your school recently participated in the Action For Healthy Kids Gold Medal
Program Award, right?

#3a: Yes.

JR: Alright, um and why did your school decide to participate in that program?

#3a: You know I think part of it is, our staff have found that the summit that the Action
For Healthy Kids puts on is an excellent professional development opportunity. Um,
they’ve gone for several years now, a couple years now, and really have come back very
positive with ideas and that sort of thing, so I think that was a real motivator, you know I
think beyond even, certainly there’s recognition, for you know you efforts that you’re
doing,, but you know it wasn’t something that, you know we didn’t put a medal around
our neck and you know get a picture in the paper because you know that’s not what we’re
in it for, but it did help us document progress. Um and it’s again, it goes back to that, the
baby steps, showing we are doing something and we are making progress, and you know
sometimes you get doing, you go through these motions, and you’re doing these projects,
but sometime you forget to stop, because there’s always so much more to do, to
recognize how far you’ve come. And I think this just helps us to, I think it’s a reflections
process, I mean even doing the application is, uh, ok we’re reflecting on what have we accomplished, what have we done, and ok, yeah, we still have a lot to do, but you know good job, I mean let’s recognize that and now let’s move on to the next level.

#3b: Kind of like a motivator should, because every schools doing it, and it’s something positive so you think you know what, let’s jump on the band wagon, and like you say we can see that progress and we can see that step, and others can see that we are making those baby steps.

JR: That’s very true. Research shows that if you acknowledge those small steps, you’re more likely to continue making changes. Um, what award did you receive in 2010 from Action for Healthy Kids?

#3a: In 2010 we received the silver.

#3b: And then this year we received the bronze, or we will get it.

Thank you. Well is there anything else that you would like to share with me about your program or you experience creating it?

#3a: (#3b) is there anything maybe we left our sharing?

#3b: We have touched upon the Fuel Up to Play 60, which basically is trying to encourage kids to get 60 minutes of exercise in every day. We’ve just touched on it in PE, we haven’t done a whole lot with that. Um.

#3a: I think we’ve covered about everything we’ve made notes on and wanted to talk about.

JR: Alright. Well thank you very much for meeting with me and answering my questions. It was enjoyable to hear about your experience and I wish you luck in the future with your program.

#3a: Well Thank you.

#3b: Good luck.
Section F4: Interview #4

JR: Will you briefly describe your current wellness program?

#4: I am the wellness coordinator at (school) - for elem, ms and hs. I develop staff trainings and curriculum....I get people together and promote what we do and what we need to do. We are physically active once each quarter as a whole staff and then provide a number of things throughout the semester which promote phys activity as a staff. I have had this position for a year....this title, but have served on the wellness committee for 5 years. Nutrition - we incorporate that for staff each quarter as well...and then have a few other things incorporated throughout the semesters - to keep their interest.

JR: What influenced you as you created and implemented this wellness program?

#4: statistics, people, our administration, the need for it at (school) - from staff and patrons. The push for it across the country. Higher test scores. less discipline issues.

JR: Who was involved in creating the program?

#4: Administration, mainly (name), our supt. at (school). PE teachers, health teacher, FCS teacher, and interested Elem staff. we also have a very supporting school board, a couple very interested in what we do.

JR: What challenges did you face in creating and implementing this wellness programs?

#4: people do not have the time to devote to non-paid things..they have busy lives and families, so we had to create an environment they could work in during work - not all extra stuff.

JR: What was the hardest part of starting this program?

#4: I think just getting more people involved....getting people excited about it and further more, keeping that excitement HIGH!

JR: Were there any unforeseen challenges to putting the program into action?

#4: Money - we or schools always need money, but...we had to go searching - grants, resources, companies - people are willing to help if they know when, why and how ahead of time.

JR: What challenges did you face in creating and implementing this wellness programs? What was the hardest part of starting this program? Were there any unforeseen challenges to putting the program into action?

#4: See above for some of these answers.....The hardest part...wow - don't know - probably educating the ENTIRE staff and getting those to abide by what should happen...not what they WANT to happen. We all have grand ideas - it's the implementation part that is hurting at times. Anticipation is always greater than participation.
JR: What impact have you seen from your program? How do you think your program will benefit your school and the community?

#4: See above....

-Discipline issues less
-test scores better
-happier staff
-better students

(school) is the community - it makes up the community - 9 small towns form one school, so this is the "Wal Mart" of the area....this is the one thing we all have in common – (school) Schools.

JR: Why did your school decide to participate in the AFHK gold medal award program?

#4: First, it's easy - and I mean that in a nice way - it's easy to do what you need to do...ALL SCHOOLS should be doing at least a bronze level.

JR: What award did you receive from this program in 2010?

#4: HS rec'd silver, Elem rec'd silver.

JR: Is there anything else you would like to share with me about your program or experience?

#4: It's easy to say we have a wellness policy, but following is different than having it.

So...getting lots involved. Communicating with them. Helping them understand wellness is more than food and football - it is how to eat, what to eat, how to work out, how to manage stress, how to do things diff in life to create less stress....when some say wellness, they get stressed and tense. No need. Incorporate it into what you already do....that is what we try to do. We don't want to create more policy reforms, more work, more time taken away from grading papers - we want to include it in whatever we already do.....it's not additional, it's not extra....it's INCLUDED. That is key!

And...don't force it. Everyone works at own pace/speed. they digest info differently. Don't pressure people to walk if they don't want to walk. Don't pressure them to eat low fat meals. they will if and when they want to. Educate them on they WHY's....and it will come.
Appendix G: 2009-2010 Nebraska Descriptions

[NS] = Name of School
[NP] = Name of Person
[C] = City/Community

1. A. Program Description:
Our most prized wellness initiative for the 2009-2010 school year was the Whatcha Doin? program. A team of Buzz Agents are tasked with spreading the message of the campaign throughout the school. This is a unique feature of this program...the students are in charge! The staff sponsors, [NP] and [NP], provide guidance to the Buzz Agents as they work to encourage students to eat their fruits and veggies and get daily physical activity. The Buzz Agents meet on a weekly basis to brainstorm activities to coincide with each of the three phases of the campaign. Early in the year, the team spent time tagging places in our school where students could find fruits, veggies and physical activity. Next, the team spent surveyed the students to find out how they would improve the ways fruit, veggies and physical activity are accessible during the school day. In the next few months, the Buzz Agents will use the survey results to identify changes that will make it easier for students to make healthy choices at school. In addition to the campaign phases, the Buzz Agents also engage in random acts to promote fruit, veggies and physical activity. During a passing period, Buzz Agents have carried trays with fruit and veggie bites...enough for each student to take one. This random act was a surprise to all of the students, but it has quickly become a favorite. While it has taken awhile for the “Buzz” to catch on, our Buzz Agent team has remained excited about their message.

Research shows that telling kids about something does not have as much impact as involving them in the delivery of the message. Whatcha Doin? is allowing our school to share a message about healthier lifestyles and have a lot of fun along the way!

B. List measurable program goals and how they relate to your school wellness policy:
- Students will be able to identify the number of servings of fruits/veggies to be eaten each day.
- Students will identify ways to make fruits/veggies and healthy activity part of each day.
- Students will learn that a healthy lifestyle is not a boring lifestyle. Students will learn the principles of a buzz marketing campaign. Students will develop and implement wellness activities related to fruits/veggies and physical activity. These goals relate to our wellness policy goals for nutrition education. Our wellness policy discusses the need to educate students regarding good nutrition and its influence on our health.

E. Obstacles/challenges encountered and how you overcame them:
One challenge we faced was getting the students to take charge of the program. Whatcha Doin? is built on a “buzz” marketing philosophy and the program be most successful if it is student led. We only had a few returning Buzz Agents and it has taken several months to help the students understand that this program belongs to them. The advisors, [NP] and [NP], began providing a bit of structure to the meetings (agendas, locker notes, etc) to help the students organize their efforts. This has made a dramatic difference in what the team is able to accomplish! Another challenge we faced was helping the Buzz Agents understand that small, unexpected activities can have a powerful impact. While the smoothie sales were a success, handing out fruit/veggie bites between classes has...
generated excitement among the student body. One fruit/veggie bite is enough to get students talking about eating more fruits & veggies!

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Simply stated…This program has helped students look forward to the next “Whatcha Doin?” moment! Each Whatcha Doin? moment reinforces the message of eating more fruits/veggies and getting enough physical activity. Students are excited when they see the “Buzz Agents” in the hallway or when they see the “green blobs”. Through our “hallway bites” and “smoothie sales”, we are showing the staff, students and faculty that kids will eat fruits/veggies and will participate in physical activity if we make it accessible to them. Our participation in the Whatcha Doin? program has already opened up several discussions that are influencing our wellness planning for next year!

2. A. Program Description:

As one of five schools selected to participate in a grant written by Public Health Solutions District Health Department, [NS] PreK-2nd grade students are participating in a year long project entitled NO CHILD LEFT ON THEIR BEHIND. The ongoing focus of the project is increasing physical activity and encouraging more walking/biking to school, during school and after school among students. Prior to the start of the project, parents were asked to fill out a survey to identify barriers to walking and biking to school that was distributed through backpack mail. In addition, classrooms recorded how students at [NS] arrived and departed each day from school. The Project kicked off at our Back to School Open House on August 17th. Students in attendance at the Open House were encouraged to walk around the school block two times in order to receive a fun sport bag filled with health information and incentives to encourage moving more. Community members and parents were also recruited during the Open House to assist with identifying the safest walking routes to school for our students. These individuals walked the routes in and around our school to determine safest routes to incorporate on a walking map of our school. From this pocket-sized tool, a parent, child, or community member could plan a number of safe walking routes in the community. In September, we kicked off a 28 Day Walking Challenge. Research has shown in takes 28 days to establish a habit so students started logging their steps to increase their awareness of creating a healthy habit. Participating students received a pedometer to help track the number of steps taken throughout the day. At this same time, a similar family challenge began in the community in conjunction with the [C] Community Health Center. Families were challenged to record the number of minutes they walked together. The winning classroom of the 28 Day Challenge was [NP]’s 2nd grade classroom. These students were awarded a t-shirt and a class party. Each participant was awarded prizes based on the number of days they walked outside of school. Backpack chains and a foot token were also distributed to all participants. Student tokens/charms to add to the backpack chain throughout the remainder of the school year. In October/November backpack mail was sent home, in addition to flyers distributed in the community and church bulletin inserts to continue education/encouragement of physical activity and healthier choices. In December, students were challenged to move more during this month by walking and/or biking 3x’s per week for at least 30 minutes for two weeks. Students completing the challenge received a walking token. In January,
students were challenge to cut the amount of time they spend in front of the TV, computer and/or playing video games and replace it with physical activity. Students completing the challenge were awarded a penguin token and were placed in a random drawing for a 2010 Nebraska Park Pass. In February, [NS] hosted a Walk Wednesday event in the gym before school. Students were encouraged to arrive at the gym 30 minutes prior to the start of the day to walk. Participating students received a heart token for their efforts, in addition to a Frisbee to encourage recreational activities outside of school and at home. In March, students will be challenged to eat more fruits and vegetables. Students completing the challenge will receive an apple token for their backpack chain. A 28 Day Walking Challenge is again set for the spring in April. Students will use the pedometer to log daily steps and have opportunity to earn prizes for their participation. National Walk to School Day is also in April. Students who walk to school on April 21st will receive a small incentive for their participation in conjunction with an Earth Day challenge. At the conclusion of the challenge, it is hopeful that data will show an increase in the student’s personal walking average, in addition to more walking/biking to and from school. A parent survey will be redistributed, in addition to Arrival & Departure tallies in the classrooms.

B. List measurable program goals and how they relate to your school wellness policy:

An increase in the number of [NS] students walking/biking more to school, during school and after school

E. Obstacles/challenges encountered and how you overcame them:

Convenience of driving, safety of intersections and crossings, traffic speed along route, sidewalks or pathways

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Safest routes identified to encourage walking/biking to school, establishing healthy lifelong habits, reduction of traffic congestion before & after school, less environmental pollution, long term reduction of childhood obesity rates

3. A. Program Description:

As one of five schools selected to participate in a grant written by Public Health Solutions District Health Department, [NS] 3rd – 6th grade students are participating in a year long project entitled NO CHILD LEFT ON THEIR BEHIND. The ongoing focus of the project is increasing physical activity and encouraging more walking/biking to school, during school and after school among students. Prior to the start of the project, parents were asked to fill out a survey to identify barriers to walking and biking to school that was distributed through backpack mail. In addition, classrooms recorded how students at [NS] arrived and departed each day from school. The Project kicked off at our Back to School Open House on August 17th. Students in attendance at the Open House were encouraged to walk around our outdoor track two times (1/2 mile) in order to receive a fun sport bag filled with health information and incentives to encourage moving more. Community members and parents were also recruited during the Open House to assist with identifying the safest walking routes to school for our students. These individuals walked the routes in and around our school to determine safest routes to incorporate on a walking map of our school. From this pocket- sized tool, a parent, child, or community member could plan a number of safe walking routes in the community. In September,
[NS] kicked off a 28 Day Walking Challenge. Research has shown it takes 28 days to establish a habit so students started logging their steps to increase their awareness of creating a healthy habit. Participating students received a pedometer to help track the number of steps taken throughout the day. At this same time, a similar family challenge began in the community in conjunction with the [C] Community Health Center. Families were challenged to record the number of minutes they walked together. The winning classroom of the 28 Day Challenge was [NP]’s 3rd grade classroom. These students were awarded a t-shirt and a class party. Each participant was awarded prizes based on the number of days they walked outside of school. Backpack chains and a foot token were also distributed to all participants. Students have the opportunity to earn additional token/charms to add to the backpack chain throughout the remainder of the school year.

In October/November backpack mail was sent home, in addition to flyers distributed in the community and church bulletin inserts to continue education/encouragement of physical activity and healthier choices. In December, students were challenged to move more during this month by walking and/or biking 3x’s per week for at least 30 minutes for two weeks. Students completing the challenge received a walking token. In January, students were challenge to cut the amount of time they spend in front of the TV, computer and/or playing video games and replace it with physical activity. Students completing the challenge were awarded a penguin token and were placed in a random drawing for a 2010 Nebraska Park Pass. In February, [NS] hosted a Walk Wednesday event in the gym before school. Students were encouraged to bundle up and walk to school that morning or arrive in the gym 30 minutes prior to the start of the day to walk. Participating students received a heart token for their efforts, in addition to a Frisbee to encourage recreational activities outside of school and at home. In March, students will be challenged to eat more fruits and vegetables. Students completing the challenge will receive an apple token for their backpack chain. A 28 Day Walking Challenge is again set for the spring in April. Students will use the pedometer to log daily steps and have opportunity to earn prizes for their participation. National Walk to School Day is also in April. Students who walk to school on April 21st will receive a small incentive for their participation in conjunction with an Earth Day challenge. At the conclusion of the challenge, it is hopeful that data will show an increase in the student’s personal walking average, in addition to more walking/biking to and from school. A parent survey will be redistributed, in addition to Arrival & Departure tallies in the classrooms and a 4th grade health behavior survey. Such a gain would reflect new and healthy lifestyle habits.

B. List measurable program goals and how they relate to your school wellness policy:

An increase in the number of [NS] students in grades 3 – 6 walking/biking more to school, during school and after school

E. Obstacles/challenges encountered and how you overcame them:

Convenience of driving, safety of intersections and crossings, traffic speed along route, sidewalks or pathways

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Safest routes identified to encourage walking/biking to school, establishing healthy lifelong habits, reduction of traffic congestion before & after school, less environmental pollution, long term reduction of childhood obesity rates
4. A. Program Description:
Our school, though we have been involved for a year, still seems to be new to the Nebraska Action for Healthy Kids. We have formed a wellness committee that has representation from each grade level, specialist classes, para-professionals, school nurse, physical educator, and parents of current students. We meet once a month and discuss issues and progress that we are making on our overall goals.

B. List measurable program goals and how they relate to your school wellness policy:
Our main goals this year have been to address the amount of physical education that our students receive a year and to decrease the amount of bad snacks in our staff vending machines and school store. After our wellness committee discussed with their constituents different solutions for the physical education dilemma, a consensus was made that we would have classroom aerobics twice a week in the morning to achieve the lack of physical education that our school was providing. The committee also did some research on the current snacks offered in our staff vending machines and school store. There has been a push to have all of the snacks that do not fit in to this programs criteria be replaced with snacks that do.

E. Obstacles/challenges encountered and how you overcame them:
One of the main obstacles was to be creative on how we would increase physical education in our school. Also support from administration, and teachers was not always as strong as we would have liked. With any new initiative there will be some resistance. However, the commitment of our wellness committee has been incredible. They have worked tirelessly to achieve our goals. Though the education of students, teachers and administrators on healthy snacks and lifestyle choices is ongoing, I am happy to say at this time we appear to be on track to achieve our goals this year.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
We have increased our physical education by 10 minutes a week and all of our snacks offered in our school store are in compliance. Our staff vending has improved and we continue to make a push for full compliance. We firmly believe that we are making positive changes in our school. With continued work and support we believe we can make a change in behaviors that will allow them to make life-long decisions for a healthy lifestyle.

5. A. Program Description:
At [NS] our School Wellness is composed of health education, nutrition and walking clubs.

B. List measurable program goals and how they relate to your school wellness policy:
We have two separate walking clubs. One in the afternoon and one in the morning.

E. Obstacles/challenges encountered and how you overcame them:
We currently do not have a gymnasium so we conduct our walking club in the hallways or outside when the weather permits.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
I believe the walking club in the morning has led to less discipline problems in the classroom.
6. A. Program Description:

Our most prized wellness initiative for the 2009-2010 school year is the inclusion of a comprehensive nutrition education program in Kindergarten and 2nd grade classrooms. In today’s technological age, children are flooded with images of food. We wanted to help young children understand how to make healthy food choices. Our school nurse partnered with the teachers at each grade level to bring the programs to the classrooms: Chef Combo in Kindergarten and Little D in 2nd grade. A commitment was made to plan the program activities to occur regularly throughout the school year, instead of during an occasional classroom visit. In Kindergarten, the children created a “healthy” house for Chef Combo to live in. The Chef, a hand puppet, moved into the house and “lives” in the classroom during the school year. Each child has a passport that they use to record the Tasting Adventures they take with Chef. These Adventures involve simple snack recipes using “good for you” foods that the children can easily make again at home. The 2nd grade students learn about the Food Groups with the help of Little D, a dragon who needed to learn healthy habits. During the nutrition lessons, the children create a Food Group Dragon on the wall. This dragon serves as a reminder of what they have already learned. Changing the perception of a healthy eating among our young students requires an energetic, creative approach. This approach cannot be preachy, but must involve the children in activities that make learning about nutrition fun and tasty!

B. List measurable program goals and how they relate to your school wellness policy:

Students will understand that they need a variety of healthy foods to help them grow and stay healthy. Students will be able to identify the Five Food Groups and place foods in the appropriate group. Students will develop a willingness to taste new foods. These goals relate to our wellness policy goals for nutrition education. Our wellness policy discusses the need to educate students regarding good nutrition and its influence on our health.

E. Obstacles/challenges encountered and how you overcame them:

The most challenging feature of any wellness program is figuring out how to fund it. The cost of providing the food items for the classroom activities was not part of any budget. Seeking family support of the program eased this concern. Each family was asked to indicate which food items they would like to provide. This allowed families to choose foods they already had at home or were comfortable purchasing. Our two kindergarten classrooms have their Tasting Adventures on the same days, allowing us to share recipe ingredients.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The impact of our program became apparent after the first nutrition adventure. The excitement of the students and their anticipation of the next time Chef or Little D visits is indicative of the program's appeal to the target age group. The ability of the students to apply the information is apparent in their comments during the lessons. Parents have even commented that their children are making healthier choices at home, asking for a healthy snack instead of chips and soda.

7. A. Program Description:
Breakfast Week -- Students K-6th were provided a healthy breakfast at school. This program was to show healthy food choices for breakfast and to promote the importance of eating breakfast.

B. List measurable program goals and how they relate to your school wellness policy:
Our goal was to show students healthy breakfast choices and the importance of eating breakfast.

E. Obstacles/challenges encountered and how you overcame them:
Our biggest obstacle -- allow all the students a chance for breakfast - we ended up having the students come down once the school day actually started -- this way we were sure all the students had the opportunity to eat.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
This initiative showed the students the importance of eating breakfast and what we offered here at school. If students do not get a chance to eat prior to coming to school - they now know that the kitchen can offer them a healthy breakfast. We have had an increase in food items sold and they are healthy items!!

8. A. Program Description:
[NS] participated in the Fuel Up to Play 60 Challenge developed by Action for Healthy Kids. Programs and activities were developed to encourage and include all middle school students to participate. Students completed several activities that demonstrated they were exercising and making healthy food choices. All students received a back pack bracelet. Charms for the bracelet were shared or awarded as students completed various challenge activities. The challenge emphasized healthy eating. With the cooperation of school district cafeteria staff, student were able to sample a variety of healthy food choices. Items included: sweet potato fries, strawberries, and kiwi. Via the computer, students tracked their fruit, vegetable, whole grain, and milk consumption. To challenge them to drink more milk, a milk mustache competition was held. Each middle school homeroom selected a representative to be in the contest. Recipes for milk shakes were shared with homerooms. Homeroom students determined the best ‘recipe’ to develop the best mustache. Students really enjoyed this friendly competition. All students in the winning homeroom received a dairy charm to add to their back pack bracelets. The challenge also promoted exercise. Students tracked their time daily spent on exercising via the computer. To help promote increasing physical activity, students participated in the Hoops for Heart program for the American Heart Association. [NS] Students were able to make a positive contribution to the American Heart Association as a result of their efforts. The benefits of exercise were also emphasized and practiced daily in the physical education class. [NS] Students also participated in a Middle School Courage Retreat. Retreat topics focused on the importance of making life-long healthy choices such as exercise and eating healthy. In addition, retreat topics also included activities to increase self-esteem and leadership skills. All of these activities were designed to promote life-long learning and exercise so that students can be happy, healthy, and successful now and as adults.

B. List measurable program goals and how they relate to your school wellness policy:
The program goals were to increase awareness and knowledge about the benefit of healthy food choices and physical activity. Specific components of the district wellness
policy addressed by this program are noted below: • Integrate nutrition education throughout the curriculum and coordinate it with the food service program • Increase the availability and encourage the selection of healthy food choices • Increase the amount of time students spend in physical activity before, during, and after school • Provide information and implement programs when feasible to educate parents about student wellness • Promote good nutrition and student wellness to parents through placing healthy eating tips on school lunch publications and through the school web-site.

E. Obstacles/challenges encountered and how you overcame them:

Time was the biggest challenge. Additional time was needed by staff to plan and coordinate activities. Some of the activities required that other staff be willing to share their students during other class periods. For example, homeroom teachers allowed students to complete their trackers and activities then. As with many programs and activities within a school, it is the dedication of committed staff who make them successful. Staff were willing to put in the extra time. Other teachers recognized the importance of the program and were willing to be flexible regarding the normal school schedule.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

It is our hope that students will more often think about the impact of the choices they make regarding food and physical activity. Making healthier decisions now will impact their tomorrows. Many students have now also begun asking cafeteria staff for more opportunities to have the various fruits and vegetables they were able to try during the challenge.

9. A. Program Description:

[NS] took on a whole school project in an effort to encourage healthy eating and healthy lifestyles in our students. The junior and senior high students created videos for the elementary students to watch during lunch.

B. List measurable program goals and how they relate to your school wellness policy:

The goal was to have nine videos completed by Christmas break. Because of weather and technical problems, the videos were not completed until February 17. Our school wellness policy states: "A mission of [C] Public Schools is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health." This project is directly related to encouraging lifelong health and learning.

E. Obstacles/challenges encountered and how you overcame them:

Obstacles and challenges included weather which led to school closings and postponements. This obstacles delayed finishing the project but it also extended the impact of the project. We also struggled with technical difficulties. The students and the staff learned a lot about video editing and creating.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Having the entire school involved in creating healthy messages created an environment where everyone was thinking about the importance of health and wellness.

10. A. Program Description:
Random Acts of Kindness- At [NS], we have made a conscious effort to reward students for positive behaviors and have focused on providing students with non-food items or nutritious alternatives as rewards. Our school building has eliminated all pop machines and currently has one milk machine. The milk machine is stocked with milk and flavored water. Our special education department is responsible for maintaining the machine by keeping it stocked, counting money, and making deposits at the local bank. The revenues from the milk machine help purchase non-food rewards which are given out in our Random Acts of Kindness program and as classroom rewards. The Random Acts of Kindness is a school wide effort for teachers to recognize students demonstrating uncommon acts of kindness in our building. Students who are “caught” receive a form directly from that staff member. Students then redeem their certificate to the office and receive a coupon for a free item from the milk machine. Students are also eligible for a grand prize drawing of more than 30 items such as athletic equipment, clothing, room décor, or electronic equipment. Local businesses work collaboratively to support our program and discount items, which we purchase. The goal of this program is to focus on the little things that make a big difference in our school. All students are capable of being selected and ties in nicely with our Character Counts program. Teachers also have the opportunity to establish positive relations with students by personally recognizing a positive student behavior in their class. Teachers have incorporated the milk machine coupons in the classroom by offering them as rewards for academic success. Our 6-8 Reading program recognizes students who complete their reading logs and provides groups of students’ coupons, which can be redeemed and brought into the classroom.

Students who come to the office and redeem their coupon share with administrators why they received their coupon and are normally excited to share. It has helped reinforce their efforts in the classroom and has eliminated traditional candy and pop rewards.

B. List measurable program goals and how they relate to your school wellness policy:

Through the Alliance for a Healthier Generation, we have done a school wellness inventory in the areas of Policy/Systems, School Meals, Competitive Foods and Beverages, Health Education, Physical Activity, School Employee Wellness, Physical Education, and Before/Afterschool Programs. With this on-line evaluation tool, data was given to us and action plans were created using our school wellness team. We currently qualify and are applying for Bronze level recognition through the AFHG this year.

E. Obstacles/challenges encountered and how you overcame them:

The only obstacle we faced was managing the milk machine and making sure it was stocked daily. I worked with the special needs department and students with mild to moderate disabilities work together in maintaining inventory, fine motor skills, organization, cooperative teaming, and completing tasks. I also worked closely with Walmart who gave us a price break and ordered in bulk. Instead of making numerous trips for inventory, pallets of water were ordered and picked up and stored.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Our school has implemented a positive teacher/peer interaction through recognizing students who do kind things in our school. Teacher relationship opportunities now exist immediately by recognizing ANY student who demonstrates appropriate behavior. We have alway taught Character Counts, but this program has piggy backed of this concept of what acceptable behaviors are, while rewarding those students as well. We have also
eliminated rewards which were non-healthy and replaced with milk or flavored water. Money raised through the student and the milk machine allow us to be self-funded and purchases exciting non-food prizes. It is an easy, self-funded, alternative which ALL student qualify for and can be recognized daily. Also, additional money raised through the milk machine has purchased additional equipment for the fitness room and weight room.

11. A. Program Description:

WELLNESS...IT’S A COLLABORATIVE EFFORT! “School wellness...the belief that schools can and must promote and encourage healthy eating, physical activity and nutrition and physical education as part of the solution to the childhood obesity epidemic...is an issue that impacts and engages a variety of stakeholders who have a role in leading, advocating for and implementing wellness initiatives.” Progress for Promises? Action for Healthy Kids Report Fall 2008 [NS], is a kindergarten through sixth grade school of 346 students and 55 staff members, which weaves physical activity and healthful living into the fabric and soul of our school culture. Driven by our [C] Community Schools Wellness Policy, students, parents and staff participate in quality ongoing wellness programs. [NS]’s program is a tapestry of ongoing programs and initiatives and not simply add ons to the school culture. Our [NS] School Wellness Committee made up of parents, staff, community members and principal has made strides this year in communicating to parents and decision makers about concerns and activities. Wellness advocates agree that, to effect significant change, wellness needs to be integrated within the overall school environment, both in and out of school. All of the programs mentioned in this program description are in keeping with this mission. Through community partnerships, members have attended meetings of Live Well [C] Kids and contacts made through Activate [C] are taking our “Feet First Fridays”, Safe Routes to School program to a greater level of participation. Our fall program was successful and after our very snowy winter, we look ahead to spring, with multiple drop off locations, parent volunteers and finding safe routes to walk through a mostly sidewalk less community. It’s a collaborative effort! In collaboration with [NS] High School ([NS]HS), [NS]HS students were able to offer several new programs this year in partnership with [NS]. One program featured the [NS]HS senior project of a former [NS] student under the community consultant eye of [NS]’s P.E. Teacher. This senior project developed and implemented an after school, Ultimate Frisbee Club for 4th, 5th and 6th graders. The Ultimate Club focused on teaching the techniques to Frisbee throwing and catching, as well as the basics of Ultimate, a competitive football-soccer hybrid game with a disc. It’s a collaborative effort! [NS]HS Future Problem Solving Club (FPSC) developed and creatively implemented a “Be Healthy, Be Happy” after school club for 3rd and 4th grade students for about 9 weeks. [NS]HS’ FPSC is part of the international association that engages students in creative problem solving of real-life issues in their community. Through the students’ research, problems with obesity, eating disorders and inactivity are all significant issues in the [C] area. FPSC seeks to encourage students to start living active, healthy lifestyles. Every week the agenda is different: the club has taught sessions on eating habits, exercise techniques and body image. However, almost every meeting the Yellow Banana and Tootsie Roll make an appearance in an FPSC skit. These skits have proven to be the most powerful for the [NS] students in the program, so much so that they will create and perform a skit for their parents at the end of the series.
It's a collaborative effort! [NS] continues to be involved in community events for our students and families like Race for the Kids, the Susan G. Komen Race for the Cure, and the M.S. Walk. Students can elect to participate in an after school [NS] Striders Walking/Running Club in the spring months. Family centered after school events such as “It’s a Racket!”, “Just Jump!” (American Heart Association Jump Rope for Heart) and “Extreme Gymnastics!” continue. Parents play alongside their children while using a racket, jumping rope, balancing on a balance beam or climbing on a climbing wall. These are opportunities that [NS] students have to share with their parents their learning during physical Education. Quality P.E. experiences are provided so students develop into competent and confident movers. The joy on faces is refreshing and memorable. It’s a collaborative effort! It is our continual goal to provide quality programs in physical education, physical activity, and wellness in a variety of venues to meet the diversity of needs in our [NS] community. It’s a collaborative effort!

B. List measurable program goals and how they relate to your school wellness policy:

*C Wellness Policy: Nutrition, Physical Activity and School Based Activities to Promote Student Wellness. *Met regularly with the [NS] Wellness Committee. *Communicated through Email, phone, small group meetings to accomplish goals. *Worked with [NS] High School senior on his senior project which was developing and implementing an Ultimate Frisbee Club. *[NS] High School Future Problem Solvers carried through on their "Be Healthy, Be Happy" Club. *Community event participation (Race for the Kids, Susan G. Komen Race for the Cure, etc.) *Student and family attendance at in school wellness events "(Just Jump!", "It's a Racket!", "Extreme Gymnastics!" *Physical Education classes meeting standards developed by [NS] in alignment with NE and National (NASPE) standards.

E. Obstacles/challenges encountered and how you overcame them:

It takes time to implement and carry out quality programming, but worth it for the students and families.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

It's great having a functioning working [NS] Wellness Committee! [NS] Ultimate Frisbee Club: What an opportunity for our students to be involved in this activity! Written by: [NP] on reflection about "Be Healthy, be Happy!" What a joy it was to see the [NS] High School students involved in Future Problem Solving develop the "Be Healthy, Be Happy" Club. It was so encouraging to see former [NS] students and others from [NS]HS come back to [NS] to give back. It was wonderful for the third and fourth graders to hear from fellow [NS] students about things we talk about and practice at school in physical education and health classes. Anytime learners can have information presented in a dynamic and interactive format, learning happens and students benefit. I hope that our [NS] students and our [NS] Future Problem Solvers will take with them the things that they have learned to make healthful choices in the days and years ahead. Sharing with families what we learn in physical education is vital to student learning and support for our program.

12. A. Program Description:

[NS] has worked hard to incorporate student generated ideas and goals into action. We have grade level student wellness councils, which are each working toward a unique set
of goals. For example, 7th grade Wellness Council provide a jammin' minute once a week for all student via media announcements as well as a fit tip of the week. 8th grade wellness provides a fresh smoothie once a week for purchase with funds going toward a "well-day" at Champions Fun Center. 8th grade also has a Fit Question of the week where students may earn a free smoothie with a correct question/name drawn weekly. Having student wellness councils are imperative to students buying into the necessary changes needed.

B. List measurable program goals and how they relate to your school wellness policy:

E. Obstacles/challenges encountered and how you overcame them:

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

13. A. Program Description:

All [NS] students received pedometers at an assembly on International Walk to School Day. The students were challenged to track their miles as they attempt to see how many times [NS] students walk around the world over the course of the school year. Every student received a walking record form to track how far they walk. "Feathers", an [NS] Student Newsletter that is a student-produced publication, reports the progress of students, provides a focus on health, safety, and fun events in and around [NS]. Through this effort, we hope to increase the physical activity of students.

B. List measurable program goals and how they relate to your school wellness policy:

E. Obstacles/challenges encountered and how you overcame them:

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

14. A. Program Description:

[NS] was awarded a Fuel Up To Play 60 $5,000 grant. The grant helped program advisor, Denise Knotwell, create a [NS] Student Wellness Council. The council planned an all school assembly promoting Fuel Up To Play 60 with former Husker and retired NFL football player, Grant Wistrom, as our guest speaker. Grant encouraged each student to eat healthier, increase their physical activities, and make choices to ensure a successful future. Students were asked to go on line and sign up to take the Fuel Up To Play 60 challenge. The [NS] Student Wellness Council is planning the "Wellness Initiative", a 9
week promotion for physical activity this spring, and will culminate with a fitness
carnival at the end of the school year.

B. List measurable program goals and how they relate to your school wellness policy:
The [NS] Student Wellness Council selected two goals this school year: 1) To increase
dairy consumption and 2) To increase the amount of physical activity outside of school
each day, both applying to our wellness policy and goals.

E. Obstacles/challenges encountered and how you overcame them:
Our greatest challenge has been scheduling when the council can meet at the same time.
85% of our students ride the bus so we found time during lunch to get together for
planning.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
A FUTP display greets the students every day by the front door, and posters throughout
the school as a constant reminder to exercise and eat well daily. We initially had around
50 students sign up on FUTP after the kick-off. Survey data shows most students
continue to work on their nutritional choices and increase their physical activity.
[NS] have had 3 successful Breakfast in a Bag days this school year through our [C]PS
Nutrition Services.

15. A. Program Description:
This year, we initiated "Wellness Wednesday," an interactive session at the end of lunch
time on Wednesdays. This 10 to 15 minute session covered a variety of health topics.
Some were chosen by the students, and others were chosen by myself as the school nurse.
Some of the topics that were covered were: the sugar content of cereals; the sugar content
of soda drinks; salt in our diets; why various fruits and vegetables were healthy; soybeans
and our diet; healthy and not so healthy holiday foods; and go (almost anytime foods),
slow (sometimes foods), and whoa (eat once in a while foods). Students looked forward
to these sessions and would ask "what are we doing today for "Wellness Wednesday?"
B. List measurable program goals and how they relate to your school wellness policy:
This tied in directly to our promotion of student wellness as a part of our wellness policy.
One of the highlights for our students was a visit from the Tri-City Storm Hockey team,
along with their mascot, Stormy. They played games and answered health-related
questions that reinforced what they had been learning this year about healthy food
choices and healthy physical activities. As Spring approaches we will take our program
one step further, and incorporate an organized walking program into our goal.
E. Obstacles/challenges encountered and how you overcame them:
Limitations of time have been our biggest obstacle, but using the last 10 minutes of lunch
time has seemed to work well.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
We have noticed a definite improvement in our student's knowledge level of healthy and
non-healthy choices.

16. A. Program Description:
REFUEL WITH MILK GRANT This year, [C] Public Schools was awarded the Refuel
with Milk grant. Through this grant, we purchased extra milk and coolers for containing
this milk, so that we were able to replenish our 7th grade through 12th grade student
athletes with a cold bottle of milk after practices and after games. The athletes thoroughly
enjoyed the milk and they would race back to the locker room each day in order to get it.

B. List measurable program goals and how they relate to your school wellness policy:
This was identified as a strength when we worked on our School Health Index at [C]
Public Health department. Another strength included our very popular fruit and vegetable
program in the afternoons.

E. Obstacles/challenges encountered and how you overcame them:
Coolers were purchased so that the milk would be readily available after practices and
games.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Our football coach wrote the following in a letter of support for this program: "As
football coach at [NS], I found the post-practice milks to be quite beneficial for our
student-athletes. this was the first year that milk was made available to our players to
drink after practices or games. The milk quickly became an expectation for the players.
Two hour football practice can take a lot of energy and fluids out of a player. The milk
provided a healthy alternative when players entered the locker room after practice. The
milk was a healthy dairy product as well as a much needed fluid, rather than the players
running to buy a pop product with little nutritional value other than a wet drink to fill up
their stomach. Many of our practices occurred in hot, dry weather. The cold, refreshing
drink of milk helped revitalize the players quicker than before we used to have milk
available. If players were absent and thus extra milks were available, it became quite a
competition to see who could acquire the last milk or two from the cooler. The milk was
much appreciated and enjoyed by the football team.” Students who were interviewed
voiced similar feelings.

17. A. Program Description:
[NS]’s Wellness Team agreed that our goal for this school year was to provide increased
opportunities for healthier eating and physical activity. Introducing unusual food 'tasters'
for each student and faculty member along with 'jammin' minutes was one of the wellness
initiatives we implemented. Another wellness initiative was to increase accessibility to
water. A third initiative was provide healthier ways to celebrate special occasions.

B. List measurable program goals and how they relate to your school wellness policy:
Our first goal was to provide four consecutive weeks of unusual food 'tasters' for each
student and faculty member along with 'jammin' minutes. Specifically, our [NS] students
and faculty were given one on the following per week: jicama, zucchini chips, banana
chips, and star fruit. Prior to the taster, students viewed the item in its entirety (not
processed, chopped or peeled) while going through the lunch line that day. Along with
the time was a poster with questions such as: "Am I a fruit or a vegetable?", "Do you eat
me cooked or can you eat me raw?", "Am I sweet or sour?", and "Do I grow above or
below ground?" Accompanying each taster was a fact sheet about the fruit or vegetable
telling students where it was from, where it grew (i.e., tree vs. root), variety, how to cook,
medicinal benefits, nutriments and more. After each taster, students discussed the
following survey questions with their teacher: "What noise does it make when you bite
into it?", "Do you like it?", What do you think it tastes like?", and "What food would you
mix it with?" The purpose of the questions was to promote a healthy discussion and to get
students thinking about future opportunities for enjoying the newly introduced item.
Another goal was increase accessibility to water. Due to renovation, [NS] is not at its
home facility this year. Abbott Sports Complex is [NS]'s home this year and provides a
wonderful facility, but we wanted more accessibility to water. Thus, some funds that
were set aside for Wellness by the PTO were used to provide a water cooler in one of the
main hallways. It has been put to great use. Another wellness goal that will be
implemented this month includes a healthier alternative to celebrate our Principal's
birthday! In the past we have had cake provided for each student at lunch time. This year
we've decided to have students complete a lap for each year of our principal's life.
Students will be given approximately one month to complete laps during physical
education, recess and walking club. Upon completion of the laps, each student will be
given a sticker to place on a wall-sized, all-school birthday card along with their birthday
wishes. The card will be presented to the principal on her birthday!
E. Obstacles/challenges encountered and how you overcame them:
Some challenges we experienced were that some of the items we wanted to use as tasters
were too expensive to try. They would have used a significant amount of our grant money
and we couldn't justify using them. We simply overcame that challenge by choosing a
different item. Another obstacle was that on one week the chosen fruit simply wasn't
delivered. In this case there was nothing to do, but cancel that day's taster. An obstacle
we encountered for the water cooler was provision of paper cups. It has worked so far to
have cups donated. Our PTO has also agreed to provide more when needed. An
anticipated challenge to celebration our Principal's birthday is keeping track of 'true' laps
walked/run. Because laps walked/run on three different 'tracks' will be accepted, it will be
too hard to do so accurately.
F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Introduction of tasters and jammin' minutes has influenced [NS]'s overall school wellness
environment positively. The education about the unusual foods didn't stop in the
classroom. Information about the month's activity was included in the school newsletter
sent home to parents. It is our hope that awareness of these healthy choices has increased
variety provided at home. It is also our hope that the enthusiasm show for the jammin'
minutes and the ease of which they are implemented increases physical activity at home
as well. The Surgeon General's statement regarding working physical activity into daily
lifestyle makes jammin' minutes a perfect fit.

18. A. Program Description:
[NS] has implemented additional physical education minutes into the school week to
meet program standards of 60 minutes of physical education per week for each K-4
student. All teachers have received professional development in the systematic
incorporation of supplemental PE instruction in order to attain these minutes; therefore,
every teacher in the Elementary has embraced their personal responsibility to serve as a
PE teacher. This meets our Alliance for a Healthier Generation expectations and the
guidelines published by the CDC in recommended program minutes. Each student has
increased skill development and exercise as a result, promoting the notion not only of
'lifelong learning' being modeled by all of our teachers but also fitness for a lifetime.
B. List measurable program goals and how they relate to your school wellness policy:

Students have a baseline goal of 25 minutes of physical education for each of two instructional and exercise sessions with the physical education instructor. Students participate in skill development, flexibility, endurance, and strengthening exercises. Student performance is charted in Physical Education classes as the PE program has embraced a data-driven model that emphasizes a fully participatory experience. Grades 3 and Grade 4 complete Fitnessgram assessments which are included in progress reports each semester grading period. The feedback provided to parents includes supplemental information providing explanatory input on the components of Fitnessgram that are assessed and what the “Healthy Fit Zone” criteria says about their child’s overall level of fitness. Classroom teachers also facilitate 10 additional minutes three times a week within the classroom setting; a novel approach to integrating PE as a basic responsibility for each classroom instructor. The administration has emphasized a flexible approach to classroom integration of PE. While expectations are clearly conveyed to staff, there are a range of choices classroom teachers employ to meet and exceed program minutes expectations. Activities options may include a one half mile walking trail, an indoor walking circuit, the GymB4 DVD 10 minute group exercise sessions, one resource used from a compendium of video compilations to support a full infusion model for classroom-based exercise. Professional leave time was provided for the PE teachers to develop an instrumental curricular support entitled the “[NS] Get Fit!!” program. We have also capitalized on the availability of SPARK (research-based PE program) training for [NS] staff and sent two educators to [C] to benefit from how the SPARK strategies could be readily integrated into a regular classroom setting to emphasize rapid, classroom based PE experiences. The program developed by our own on-site personnel has attracted interest from other PE and content area teachers in the state, as it emphasizes specific activities to use for 10 minutes of sustained vigorous activity in key areas of flexibility, movement patterns, core strength, aerobic activity, and balance. Our School Wellness Policy (Students 5550) and attendant regulation clearly state the expectation that "physical education will be integrated into other subjects to complement, but not replace, the health and physical education curriculum provided in accordance with NDE Rule 10. Educators are to incorporate physical activity promotion and non-sedentary lifestyles in all subject areas as appropriate.” Thus, we are striving to ensure that all students recognize that physical health attained through vigorous activity is the primary overt means of combating a sedentary lifestyle and is the responsibility of both every child and each educator!

E. Obstacles/challenges encountered and how you overcame them:

The biggest obstacle encountered is that, predictably, not all teachers (even generalists) consider themselves to be teachers of physical education. The best means of addressing this concern is to provide continuous, job-embedded professional development which reiterates professional expectations while providing teachers with the support they need to be able to integrate PE minutes into their classroom. We developed resources through collegial collaboration that have encouraged teachers to capitalize on the materials provided to them. We sent teachers to trainings in [C] for SPARK and we sent two of our teachers to the state PE conference; we then provided professional release time for two district PE teachers ([NP] and [NP]) to develop the activities book that focuses on easily-integrated classroom exercise routines. To make it even more readily attainable for our
regular classroom teachers to teach PE minutes, we also purchased a DVD set of short
exercise routines of five to fifteen minutes each and work through our closed-circuit
television system to run these at designated times each day. The times coincide with
requested periods during the day by each grade level team so that we optimize the ability
of teachers to access a nice visual learning source to offer a demonstration exercise
routine that can be easily conducted by teacher and class. Thus, the obstacle is getting
universal buy-in from all teachers throughout a large Elementary. Overcoming that
obstacle is a matter of removing rationalizations or excuses for NOT doing the exercise
expectation: make it easy for teachers with good available resources and teachers will
gladly take the risk and make the steps necessary to integrate this into their instruction.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
The connection to overall health and wellness in our school environment can be
understood from a CSH perspective that considers this physical education extension as a
CSH initiative. It should not really be considered in isolation apart from other CSH
components. The need to extend and expand upon PE minutes, however, brought home in
glaringly apparent fashion the need to address other facets of Coordinated School Health,
and we have done this. Influences of the PE Extended Minutes initiative at [NS] on other
healthy school environment areas: (A) Employee Wellness: We had a third of our staff
members identified as overweight and nearly 18% as obese in a WorkWell Health Risk
Assessment aggregate data report; we found that nearly 70% of our staff was expressing a
need to lose weight and that a very slim percentage was eating a nutritionally
recommended amount of fruits and vegetables daily. Thus, we collaborated with
WorkWell and the Alliance for a Healthier Generation to offer Wellnessgrams and
employee incentives for physical activity (Run @ Work Day) and to increase healthy
choices in diet. We then established an opportunity for individual staff members to have a
1:1 consultation with registered dietician interns who are completing hours toward
program licensure; they offered 1:1 nutrition counseling to the many staff who elected to
take advantage of this. (2) In the student nutrition realm, we did not want to consider
nutrition awareness apart from the need for sustained physical education and expanded
program minutes. We collaborated at grade level with parent volunteers to institute
 stricter guidelines for healthy snacks for school celebrations. While we still have a long
ways to go in that regard, in some classrooms now, raw fruit and vegetable consumption
is the new norm for healthy snacking. (3) In our food service program, we have made
repeated decision to institute a healthier nutrition environment that supports the initiative
of increased PE minutes by supplementing PE with good nutritional education (consistent
with our health/wellness policy). For instance, our food service program offers fresh fruit
and vegetables (multiple offerings) daily; the fresh fruit is either in its own (unsweetened)
juice or an unsweetened pear juice - never in heavy syrup with a high fructose corn syrup
base! (4) In our Elementary student day schedule, we have managed to maintain/preserve
opportunities for play through recess minutes. We have not cut into the unstructured and
imaginative play that occurs during recess minutes. (5) Community connections: we have
worked with Kiwanis and local churches to expand the backpack program to deliver
needed staple food commodities on weekends to families in need, targeting our
free/reduced lunch student population and ensuring that healthy rations of nutritious,
easy-to-prep meals are provided on weekends for these families. This community
connection helps ensure that the PE minutes in the classroom are a valued part of an overall school wellness environment, since students who are suffering from hunger and malnutrition or inadequate caloric intake of healthy foods will clearly not have the same level of health and wellness that one would hope to achieve otherwise.

19. A. Program Description:
Suicide Prevention Handwashing/Sneezing

B. List measurable program goals and how they relate to your school wellness policy:
Administer screening tool for depression and Alcohol use Visit with each student concerning available counseling services and the new behavioral crisis hot line initiated in our area Public speaker on suicide and self harm PSA on the radio

E. Obstacles/challenges encountered and how you overcame them:
The program was scheduled for the fall but we wished to inform the kids of the 24 hour crisis hot line so was rescheduled for January. There is the challenge of permission for the children to participate in the screening portion of the program—we feel we had a good percentage with the parent night and our education component.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
There had been some self harm behaviors in our school and I believe the parents and kids needed some reinforcement on being involved. Publicizing the Behavioral Crisis Number was widely accepted as another avenue for the kids if a friend was having a meltdown.

20. A. Program Description:
Annual Health screening is done of all students to help identify real and potential health problems of the [NS] students. Each student has a Ht/Wt, hip/waist measurement, blood pressure, and vision screen. An Acanthosis Nigricans screen is also done. Referrals are generated from the findings for things such as vision exams and/or health risks for diabetes or obesity. Throughout the year education is done on nutrition, diabetes prevention, exercise, and portion control. The school works closely with community programs such as the Carl T Curtis Health Education Center, the Prevention Center, and the Wellness Center.

B. List measurable program goals and how they relate to your school wellness policy:
Each year parents receive a health report card for their child. The report cards track the students' screens for each grade and shows any improvement or risk areas. This helps the school to identify areas of need.

E. Obstacles/challenges encountered and how you overcame them:
Ensuring that all students are screened and receive information within a timely manner.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Gives the students the tools to live a healthy life free from obesity and diabetes. Allows the students to lead healthy lives and focus on learning.

21. A. Program Description:
[NS], enrollment 440 students kindergarten through sixth grade, consists of approximately 30% diversity with almost 45% free and reduced lunch students. During the 2008-2009 school year, [NS] was awarded a Safe Routes to School grant to increase
physical activity of students and safety around the building. With this grant, [NS] started several wellness initiatives. Walking Club occurs every Monday, Wednesday, and Friday from 8:00-8:45 a.m. Students, including before care and preschoolers, arrive at school and walk in the gym or outside before transitioning to the breakfast program. A punch card is used to track progress. A quarterly "Golden Shoe" award is presented to the class with the most punches. A single student is then drawn from the completed punch cards to win an award. Students’ emotional well-being is also important. Through stimulus funding, [NS] partnered with Capstone Behavioral Health to bring mental health therapists into the school. Capstone bills insurance, but [NS] picks up deductibles or the entire cost if need be. So far this school year, Capstone has served 35 students. For two weeks last summer, our physical education teacher, guidance counselor, and school psychologist created a program to teach some more challenging students sportsmanship, compromising, and conflict resolution skills. They then practiced these skills in real school situations. This proved successful, and we have since used these students as mentors for younger students who struggle with similar problems. [NS] still continues other wellness initiatives such as Jump Rope for Heart, Hoops for Heart, Health and Vision Screenings, and Dental Screenings. Through our partnership with Activate [C], we brought the "bicycle smoothie machine" to school to provide man-powered smoothies. [NS] participates in the Nebraska Walk to School Day and the International Walk to School Day and has also started walking school buses. An aerial map of the neighborhood is posted at the front of the building to pin point walking school bus routes. [NS]’s future plans include a bicycle rodeo to provide helmets to students who cannot afford them and to increase the size of our playground by adding exercise equipment disguised as playground equipment.

22. A. Program Description:
At [NS], we believe that no child should be left inside. We make it a point to ensure that every child has the opportunity to take their learning outside the four walls of their classroom. [NS] has developed a classroom where students can take their learning outdoors and it is in the form of a school/community garden. In our school/community garden, you will find eight raised beds, two round flower beds, bird feeders and a 100 tile grid. You will also find staff members, students and their families working in and around the garden year round. At [NS] our school/community garden is an integral part of our coordinated school health program. The garden specifically addresses the domains of a Healthy School Environment, Nutrition Services, Physical Education, Health Education, Employee Wellness and Family & Community Partnerships. Every student participates in physical activity when they help prepare our garden for planting during our Earth Day celebration in April. They also have the opportunity to plant seeds in their grade level bed during our physical education Field Day celebration in May. Students research and study the grasses, plants, flowers, vegetables and herbs that are grown in our garden. They make connections between the vegetables grown in our garden and the food they eat in the school cafeteria. Students have the opportunity to taste test foods from our garden and are taught how to make healthier food selections while in school or at home. Students attending summer school work with members from the community to maintain our garden. We also have a student / parent garden club that meets after school and throughout the summer working in the garden and selling fresh produce, flowers and
herbs at the [C] Farmer’s Market. Items grown in our garden are also sold at our school
Farmer’s Market in the fall. Veggies are sold for 25 cents so that families and staff
members have the opportunity to purchase produce at a reasonable price for use at home.
All proceeds from the Farmer’s Market are used to help sustain our garden.

B. List measurable program goals and how they relate to your school wellness policy:
1. Students will have the opportunity to work outside and be actively engaged in their
learning. 2. Students will participate in cross curricular activities that incorporate
gardening. 3. Students will learn how to make healthy selections when deciding what to
eat. 4. Students will participate in the life cycle of seeds to plants, plants to produce and
produce to cash. 5. Staff, Students and Family members will work cooperatively to
maintain the school garden.

E. Obstacles/challenges encountered and how you overcame them:
Nebraska isn’t an easy place to live and maintain an outdoor classroom. Winter months
filled with snow and students on summer vacation can make maintaining a garden very
difficult. However, we have found ways to overcome both of these obstacles and
challenges. During the winter months we rely on our gardening electives, indoor gardener
club and wildlife preservers to work on our gardening goals for the year. Students learn
about the parts of a plant and begin planting seeds during the winter months. We use
grow lights to get various plants started and we transplant these plants to our outdoor
garden in the spring. Our wildlife preserves maintain our bird feeders during the winter
months to ensure that the wildlife around our school don’t suffer during the long winter
months. In the summer, we have a group of committed parent and student volunteers who
work in our garden every Tuesday and Thursday morning. We also offer summer school
during the summer months and students participating in summer school do much of their
learning in the garden. It isn’t always easy, but we have found a way to make an outdoor
classroom work year round in Nebraska!

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
We believe that we are leaving a lasting impression on the students at [NS]. Students
leave [NS] with a new found appreciation for the outdoors. We are making an impact on
students having the ability to try foods they might not normally have the opportunity to
try. We are helping them make healthier food choices and influencing students to want to
live a healthier lifestyle. Our students are also influencing their families to make better
choices. Students also enjoy the physical activity they participate in through gardening.
The school garden gives our staff, students and community members a sense of
pride. It has made an impact on our school culture and has become a neighborhood
treasure!

23. A. Program Description:
[NS] offered a student running club, healthy snack sales and staff wellness programs this
school year. The programs were implemented to help offer physical activity during non-
school hours, bring awareness of making sure snacks sold to students are healthy and
offer programs to staff to benefit health. An article in a school monthly newsletter this
year reminded parents of the School Wellness Policy and informed them how to access
that policy in full on the [C] Public Schools website. One of the prized wellness programs
consisted of students being given the opportunity to run four days a week, either before or
after school, over a two month period. Many parents supported the program through
volunteering or cheering for the students and some even ran with their student. The [NS]
parent group chose healthy snacks instead of chips, cookies or candy or soda, as an after
school twice a month fundraiser. The students enjoyed the healthy snacks complaints and
were able to support their school at the same time. The “healthy snack” advertising
helped increase awareness of the importance of making nutritious choices for snacks at
school and home. [NS] staff members were given several opportunities related to health
over the school year. Those opportunities were well supported as a whole by teachers and
support staff. Some staff participated in more than one of the opportunities. The
importance of staff members being a part of setting an example for health, nutrition and
physical activity for students is also noted in the School Wellness Policy.

B. List measurable program goals and how they relate to your school wellness policy:

Goal #1: Students will commit to the goal of physical fitness through a before and after
school running club. - 120 mostly second thru 5th grade students participated. 108 of
those students completed the 26.2 mile Wildcat Marathon. Distance accumulated twice a
week from August 26th - October 30th, 2009. Students ran a combined total of more than
3000 miles. 32 parents planned and supervised the running events. A large indoor map
displayed the route/miles that started at [C], headed west to the mountains and on to San
Francisco, Hollywood, Phoenix, the Grand Canyon, Denver and home again. - Our
Wellness policy states students are to be given opportunities for physical activity through
before and after school programs and this program supported the policy. - $750 covered
student participant’s t-shirts, donated by grants and the parent group. A photo of each
finisher with their t-shirt is displayed on a bulletin board recognizing those students. - The
weather, change of seasons and morning darkness were a challenge. - Students applied
fitness to their school days with family support. Students were alert and began their
school day ready to learn. The program tied into the school counselor’s lessons on
student commitment and responsibility. It also tied into the school physical education
teacher’s goals in accordance with Nebraska Physical Education Standards on engaging
in physical activities specifically related to each component of physical fitness and
participating in physical activity that results in the development of health related fitness.
It also fit the PE active lifestyle standard on participating in physical activity in both
school and non-school settings. Goal #2: Healthy snacks and drinks will be sold as an end
of school day fundraiser. - Healthy snack/drink items were assessed for
nutrition/fat/sugar/calorie content. Students were allowed to purchase 2 items, twice a
month. - School Wellness policy encourages school fund-raising efforts, including parent
support groups, and booster clubs, to be supportive of healthy eating. - Parents brought the
pre-packaged snack items with no other cost involved. - Educating parents on the type of
snacks to provide and monitoring nutritional content was the challenge. Notes were sent
home recommending appropriate items to bring for sale. Students were given opportunity
in class identify healthy and unhealthy snacks and drinks for kids. - Students and families
were exposed to healthy snack advertising as they supported fund raising efforts. The
snacks tied into school nurse and teacher lessons on healthy versus unhealthy food
choices. Goal #3: School Staff will engage in and set an example for students by
participating in health and fitness opportunities. - 25 out of 35 [NS] staff participated in
various aspects of staff health screenings, a large staff Health Fair at the YMCA, a “5-4-
3-2-1” Staff Wellness Challenge and an after school ZUMBA exercise class. - School
Wellness policy states we are to create an environment that provides consistent wellness message, conducive to eating well and being physically active. Efforts to keep school physical activity facilities open for use outside school hours and providing opportunities for staff to serve as role models for healthy eating and physical activity are to be encouraged. -$200 was spent on incentives, covered by grants. Local medical staff and supporting health agencies donated time, health information and other incentives. - Planning, advertising and encouraging staff participation, given their time constraints, were a challenge. -Staff wellness activities foster and set an example regarding wellness, physical activity and healthy choices in the school community.

24. A. Program Description:
The elementary students are engaged in a walk to [C] with assistance from high school students. Each morning before school, students walk in the unused portion of the cafeteria with other students joining in after they have finished their breakfast. We are recording the distance on a Nebraska road map. Another program involves the entire school. Every Friday morning at 10:00 am the 5-minute exercise is announced. Students as well as faculty are encouraged to participate in the activity. A schedule of exercises with pictures and explanations was passed out to all faculty members. Some examples are: leg lifts, jumping jacks, arm circles, chair crunches, and wall sits. Our tasting program is call “A Rainbow of Fruits and Vegetables”. Students are given opportunities to sample fruits and vegetables by color and then record their favorite on a rainbow. Red fruit and vegetables juices were provided for the valentine parties in the classrooms this year. Elementary students made posters encouraging students and staff to eat healthy foods and/or exercise. Posters were displayed in the high school hallway and in the stores downtown. Students were rewarded with fruits from a certain color group. A speaker from the Extension Office will be coming to speak to all grades on nutrition and how food helps us be better students. Holiday Challenge News Articles were distributed to the faculty the first of December. “How to Conquer Setback, Fitting in Winter Activity” was the topic. There was a different topic for 6 weeks. The articles came from Eat Smart, Move More website. The [C] Public Health Department provided an Employee Health Screening for all faculty in January and N1H1 vaccinations for students and faculty. We are participating in the “I Choose” program, which is designed to improve staff health, motivation and attitudes. This is also provided through [C]PHD. A committee member attended the “Nebraska Healthy Kids Learn Better”, Coordinated School Healthy and Wellness project in November. This presented different views on what we should be doing with our students as far as wellness for the whole child.

B. List measurable program goals and how they relate to your school wellness policy:
Goal #1 To get more physical activity on a daily basis by setting up an appropriate and convenient time for students to walk. This is done 1st thing in the morning when the students are energetic. Goal #2 To provide an opportunity to have a short physical break from academics (help jog the brain). Goal #3 To provide the opportunity for students to taste unusual and unfamiliar fruits and vegetables.

E. Obstacles/challenges encountered and how you overcame them:
Teachers get busy and need to be reminded to do the 5-minutes exercise. The secretary announces over the intercom when it is time to do the exercises. Another obstacle is finding the time to do the taste testing. This is being done during teacher planning period.
F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Students are enthused about walking in the mornings. They come out on the floor and begin their walk without being done. The elementary students stop me in the hall and inquire when it is their time to try new fruits and vegetables.

25. A. Program Description:
After School Wellness Clubs: Cooking Club- After school program to promote the importance of food preparation that teaches children the basics of cooking, trying new foods that include healthy recipes that expose children to fruits, vegetables and whole grains. Running Club - an after school program for 3rd - 5th grade students to promote and increase opportunities for physical activity. Students actively participate in a variety of activities that encourage flexibility, strength conditioning and simple motor movement. Running stations focus on improving technique and overall conditioning in a fun group atmosphere.

B. List measurable program goals and how they relate to your school wellness policy:
Cooking Club- Increase student access and acceptability of healthy foods, including fruits, vegetables and whole grains during a 6 week cooking program. Running Club- Program goal is to build individual confidence and conditioning for running. A kids race, the one mile Mayors Run is a goal for all club participants.

E. Obstacles/challenges encountered and how you overcame them:
Cooking Club- Logistics of where to hold the club that would not interfere with existing after school program was a concern at the start of club, but was avoided by being allowed to use a small kitchen that was not being used in another part of the building. Running Club: Finding space for club to hold practice. Gym is used daily for the before and after school program and field space is impacted by weather related conditions and construction of new additions to school.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Cooking club- Most students recognize the cooking club as a fun and exciting activity to participate in. School wide, most children are aware of the room that the club is held in and are interested to know what the students are making even if they are not participating in club themselves. Running Club: Students are excited to be a part of something new for Campbell School. The excitement about being a part of the club, which has encouraged others to participate. Their enthusiasm can be seen through their high energy level during club.

26. A. Program Description:
Our most prized wellness initiative of the year was improving our school meal program. We knew we wanted to increase our offerings of fresh fruits, vegetables, fiber-rich and whole foods; lower fat, calories, and sodium; and reduce the amount of pre-packed foods served. We also knew all our efforts would be wasted if the outcome was not a menu that was palatable to kids. We “lightened” the kids’ favorite lunches already being served and solicited input on what items should be added. We transferred from full-fat to skim and low fat milk. And, we now offer breakfast! Every morning a minimum of three offerings (whole grain cereals and a rotating list of hot entrees; plus, milk juice, and fruit) are
available. Our goals were to 1) Increase participation in our lunch program while transitioning to healthier offerings, 2) Generate continued interest in the breakfast program throughout the year (this program was initiated last year to bring us into compliance with Nebraska Action for Healthy Kids program’s recommendations), and 3) Increase physical education minutes without reducing noon recess time. Many elementary teachers also have incorporated “Jammin’ Minutes,” a program designed to integrate short bursts to activity several times a day into a variety of curriculum areas. This initiative reached all of the 85 students in our K-6. More importantly, our school lunch participation increased by 8%. Plus, 70% of the students targeted as youth who would benefit from the school breakfast program are currently enrolled. Cost was minimal. Budgets are more carefully managed to monitor for specials, promotional items, and seasonal produce. Scheduling was perhaps our most persistent obstacle. Our Wellness Committee involved representatives from almost every constituency in our school (teachers, students, lunchroom staff, parents, administration). The most concrete result of our efforts is fewer stomach aches, both during the mid-morning slump (caused by no breakfast or high sugar cereals) and after lunch. With less students reporting nausea, we’ve been able to keep those kids in their classrooms and avoid having them miss important instructional time. Plus, we’ve been getting more students to participate in activities instead of feeling sluggish.

27. A. Program Description:
Our most prized wellness initiative of the year was improving our school meal program. We knew we wanted to increase our offerings of fiber-rich and whole foods; lower fat, calories, and sodium; and reduce the amount of pre-packed foods served. We also knew all our efforts would be wasted if the outcome was not a menu that was palatable to kids. We started with our students. The student council conducted a survey to gather information. We “lightened” the kids’ favorite lunches already being served and solicited input on what items should be added. There was clear interest on the students’ part for an expanded salad bar and healthier “ala carte” alternatives. Students not only said they would eat healthier options and more salad (if the salad bar was expanded to include more fresh fruits, vegetables, and low-fat protein such as cheese, boiled egg, and tuna), once the expansion happened, consumption of those items increased as documented via increased orders of fresh produce and the observation of lunch room staff. We transferred from full-fat to skim and low fat milk. And, we now offer breakfast. A minimum of three offerings (whole grain cereals and a rotating list of hot entrees; plus, milk juice, and fruit) are available. Our goals were to 1) Increase participation in our lunch program while transitioning to healthier offerings, and 2) Generate continued interest in the breakfast program throughout the year (this program was initiated last year to bring us into compliance with Nebraska Action for Healthy Kids program’s recommendations). This initiative reached 65 of the 68 students who attend our junior high and high school. More importantly, our school lunch participation increased by 8%. Cost was actually minimal. Budgets are more carefully managed to monitor for specials, promotional items, and seasonal produce. Scheduling was perhaps our most persistent obstacle. Our Wellness Committee involved representatives from almost every constituency in our school (teachers, students, lunchroom staff, parents, administration). Teachers reported increased attention and focus from students after they enrolled in the breakfast program. Many
students have reported other positive effects, such as weight management and increased energy.

28. A. Program Description:
This year many students at [NS] experienced their first ride on a school bus that was both fuel-efficient and 100% emission free. It is powered by simply H2O and food! These “Walking School Buses” run every Wednesday and Friday morning and afternoon and are “driven” by staff members. The four designated bus stops are strategically located within a six-block radius of [NS].

B. List measurable program goals and how they relate to your school wellness policy:
Activate [C]’s Safe Routes to School initiative helped [NS] get the program started by providing student/driver T-shirts, wristbands, and reflectors to help keep everyone motivated.

E. Obstacles/challenges encountered and how you overcame them:
Not only are there health benefits of the “Walking School Bus” program, but environmental and social benefits as well. While on their buses staff, parents and students also pick up any litter that they see on their ride to and from school. Many community members have responded positively to these efforts, as well as, the increased air quality around the school building, due to fewer cars in the neighborhood. Community members are visiting more with one another and discussing ways they can help our “Walking School Bus” grow.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
[NS] will continue the “Walking School Bus” program and will continue to keep staff, students, parents, and community members on the road to more active and healthy lifestyles.

29. A. Program Description:
The [NS]Walking Club is an extremely popular initiative that began in September 2009. The students walk for 25 minutes on Monday and Friday mornings each week. When the students arrive, they check in with a parent volunteer and begin walking. Every five times a student walks, they receive a special foot token to place on their backpack. We also have a map of the United States and pick a location for the students to walk to collectively. In addition, when weather permits we provide the opportunity for students to walk to school once a week. On Wednesday morning there are 2 drop off sites for Walk to School Wednesdays with a parent volunteer. The drop off site is approximately ½ mile from the school and takes about 10-15 minutes for students to walk.

B. List measurable program goals and how they relate to your school wellness policy:
Although our Wellness policy does not address specific goals regarding physical activity, we set a goal for students to collectively walk 1550 miles starting in September 2009 and ending in May 2010. This goal was achieved in 5 months. We do not require students to walk every time but strongly encourage them to walk for 25 minutes each day of walking club. The students know that 6 times around the outside or 20 times around the inside of the building is approximately one mile. If a child comes late, they are still encouraged to walk but will be marked late and needs to walk twice as many times to earn an incentive.

E. Obstacles/challenges encountered and how you overcame them:
The walking club had to overcome a few obstacles in the beginning. Documentation was an issue so the children would receive credit to earn incentive feet. This was overcome by creating an excel spreadsheet with names of all the children. The children are asked to give a parent volunteer their name so they will receive credit. Another obstacle was when the weather turned cold. The walking club started outside. The students walked around the building but are required to stay close for safety issues. Part of the path is not paved and therefore presented a problem when it snowed. We moved the walking club inside. The students have a set course that isn’t very long but have continued to enjoy throughout the winter.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Although we have not formally evaluated the program, teachers and school staff have reported excitement from students upon entering school on walking club days. Parents have also been very appreciative and supportive of walking club. Families are invited to come and walk with the students anytime. Parents are not only grateful for the exercise their children are receiving but have expressed appreciation for dropping students off at school 25 minutes early. The students are extremely well behaved while walking and enjoy socializing with their friends.

30. A. Program Description:
Our Healthy Schools program has flourished over the last 2-3 years. We have a School Wellness Committee that meets quarterly, which includes parents and community members. We are in the process of adding students to our committee.

B. List measurable program goals and how they relate to your school wellness policy:
We have tried to reach more students and their families through our wellness initiatives. We have changed our student council candy sales to healthier options, or non-food items. We created personalized labeled bottles of water called Falcon Fuel to ensure more hydration. We purchased a projector for indoor recess so students could be more active and do exercise videos during indoor recess days. Another big change we made was to incorporate physical activity breaks in the regular classroom, by making Jammin' Minutes CD's for teachers to use. The kids take quick, active breaks from learning, where they get some physical activity. We also changed the display case at the entry of our building to share healthy facts, eye catching whole grain cereal boxes, and plastic fruits and vegetables.

E. Obstacles/challenges encountered and how you overcame them:
Our biggest challenge is finding the time to achieve all of the goals we want to conquer! All of us are teachers or paras or parents who have busy lifestyles, so finding the time to make all of the changes is difficult. Occasionally, finding money to make big changes can be a challenge.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
I believe the overall environment has been positively impacted at [NS]. We've made some changes that both the students and staff recognize and are inspired by. Moving recess to before lunch has been well received. Having more opportunity for activity at indoor recess has improved the environment. Making the display case at the entry of the
building was a small change that many noticed. The healthy changes we’ve made have
made a positive impact at our school.

31. A. Program Description:
[NS]’s Wellness Program has really developed this school year with many exciting
changes occurring. Our plan was designed for all students in the building, their families,
the staff and the surrounding community. The majority of students participate in the ARF
(All Recreate on Fridays) Program. Students are given monthly calendars and need to be
active for at least 60 minutes each week of the month to earn a monthly reward. Parents
must sign off on their child’s activities and are encouraged to be active as well. [NS] is a
Magnet School which focuses on Communication and Technology. Each morning,
students anchor a morning announcement show in our TV studio which all students view
in their classrooms. Nutritional lessons are given throughout the week. On Wednesdays,
the PE teacher coordinates “Wednesday Warm-ups.” All students in the building
participate in a physical activity, such as a dance or an exercise routine to music. Each
Friday, a “Health Fact” is read on the morning announcements. The “Health Fact” is a
short description of a disease or condition that affects one of our Fullerton students. Some
of the subject areas this year have been Cystic Fibrosis, Muscular Dystrophy, seizures,
cancer and asthma. The [NS] Announcement Network ([NS]AN) has provided an
abundance of health information to our students with interactive activities. Another focus
this year has been on healthy beverages and snacks in the classroom. We have also
promoted the reading of nutritional labels to prevent foods containing ingredients that
students are allergic to (such as peanuts and red dye #40 being brought into the
classroom. The Wellness Committee’s year will conclude with the 2nd Annual [NS] Fun
Walk in April. Participants will join students, family members and the community for a
2K walk to benefit the BandofParents, which raises money for finding a cure for
Neuroblastoma, a rare childhood cancer. One of [NS]’s students is in a battle against this
disease. There will be many activities prior to the walk and healthy refreshments and
raffle drawings after the walk. This has been an exciting year for the Wellness Program.
Our goal to promote better health and wellness for all students will continue.

B. List measurable program goals and how they relate to your school wellness policy:
Nutrition Education is one of our major Wellness Policy Goals. Nutrition information is
presented on the morning announcements, as well as included on the weekly school lunch
menus sent home. Teachers reinforce the information with their students and it is
included in the curriculum and on tests given to the students. The PTA has become
involved in our efforts to prevent foods that students are allergic to being brought into the
classroom. Healthy treats selected for classroom parties and birthday celebrations have
been carefully chosen for all students. Another goal is providing Wellness Activities.
These have included a forest family hike, the ARF Program, the Corporate Cup Run,
“Wednesday Warm-ups,” a flu shot clinic, the Fun Walk and a Wellness Fair. All the
activities have been well received by the students and their families. Staff and parents
have been an active part of planning many of the functions. Students have been so
receptive to the “Wednesday Warm-ups” that they are now volunteering to plan and
perform segments of their own. Staff have commented that the students really enjoy the
time and are more alert and ready to begin the school day. A student in the building, who
has Cystic Fibrosis, even invited his physician to speak to his grade level about the
disease after hearing the “Health Facts” segment about the disease.

E. Obstacles/challenges encountered and how you overcame them:
Participation is very high at the onset of the ARF Program, but lessens as the months go
on. Having all school staff support the program, and providing creative rewards, help
provide encouragement for the students to continue each month. The morning
announcements also provide a source to encourage the students and remind them of due
dates. Our 1st Annual [NS] Fun Walk had over 300 participants. Evaluation after the
walk showed that we did not reach the younger children at our school (Kindergartners in
particular). Many students are the first children in their family to attend school and their
parents may be hesitant to attend school functions. This year we will focus more on
presenting the information to the newer members of our school community in a different
way, with the hopes that they will sign up for the walk, enjoy the activity and want to
participate in future Wellness activities.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Seeing the students participate in the “Wednesday Warm-ups,” no matter what their
abilities are, has been a rewarding experience. Many students start asking the PE teacher
on the Monday before what song will be played or what dance will be done. The students
have planned many of the Wednesdays on their own, and are excited to lead the school in
the chosen activity. It is truly an amazing sight to see 660 students all standing in their
classrooms and enjoying the movement and music. No student feels left out, and no one’s
abilities stand out above the others. The ARF Program has gotten family members
involved, as well as the students. Many of the calendars have notes from the parents
about what activities the family has done together. Perhaps with this involvement, more
family members will become active and improve their daily health habits. Overall,
students are excited and staff is equally as excited about most of the Wellness Activities.
They are eager to join in the planning and to participate. This cohesiveness makes our
school a pleasant place to be and the students are ready to not only learn about wellness,
but ready to learn in all their other subject areas as well.

32. A. Program Description:
[NS] is promoting health, physical fitness and the importance of a healthy diet through
planned programs and activities for students. The [NS] Running Club was established
this year and coordinated by parent volunteers and the [C] Community Organization. All
students had the opportunity to run, walk or jog a designed course in an attempt to
complete the mileage of a half or full marathon. This program was run on selected days
before and after school by parent volunteers. This activity certainly promoted a healthy
life-style and the importance of exercise. Other equally important benefits were setting
and achieving goals and the sense of accomplishment of completing a full or half-
marathon. As an incentive for positive behavior, students at [NS] are rewarded once each
quarter with an afternoon of special activities. In cooperation with students at UN[C], the
theme of the third quarter celebration will center on physical fitness and nutrition.
Students from UN[C] along with the [NS] staff and Nurse will provide three different
units of planned physical activities including Wii Dancing, cup stacking and fun games in
the gym. One additional unit will discuss and provide a unit on healthy snacks and the
importance of a nutritious diet.

B. List measurable program goals and how they relate to your school wellness policy:
There are many goals in the [C] Public School Plan for School Wellness. The district
provides an outstanding physical education program that engages students in physical
activities and promotes student wellness and nutrition. To that end the goals of the
program are: 1. Actively promote and offer physical activities to students (and staff) 2.
Encourage students to set goals 3. Promote the advantages of physical fitness 4.
Continually promote wellness to students

E. Obstacles/challenges encountered and how you overcame them:
The weather in the fall was an obstacle for the running program and the program had to
be cancelled and make up days added at the end. Another obstacle we encounter is gym
space.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
The students that ran the Marathon in the early morning, students were fresh and ready to
learn. This made for a very positive learning environment in each classroom.

33. A. Program Description:
We are incorporating Health E tips.com JAM (Just A Minute) physical activity breaks in
our classrooms. Classroom teachers can go online to conduct physical activity breaks. We
have made the site very accessible to our staff. The one minute activity breaks allow
students to get physical activity from any spot in the classroom or at their seat. Our
Student Wellness Committee put together a JAM video and the Physical Education
teacher presented the JAM physical activity breaks to the teachers during a staff meeting.

B. List measurable program goals and how they relate to your school wellness policy:
We are currently working on our school wellness goals with the Alliance for a Healthier
Generation; physical activity breaks are one of the criteria we wanted to complete.

E. Obstacles/challenges encountered and how you overcame them:
The Health E tips website was put on our schools website as a link. This helped the
teachers find the source more quickly. We also made hard copies of the JAM physical
activity break routines, so teachers would not have to use the internet if they chose not to.
The biggest obstacle is knowing how many teachers are actually using the breaks in their
classrooms. Emails have been sent out to remind teachers of the JAM breaks, and they
have also been asked to provide a quick feedback.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
The physical activity breaks have helped teachers produce more focused learning in their
classrooms. Research information was given to show how physical activity and
academics work together for the good of all learners.

34. A. Program Description:
[NS]staff and students have been working to create a healthier environment in our
building this year. The creation of our school wellness council brings the ideas and
resources of staff, parents and community members together as we work to create a
school environment that encourages physical activity and healthy eating habits. As a part
of these efforts, we are working to increase opportunities for physical activity available to
students and staff during school hours. A Frisbee golf course and a walking trail have
been created on our campus, and supervised lunchtime activities are also available for
students. We are working to create a healthy eating environment as well. As a part of
improving the nutritional selections offered during the school day we now offer only diet
pop, flavored milk, waters and juices. Fewer fried food and more fresh foods are
available. Vending machines contain healthier offerings, and no outside foods are
allowed in the building. The addition of our “Whatcha doin?” chapter has provided fun,
wacky and interesting ways for students and staff to learn about nutrition. Employee
wellness opportunities have increased this year with the addition of Activate [C]’s 5-4-3-
2-1 campaign, H1N1 immunizations, wellness screenings and a health fair. Collaborating
with community resources and taking advantage of educational opportunities has allowed
us to offer additional resources to staff, students and parents on creating a healthier
lifestyle.

B. List measurable program goals and how they relate to your school wellness policy:
Our district wellness policy supports our efforts to create a school environment that
encourages physical activity and healthy eating for students and staff. Our wellness
council has looked at areas of need, gathered ideas and suggestions, set goals and created
a work plan. These are our goals:
1. Increase opportunities for physical activity available
to students and staff during their school day. -Collaboration with UN[C] has provided us
with supervision for student activities during the lunch hour. The activities vary, and may
include ping pong, basketball, volleyball, badminton, water melon seed spitting contest
and other fun games. Currentlty we have up to 60 participants daily. -We are working to
increase the number of program participants with the purchase of a display case dedicated
to spotlighting activities available, tips on wellness opportunities and nutrition offerings
in our building. Our display case was purchased with PEP grant funding at a cost of
$500.00. -Collaboration with [C] Parks and Recreation staff and our Wellness director
has resulted in the creation of a Frisbee golf course on our campus and a walking trail as
well. -Our administrator has designated the upper gym facilities to be available for staff
use before and after school. 2. Create a healthier eating environment at school. -

- Beverage selections will now include various waters, juices, flavored reduced fat milk
and diet pop. Regular soda and energy drinks are banned. Students are allowed to carry
clear water bottles to class. - Our dietician has met with vendors to get the most nutritious
versions of popular snack foods. Yogurt instead of ice cream, reduced fat granola bars
and cookies, fresh fruit and vegetables with dip. Fewer fried foods and more fresh foods.
- No outside foods are to be brought into the building. We may now utilize our cafeteria
to serve lunches and snacks for meetings. - A new computer program, acquired by our
Dietician, now gives staff, and soon parents, information about the portion size, RDA
specific vitamin and mineral content, grams of carbohydrate and calories for all meal
offerings.

E. Obstacles/challenges encountered and how you overcame them:
The obstacle that we would face if it weren’t for community collaboration, and grant
moneys would be the financial impact to our school. We have no funding for these
programs currently. We are looking for sustainability in our programs so when grant
money is exhausted we can continue on.
F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Our overall school wellness environment has soared! The changes implemented have been met with enthusiasm by parents, students and staff alike. The fact that so many areas are being impacted by our efforts spreads the word to many different groups in our school. Increasing the number of people impacted, increases the momentum. Making the effort to have a healthier lifestyle seems to be contagious!

35. A. Program Description:

The [NS] Wellness Program is a comprehensive program encompassing Physical Education, Health classes, nutrition, and the districts food service individuals; to provide and encourage positive healthy habits.

B. List measurable program goals and how they relate to your school wellness policy:

This year the district is participating in the "Fuel Up to Play 60" initiative that promotes activity and increased consumption of healthy snacks/foods. The 1st thru 6th grade participated in the program "Hoops For Heart". This program raises money for a great cause in the American Heart Association.

E. Obstacles/challenges encountered and how you overcame them:

Some obstacles and challenges we have encountered are that the students have established bad eating habits and the lack of activity outside the school. They have also had a negative attitude towards trying to eat healthy foods and see no reason to change.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The students have responded positively to the activities promoted by national names (NFL Players) and other celebrities. Students are aware of the good choices made by these individuals and are trying to do the same. The students that participated in the "Hoops for Heart" were active in shooting baskets and walking around town to ask for donations for a great cause.

36. A. Program Description:

This year the wellness program at [NS] was 3-fold...an annual activity, weekly events and daily programs all coordinated, assisted or developed by our new 8-member Student Health Action Council.....the SHAC Team has developed into a dynamic group of kids spreading enthusiasm for health throughout our school. Annual - Healthy You University, a health and wellness day for all students had the theme Survive and Thrive - Part 2 - "Hearts and Soles" focusing on heart health and the importance of exercise and good nutrition. Students divided into "tribes" of 10 students each to attend mini-lectures by health professionals and then rotate between a myriad of displays, hands-on activities, physical challenges and health knowledge contests. Each student also participated in "CPR ANYTIME," compressions only, training. A special healthy sack lunch was served and in the afternoon students attended min-classes on new or unique physical activities led by local businesses, fitness instructors and parent volunteers.....archery, tia chi, step aerobics, etc. Weekly - The SHAC Team has implemented a variety of physical action, food and nutrition knowledge challenges. SHAC ATTACKS are surprise classroom visits featuring 3-minute movement activities with names like Beach Ball Blast, Pumpkin Roll and Bowl, and Name That Number. Food tasting challenges included The Dr.'s Pepper
Challenge (green peppers) and Sailor Salad (fresh spinach). Nutrition displays, a website and presenting a fun health activity at assemblies are also on the Team’s agenda. Daily Healthy mid-morning snacks for 5th & 6th graders featuring choices from dairy, grain foods and fruit/veggies. Food service, office staff, paras and the school nurse all help prepare and serve the snacks. All the indoor recesses this winter were becoming boring and chaotic with 120 kids in one gym day after day, so a 5th grade walking club called "BackPacking Europe" was started with the students earning stickers from each country they visit as calculated from the mileage on their pedometers. The SHAC Team enrolled students in the program and leads walking activities during recess.

B. List measurable program goals and how they relate to your school wellness policy:

Our middle school program goals were: 1. more opportunities for physical activity during the school day 2. increased nutrition knowledge for all students. The programs and projects implemented this year each focused on these areas.

E. Obstacles/challenges encountered and how you overcame them:

Time and student availability are our challenges. With the need to continually improve reading and math scores....fewer and fewer "extra minutes" are available for any kind of projects. The SHAC Team meets once or twice a week over lunch to plan. Attendance is not mandatory... but most would meet more often if their advisor had more time! Each student uses their special talents and interests for the good of the group. Two students developed the website, one member takes pictures of activities, another researches for supplies and programs, others create posters and props, some speak at assemblies and lead SHAC Attacks, one loves working with the 5th graders. Some conduct before school activities (signups & Super Goal Bowl), others come over their lunch time (food tasting) or during 2:45 tutorial time (SHAC Attacks & 5th grade walking club). Some stay after school to work on hallway displays. This is a truly amazing group of students who have "blossomed" into a focused, but fluid group of young leaders and thinkers. They are a true cross-section of our school population with racial/ethnic diversity, family situations, and academic abilities. Their advisory has enjoyed every venture with them!

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

1. For starter, EVERYONE wants to be on the SHAC Team....how to effectively include more members is being considered. 2. 5th/6th grade teachers report the students are happier and more attentive after the snack and cafeteria monitors say the kids are more patient while waiting their turn to go through the line. 3. Fresh pepper consumption on the salad bar is way up after the tasting project. About once a month, we have a "It's a Pepper Friday!" and thin slices of green peppers are personally handed out at the end of the cafeteria line by a different staff member. : ) They can't believe how many kids take them. 4. Students look up health websites and offer the ideas for health projects and SHAC Attacks. 5. With the great success of the snack program, the cafeteria is experimenting with more ways to serve commodity fruits and vegetables. This week it was berry smoothies. 6. New snack/concession/attendance window. 7. Tech classes feature health and SHAC projects in their videos. Maybe nothing dramatic......but little steps that have been tons of fun!

37. A. Program Description:
[NS] has been involved with the national Alliance for a Healthier Generation since January 2008. After making progress on our action plan, we discovered it was necessary to implement a breakfast program to continue advancing with the Alliance. Our wellness committee decided this was a priority and began to set goals to implement our prized initiative.

B. List measurable program goals and how they relate to your school wellness policy:
1. Researched other schools with breakfast programs - Spring of 2009
2. Visited the schools researches to observe breakfast - Fall of 2009
3. Surveyed students to determine breakfast needs/preferences - Fall of 2009
4. Surveyed parents for similar input - Fall of 2009
5. Developed a breakfast program proposal for grades K-12 - Fall of 2009
6. Presented proposal to administration/school board - December 2009
7. Began breakfast program - January 4, 2010

These goals relate to our school wellness policy by providing healthy food and beverages to students to promote their overall well-being.

E. Obstacles/challenges encountered and how you overcame them:
Our obstacles included: transportation, time, staff and storage. As a rural, consolidated school, we have 8 buses transport students to our school every morning. To overcome our transportation/time challenge, students are now dismissed directly from the buses to the cafeteria. This allows students time to eat breakfast plus get to class on time. We added shelves to the kitchen and become creative in serving logistics. The administration and school board have supported this change by allowing more staffing hours to implement the breakfast program and providing flexible scheduling of existing staff.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
By adding breakfast to school, we have given students the opportunity to begin their day with a healthy meal. Our student survey indicated an average of 25% did not eat breakfast before we started the program. Obviously this is a vital component of our students' wellness. Students have reported that they feel better and are ready to focus and perform at their best in the classroom.

38. A. Program Description:
The [NS] Wellness Program strives to improve the health of students. Our Vision is “Healthy kids in a healthy school. Our Mission is to promote the health of our students by providing a healthy environment and to instill lifelong health habits. The School Wellness Program uses Alliance for a Healthier Generation’s Healthy School Program as a framework for developing a healthier school environment. We are currently participating in the [C] Community Alliance for Healthy Children in Healthy Schools project offered by [C] District Health Department through a Nebraska Department of Health and Human Services Intervention grant.

B. List measurable program goals and how they relate to your school wellness policy:
The School Wellness Council of [NS] goals include: 1. Improve student nutrition
Programs planned under this goal include: For the second year plans are being made for Healthy Snack Week when each student receives a healthy snack each day during testing week with classroom discussion about what is a healthy snack. Poster contest for third grade students. To develop a poster that encourages good nutrition by making healthy food choices. The posters will be displayed for all of the students. 2. Expose students and their parents to information about health and wellness Interventions for this goal include:
A motivational speaker will present a program to students this spring about the importance of physical activity and good nutrition. Parent information sheets on health topics sent home weekly. 3. Encourage student physical activity Interventions for this goal includes: Encouraging teachers to utilize Jamin Minutes to provide physical activity in the classrooms outside of recess. Each goal includes one or more objective that is specific, measurable, achievable, realistic, and time based. Our goals are reflective of the goals set for nutrition and physical activity in the School Wellness Policy of [C] Public School District.

E. Obstacles/challenges encountered and how you overcame them:
Finding time in a very full school day to include extra physical activity and wellness activities is challenging. Teachers are asked for input and suggestions for all of the School Wellness Program activities, because their help and cooperation is vital to any successes.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
We believe that the motivational speaker will provide an entertaining way to reinforce the nutrition and physical activity messages that the students have been receiving all year. Last year the Healthy Snack Week was very popular with the students and teachers. The students were able to fuel up with a healthy snack for testing and learned about making good choices for a snack. The poster contest will provide participants the opportunity to research a topic, design and create a poster. All of the students will benefit from the information provided on each poster.

40. A. Program Description:
One of [NS]'s most prized wellness programs/initiatives for the 2009-2010 was the birth of "The Two Bite Club" in the Head Start/Preschool classrooms during the first semester. This program began with the introduction to preschoolers and their families of the book entitled "The Two Bite Club" - this book was developed by the United States Department of Agriculture, Food and Nutrition Service to help introduce MyPyramid for Preschoolers to young children. Initially, families (each had their own copy) read this book to their children to encourage the children to take two bites from each of the food groups. We partnered with Nebraska Dairy Council and Roberts Dairy to provide incentives to children and families to complete the book and its various activities. Teachers promoted this same message in the classroom - at mealtime/snacktime take two bites from each of the food groups and you can be a MEMBER of the TWO BITE CLUB! What was so exciting to observe is that children wanted to be members of The Two Bite Club, even encouraging peers to eat two bites so as not to lose any members from the club! During second semester, our twice monthly visits by the registered dietician from UNL Extension - Nutrition Education Program, has resulted in a renewed concentration of the Two Bite Club message. Food group activities and food tasting have become times of anticipation for our preschoolers as they learn even more about the food groups. Families receive written communication regarding these classroom activities and are encouraged to join in the experiences.

B. List measurable program goals and how they relate to your school wellness policy:
Goals: 1) to familiarize preschool students with MyPyramid for Preschoolers, 2) to educate parents on how to model healthy food choices for their preschool child, 3) to
provide opportunities for preschool children to try new foods from each of the food
groups. Within our wellness policy, Goals 1 and 3 relate to the areas of nutrition
education in coursework, and goal 2 relates to the adult modeling of nutrition.
E. Obstacles/challenges encountered and how you overcame them:
Obstacles/Challenges and How Overcome: 1) healthy eating may be perceived as more
expensive - families would have the opportunity to work some of these foods into their
budgets; 2) students might be less likely to try some foods because they had not
experienced them at home - peer environment used to encourage children; 3) how to
educate parents regarding the "Two Bite Club" - staff modeling of the nutrition message,
written communication home, and classroom invitation to participate.
F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Eating habits begin early in life. We want to encourage a lifestyle AND a lifetime of
healthy eating! Having our preschoolers use the "Two Bite Club" has encouraged them to
try foods from each of the food groups as well as new foods, and this message has been
extended to their older school siblings and parents. We are also observing the reduction
of "plate waste" by encouraging two bites of each food that help children meet their
nutrient and energy needs.

41. A. Program Description:
The [NS] wellness team is continually working to improve the overall wellness of the
students and teachers. To accomplish this the school has numerous activities for the
students to participate in, such as walking club, chess club, and ballroom dancing.
Students are also given the opportunity to participate in intra-mural sports throughout the
year, such as soccer, flag football, volleyball, and basketball. Living in the Midwest,
outdoor recess is not always an option for our students. We have developed a structured
indoor recess plan that keeps the students moving, even when they can’t enjoy the fresh
air. Our students are given the opportunity to sample fresh fruits and vegetables weekly.
For many of our students this is an element missing from their daily diet. Our teachers
take part in the morning walking club. We have also offered a ‘Biggest Loser’
competition between our staff.
B. List measurable program goals and how they relate to your school wellness policy:
Nutrition - Students are able to identify fresh fruits and vegetables and discuss the
importance of these items in their daily diet. Exercise - Students have access to
pedometers and are able to monitor the number of steps they take during a walking
session.
E. Obstacles/challenges encountered and how you overcame them:
Our main obstacle to overcome is parental involvement. This is an area that we are
working to improve yearly. We have added several new programs this year to keep our
parents involved in our school. One program that we are seeing success with is a Parent
Chat, facilitated by our family liaison. She invites parents in to the school and provides
them with parenting skills and community building. Our parents are responding well to
this program.
F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
One of our biggest successes has been the morning walking club. In our school of approximately 350 students, 300 of them participate in the walking club each morning. Along side the students we have about 12 teachers. We are hoping to include parents in the walking club next year. Through this walking club, our students are starting their day with 20 minutes of quality exercise. Our school also offers intra-mural sports for our students throughout the school year. These consist of girls and boys soccer in the fall, girls and boys basketball in the winter, and flag-football and volleyball in the spring. These different activities offer our students the chance to get moving every day. This increases the student’s desire and excitement when coming to school.
Appendix H: 2009-2010 Indiana Descriptions

Section H1: Staff Descriptions

[NS] = Name of School
[NP] = Name of Person
[C] = City/Community

1. [NS] stands for Physical Education Standards and Physically Educated Students! [NS] students, home of the [NS] Pirates, are always steering their ship towards a healthier lifestyle.

   The physical well being of [NS]’s students has a direct impact on their ability to achieve academically. [NS]’s improved fitness test scores, improved BMI’s, improved monthly mile runs, and improvement of all fitness activities are proof of our fit students. Exercise is one of the most important health factors to maintain a healthy life.

   So, with all this being said, this is why [NS] has earned the “Healthy Hoosier School Award” five years in a row! [NS] stakeholders, students, staff, and family members, are very PROUD of the Healthy Hoosier School Award banners hanging in our gym. These banners are a constant reminder to our students to improve their levels of fitness.

   [NS] is constantly assessing the strengths and weaknesses of current health/fitness programs, and new programs are being instituted. New programs include:

   • [NS]’s principal, Mr. [NP] reads a “Healthy Nugget” message about healthy foods on a daily basis during morning announcements.

   • For students walking and riding bikes to school, “Safe Routes to School” punch cards are distributed to earn prizes for exercising to and from school.

   • A new-and-improved all-school Health and Safety Fair Day filled with a variety of health screenings with community health/fitness/safety instructors making presentations was held in the fall.

   • The [NS] School Wellness Team has grown with more members (community, students, and parents), which provides our committee with a greater voice.

   • Dance CD’s were distributed to classroom teachers to use for indoor recess.

   • The gym is being made available to classroom teachers during its idle times. Teachers can sign-up to bring their class or grade level to the gym during my planning times for more exercise.

   • [NS] is developing its own personal [NS] Wellness Policy, in addition to our corporation wellness policy.

   • After-school student/staff fitness programs are increasing based on the interests of the stakeholders.

   • Community health and fitness professionals are being used as guest speakers and instructors/

   • [NS] students study the Food Pyramid to create their own lunch blue print, and they learn how to read food labels.

   With the addition of these new activities, along with what we already do on a daily basis (see the attached sheet), [NS] is rocking the “Healthy Life Style” and improving our own personal fitness goals.
2. [NS] has been chosen to be a pilot school for three wellness programs. A huge part of our wellness efforts for this school year were spent vaccinating students against the H1N1 virus. [NS] was chosen as the pilot school for the district in the very time consuming planning and execution of this worthwhile program. [NS] also was chosen to pilot a “riding to school” program where we installed bike racks and came up with a detailed plan. Students and parents who choose to participate have to sign a bike riding safety contract so they understand the rules. Many of our students are enjoying this new program and it has brought opportunities for us to promote the importance of wearing the helmet and other safety habits. Finally, our “riding to school” program ties in with a grant the city received where they chose us to help them develop safer bike paths for the city.

Our students and families have access to a walking trail on school grounds, and several of our students compete on the Pups cross country team. Our PTO continues to make wise food choices at parties and our teachers are using creative ways to reward students. Rather than rewarding them with food, they are offering fun activities such as time with the Wii Fit game that is located in our OT/PT room. Use of the Wii Fit game also helps students needing to get their “wiggles” out, to have improved concentration in class.

Our staff enjoys capitalizing on special events and creating wellness activities from them. For example, when the Colts were in the SuperBowl, we had various activities throughout the week prior to the big day with the culmination of a football game the teachers played at a whole school convocation. We also are preparing an afterschool staff curling event to celebrate the winter Olympics.

To promote the healthy practice of drinking water, our maintenance crew ran a water line from the refrigerator we had in our records room. It is handy, and we can get water and ice at our convenience.

3. [NS]’s Wellness Committee’s programs were designed to encourage positive health practices among its staff and all 721 students, with a goal of 100% participation.

We strive to create multiple school wide fitness activities. To begin the school year with a wellness-centered focus, students and staff participated in the Coyote POWER (People Obtaining Wellness by Exercising/Eating Right) Kickoff, where everyone enjoyed a fitness course designed by our P.E. teacher. Students were rewarded for positive behavior with a Kid’s ZUMBA party ($40 paid by PTO). We also participate in Field Day and ACES Day (All Children Exercising Simultaneously), where students and staff are led in cardio dance activities followed by a one mile walk around the school.

In their Physical Education classes, students participate in many different types of fitness programs. Classes did Fitness Grams, which measure five fitness components based on the Healthy Fitness Zone. Students also logged jump rope activities and competed in “Stack-Up” Day for the World Speed Stacking Association Guinness Book of World Records. Our P.E. teacher also utilizes the Physical Best program and the Spark curriculum.

To encourage healthy eating habits our cafeteria ensures that nutritious, allergy-free snacks are available for purchase daily by students who have early or late lunch times. Additionally, our PTO provides healthy snacks for classroom parties, activities, and covers the cost of snacks for students eligible for free/reduced lunches ($820).
[NS] values staff wellness education. The wellness committee introduced a new weight loss initiative, The Biggest Loser, where staff voluntarily competed, tracked, and recorded their weight loss progress. Our PTO provided $50 of incentives for the contest. To encourage physical activity, the wellness committee created “Moving Mondays” and “Wellness Wednesdays”. Monday afternoons gave staff an opportunity to walk or jog together at no cost. ZUMBA and Pilates/Yoga classes, led by a certified instructor, were offered on Wednesdays to staff for a small fee.

With the exception of weather, we thankfully have not encountered as many obstacles as in past years. We are encouraged to see the ways in which all of [NS] is a Healthy Hoosier School.

4. Some of the most prized healthy school programs at [NS] are our [NS] Health and Wellness Events, our partnership with the [C] Health Department, and our Health and Wellness Fishbowl Bowl Live News Show Presentations.

[NS] Health and Wellness Events: Million Mile Walk (MMW), Family Fitness Nights (FFN), Fitness Explorers (FE), Fit at [NS] (FA[NS]) are a variety of activities and programs offered during and outside the school day to promote health and wellness. For our district MMW [NS] has a goal to walk 60,000 miles and participation is offered to all students, staff, and community members. Classrooms record walking miles completed at school. Families and community members have also pledged to complete miles to help us reach our goal. FFN is offered to all 590 students and families and incorporates activities including volleyball, swimming, skating, hiking, and putt-putt. FE is offered to all students in grades four and five to participate in physical exercise before school on Friday mornings. Thirty five to forty students attend each week. FA[NS] is a teacher workout group led by a personal trainer for two times a week for sixty minutes after school. Additionally, the trainer offers a nutrition class once week. The cost per family/student for the MMW is free, for FFN fees range from free to $2.50, and FA[NS] is $10 per session. The FE leader is paid with extra curricular funds and no other funding is required. One obstacle is busy family schedules and their availability to attend. The results are health, physical exercise, family time, establishing school-family partnerships, learning more about living a healthy lifestyle, and fun!

The [C] Health Partnership with [NS] has offered the following opportunities to all 591 students during the school day at no cost: H1N1 shots, Smile Mobile, and Lead Poisoning Testing; as well as, Vision Screenings to students in grades 1 and 3; 198 students and Hearing Screenings to students in grades 1 and 4; 201 students. There have not been significant challenges and the positive results are that students are provided preventative medical care.

Health and Wellness Fishbowl Bowl Live News Show Presentations includes weekly presentations focusing on nutrition, physical activities, and a healthy lifestyle on our school student created news show, viewed by all school staff and 591 students. Presentations also include Brain Gym exercises that students may actively follow along with in their classrooms. There are no costs or challenges. The benefits are the students learn a variety of health and wellness information.

5. [NS], [NS] for LIFE (Lives Improved through Fitness Education) Program, [NS] for LIFE is a program that was begun under the scope of a [NP]Physical Education Program
(PEP) grant. Through the grant, all physical education classes were aligned with Indiana Academic Standards. In addition, we adopted the research-based SPARK PE program for use in middle school physical education. Through [NS] for LIFE, students are able to use various pieces of technology that entice them to work toward a healthier lifestyle. These include the use of heart rate monitors, pedometers, and a computer software program that tracks student progress on specific fitness targets. The program's main goals are to increase the number of minutes that students spend in physical activity; to improve the eating habits of students through increased intake of fruits and vegetables; and to improve physical education courses through alignment to Indiana standards. Great progress has been made toward those goals. Each student in grades 7-9 takes a full-year physical education class, which is far beyond minimum requirements for grades 7 and 8. These students set fitness goals at the start of the school year, and each year for the past three years, over 90% of the students have met their goals by the end of the year. In addition to these efforts targeting students, the program also provides staff wellness. Staff wellness initiatives include staff health fairs (twice per year), a weight loss program, and incentives for participating in school-based physical fitness activities such as weight training, walking, and aerobics.

6. During 2009-2010, [NS] has improved the Wellness Program with several new initiatives. [NP], physical education instructor and contact for the Healthy Schools Initiative, has actively pursued improving and extending opportunities for students and staff at [NS]. During the school day, the entire student body has the opportunity to play basketball inside and out (weather permitting) and walking during the forty minutes before school. During this time, students are encouraged to "get up and get moving." A healthy breakfast is offered to students every morning and school staff actively encourage students to eat breakfast regularly. Each student at [NS] enjoys twenty-four weeks of physical education and activities that focus on personal health, goal setting and life-long fitness. Students are physically engaged approximately thirty minutes per day. The remainder of the forty-minute period is used for daily routines that include recording information from heart-rate monitors. Physical engagement includes aerobic exercise, weight-room conditioning, outdoor games and physical fitness testing. [NP] purchased additional weight bars with funds provided through a PEF grant awarded to our school. She has applied for another grant of $2100.00 for additional exercise mats to implement a new game, "Sink the Battleship." Students have had a multitude of fitness activities during their PE classes including roller skating, ballroom dancing, table tennis and weight training. The afterschool programs offered at [NS] provide daily opportunities for students and are well-attended. Bowling has been offered once weekly for twenty weeks with approximately twenty-five students participating each week. Fitness Club is exceptionally popular. Since September 1,fifty plus students participate in active exercise for seventy-five minutes once weekly. 6. 6. Twelve students participated in Cardio Club twice weekly during January and February. More than fifty students are participating in the Running Club once weekly for seventy-five minutes in preparation for track season. The school principal, [NP], offers 3on3 Basketball every Friday until 4:00 p.m.

Each week, there are two dozen or more boys who remain at school for this engaging activity.
A dozen of our staff members exercise daily while at school and utilize school equipment to maintain a healthy lifestyle. Most staff members have attended the two health fairs offered before school this year. [NS] also served as a site for H1N1 Immunizations for both students and staff.

The cafeteria manager, principal, assistant principal and food services director continue to encourage healthy food choices by increasing the variety of fruits, vegetables and drinks offered to students and staff. The cafeteria staff also work very hard to display healthy choices in an inviting manner. Students on free/reduced lunch have been given the opportunity to receive a bag of healthy snacks and drinks for the weekends. The groceries are concealed in either a backpack or solid container in an effort to respect their right to privacy. Additionally, St. Paul's UCC has contacted the school just this week. Members are eager to provide food to needy families in our school community. Students have been identified who might benefit from a trip to the EVSC Clothing Bank. Coats, school clothing and personal hygiene items are available free of charge to any family in need. Finally, the community outreach includes the YMCA After School Rocks Program where YMCA employees meet with our students until 5:00 p.m. twice weekly. Fifty students are now participating in this twelve week program. During the first hour, students are helped with homework and are provided a healthy snack. The second hour is filled with physical activity and crafts.

The [NS] Wellness Committee recommended that the selection of healthy snacks and drinks increase in the school concession that is open during most events in the gym. Sugar free drinks and a variety of bars and dried fruit snacks are now available.

In conclusion, the challenge continues to be salt, sugar and cheese. We are making an effort to reduce the amount of cheese sold at lunch with our recommendation that cheese is not sold as a condiment. Salt packets are not readily available and cookies have been dramatically reduced in size. Only whole wheat breads are offered, and though healthy, sweet potato fries are not a favorite yet. Financial challenges remain as equipment wears and new programs are on the horizon. The next school-wide interdisciplinary unit that will involve all students is being developed at this time with [NP], physical education teacher, serving as project leader. He has received accreditation as a site school for the Sport Fish Restoration Program funded by the Multistate Conservation Grant Program and supported by the Association of Fish and Wildlife Agencies and the U.S. Fish and Wildlife Service. All students, grades 6-8, will not only learn to fish but will acquire the knowledge and know how to continue this life-long hobby. The equipment and instruction were provided to [NP] as the result of completing a course offered by the agencies mentioned above. Our school, as a program site, will lend equipment and provide expertise to other interested schools. [NS] continues to excel in promoting healthy life choices and will seek grant sources to increase opportunities for all of our children.

7. Program description and measurable goals:

Girls and boys eat lunch separately due to lack of space. The order in which students eat is intentional: girls eat first, which has resulted in increased physical activity at recess. Recess personnel insure an active recess for all grade levels. Students run/walk before additional activities, allowing students to shed calories and expend constrained energy from sitting in class.
[NS] received PE equipment through the PEP grant. Students receive excellent health benefits during these classes through the SPARK curriculum. Activities change throughout the class period to keep students engaged and moving.

Food services monitor and improve student menus. Brown rice replaced white; all bread offerings are whole wheat. Fresh fruits are available. Snack and vending machines offer only water, juice, and low-fat milk.

Mornings, 60% of students participate in Walking Club for 45 minutes. After-school clubs involving staff and students promote healthy choices. Available after-school clubs include exercise, WiiFit, aerobics, bowling, and yoga; they offer a healthy snack and tutoring program, and provide a safe place for students after school.

Monthly PTSA-sponsored family evenings feature a healthy meal followed by various activities, which included CPR, first aid, healthy cooking, math/literacy fun nights, a health fair, and a fun physical activity night. All family members are welcome to attend the monthly meetings. Student council members assist in providing age-appropriate activities.

Partnerships with St. Mary’s Mobile Dental and Lampion Mental Health Center respectively provide students with on-site, monthly dental cleaning and restorative care, and mental health services through individual, small, and large group sessions.

Total number of students affected:

All students benefit from modifications of food offerings during and after school.

Walking Club provides physical activity opportunities to more than 60% of students daily. After-school programs involve more than 100 students each day. Attendance fluctuates at monthly family evenings, but more than 150 families have attended. Healthy initiatives of food services and in extracurricular concessions directly affect each student.

Obstacles/Challenges you encountered:

Students, staff, and families embrace the healthy school concept. The only challenge is securing funding for additional fitness equipment.

Overall results of the program:

Students report advantages of healthy eating. Parents appreciate the opportunities and education provided to become more physically active and healthier, and students express enthusiasm for staying healthy and future initiatives. An outside evaluator monitors [NS]’s progress. Using the CDC’s School Health Index, we developed a three-year action plan.

8. For the past thirteen years, the [NS] Physical Education Dept. has annually hosted a FOCUS ON HEALTH event for all eight hundred district fourth graders. Beginning two years ago, a similar program was written for our fourth graders. All EACS second and fourth graders are transported to [NS]’s gym in October and then the other grade level in December to learn about Health topics in a variety of formats. Each topic is presented in interactive, twelve to twenty minute sessions. Exiting students are presented with their own “goodie bag” consisting of items to continue learning back at classrooms. A pre-test and a post-test enable us to learn just how effective our sessions are annually.

Approximately eighty professional volunteers help us each year with each event. Nearly fourteen thousand students have participated in these annual programs to date with all costs covered by corporate sponsors. The [NS] Physical Education teacher has authored a bicycle safety unit entitled BIKE FOR LIFE which is now included in the P.
E. curriculum. [NP] found corporate funding ($4,500) to purchase thirty five new
eighteen speed mountain bicycles along with hand tools, course markers, helmets, and an
air compressor. Students learn bicycle maintenance and repair, traffic laws, safe riding
practices, and experience actual riding time on turf and hard surfaces during classes. Last
year [NS] and another school hosted a Saturday morning family Bike for Life Family
Health Fair. Two dozen community health agencies set up booths promoting their
wellness causes. A family bicycle ride through the community culminated the Health
Fair's activities. All [NS] students participate in the TOE TAG WALKING
PROGRAM. Students may choose to walk a course on the play areas at recess and earn
“toe tags” for every three miles walked. Students wear these tags on their shoe strings.
When a student has earned three tags, a pedometer and a certificate of achievement are
presented to the child along with having their accomplishment announced during
morning announcements. This program has been in place for fifteen years. More may be
read about this Toe Tag Program at www.doe.in.gov/cshp/success.html . The annual
expense for this program is approximately $100.00 for toe tokens and pedometers.
9. [NS] was thrilled to be chosen to participate in the Fresh Fruit and Vegetable Program
this school year. [NP], our corporation dietitian and our cafeteria manager were
instrumental in applying for a grant from the USDA to cover all expenses of this
program. The Fresh Fruit and Vegetable Program (FFVP) provides all children with a
variety of free fruits and vegetables throughout the school day. Because these fruits and
vegetables must be provided separately from the lunch or breakfast meal, this is a
creative and effective way of introducing these foods as a healthy food choice. The goal
of the FFVP is to create healthier school environments, expand the variety of fruits and
vegetables children experience, increase children's fruit and vegetable consumption, and
make a difference in children's diets. FFVP introduces children to new fruits and
vegetables like star fruit, pomegranate, rutabaga, and kohlrabi. This program shows
children that fresh fruits and vegetables are a healthy and tasty alternative to snacks high
in fat, sugar, or salt. The FFVP works to combat childhood obesity. Students receive,
in their classroom, a different fruit or vegetable each week. Teachers may request other
fruits and vegetables if they would like. Teachers incorporate nutrition lessons into their
curriculum. They are asked to use the fruits and vegetables in a creative way, for
example during math class, or when they are studying different cultures or parts of the
country. Teachers send nutritional information home to parents on a continuous basis.
We are seeing many successes due to the FFVP. Teachers are being good role models for
the students. Students are consuming more fruits and vegetables during the school day.
Students are bringing healthier snacks to school. We are also seeing that the students are
willing to try all these new foods. The only obstacles/challenges we have encountered is
ordering the appropriate quantity of fruit and vegetables for the whole school and also
providing the cafeteria staff the time to cut up and make small portions for each student.
Overall, this has been a great program for our students.”
10. I would like to say here at [NS], our most prized healthy school program is our school
lunch program. From August through February 2006, we served 53,898 meals. From
August 2009, through February 2010: 109,385 meals. This does not include double
meals. With our student base of nearly fourteen hundred students and a staff of just over
one hundred, we have to work hard to keep them happy. We have changed our
menus to include whole grain pizza to fresh fruit and fresh vegetables daily. We have oven fresh baked turkey to homemade rolls. Baked potatoes weekly, made from scratch soup, and boxed spinach, chef and garden salads. We have worked hard to implement the USDA guidelines, and follow their recommendations. We have incurred the cost of new employees, and some small expenses along the way that we paid for through our cafeteria account. I have not encountered too many obstacles along the way, just praise for our hard working staff, and the excellent job they are doing. Over all, the results are amazing. Just look at our meal participation. Based on these changes, that is why I, [NP], as the Food Service Manager here at [NS] would be honored to receive the Healthy Hoosier Award."

11. This year [NS] received NCA Accreditation. This recognition shows our commitment to continuous improvement which is demonstrated by the school’s adherence to the standards and implementation of a quality improvement process that yields results for students. Ongoing professional development is one of the keys to earning this accreditation. Our staff participated in a professional development meeting with the author, [NP], in which we initiated the plan from his book, Creating a Culture for High-Performing Schools: A Comprehensive Approach to School Reform and Dropout Prevention. The goal is to make students accountable for their actions. In addition, this goal would then improve the overall behavioral/mental health of our school. This program affects all students’ and staff members’ morale and their learning or teaching abilities. For every “redirect” of a student (due to misbehavior, talking, forgotten object in class, etc…), a click is made on the clicker. These clicks are counted daily by all teachers. If a weekly total falls within a certain range, the students will receive a reward. The rewards are things such as 5-minutes extra locker time or iPod use during lunch. The cost of the program has been very minimal. [NP] donated his time and plan from his book. T-shirts were designed by the students and made for the entire school to “kick-off” and raise excitement for the program at the beginning of the year which was funded through our vending machine money. Each teacher received a clicker that cost $5 and these were funded through the general fund. Inconsistency was a challenge among a couple of the teachers. To be successful, all must abide by the same rules and believe in our goal. Additional requests had to be made for consistent use among all across the board. Overall, the program is beneficial. The administration has seen less discipline referrals. Our students are less distracted during class and can focus on the task at hand. The program has created a healthier learning environment. Students have learned to be responsible and accountable which will be with them for lifetime."

12. Our most successful wellness program is our Fitness Club. It is offered to 3rd, 4th, and 5th grade students. They participate for one hour after school two days a week. This year, we had 112 students participate, which was over 40\% of our students. Our focus is on nutrition and exercise in order to help them establish healthy lifetime habits. This year our nutrition segment focused on portion control. We showed them the portions they were most likely eating compared to the portions they should be eating using life-like food models. Being able to see the difference made a greater impact on them. Our exercise portion focused on making exercise fun. Through a grant , we purchased a Wii...
along with fitness and exercise games. The students loved doing the routines, ranging from aerobics to yoga. Their favorite exercise program was the use of pedometers. The students were split into groups and their goal was to see how close they could get to Disney World in a week. It was very exciting listening to the students encourage their teammates to "walk more". At the beginning of this school year as part of our staff wellness program, our entire corporation staff received pedometers. Using these, the staff in my school had a competition among themselves to see who could walk the most steps. Many of our staff still wear their pedometers on a daily basis, serving as great role models. I am most thrilled about a new program we are embarking on. We have focused on our student population whose BMI's fall in the overweight or at risk category. We will be working specifically with these students after school every day on nutrition and exercise, as well as monitoring their blood pressure, pulse, weight and food intake with the use of a food diary. We will also be actively involving their parents with this program to help their child be successful. The overall results of our programs are evaluated by weight, BMI comparisons, student attitudes, and participation.

13. Our school, [NS] has been working to improve the overall wellness at school in the past year. We were very honored to have won the Silver award the last two years. It's been a great motivator for us to continue to improve for the ultimate goal of being a Gold Medal school in wellness issues. We still have various programs that continue each year such as: middle school intramurals, Walking Club, Wacky Warriors, and Kuk Sol Won Karate, a student “cook off”, staff chili “cook off”, self-defense night class, Scooter 500, Spring Fling, Biathlon, Staff Biggest Loser, and lunch time fitness opportunities. All middle school and high school students have the opportunity to participate in various activities. We have continued our ""Game On"" activities that were established for the improvement of our communities health through the 2009 "Game On" grant. These programs are nutritional taste testing days, convocations, “Ironman 500”, cooking contests, and Biggest Loser. Open gym and fitness lab, hallway walking, track usage, a self-defense night class, and intramurals are offered for the community. Semester length, 90 minutes, physical education classes, strength and conditioning high school classes, and advanced PE are available for students. For a small school, these are a few elective classes that give our students fitness opportunities. With the help of our Wellness Committee and all the different curriculums, we continue to give our community members, staff, and students wellness opportunities. Challenges such as staff reduction, and funding, because of the education money crisis are a serious problem for us. However, we are committed in continuing a healthy environment at [NS].

14. The goal of the [NS] Wellness Committee is to incorporate a touch of “wellness” all activities of the school year. Back to School Routine- Educational announcements/newsletter articles reminded all families to get into a healthy school routine. • Sleep requirements of 11 to 9 hours for school age children. • Start your day with breakfast-include a protein. • Organize the night before to decrease stress. Red Ribbon Week- Students planned activities in October to educate all students: • Avoid drug use in the future as well as the effects of drugs and tobacco on the body. • Knowing who should give children their medications • Students distinguishing between medication and candy similarities • School nurse taught
third, fourth and fifth graders the effects of smoking, alcohol and marijuana respectively.

Community Physical Programs - • [C] Parks & Recreation • [C] Dad’s Club • [C] Swim Club • Pup Running • CE Race for the Cure Team

Walking Club - Run Walk Club meets after school for one hour. 31 students are “Walking Across America” as well as join the “100 Mile a Month Club”. Each student receives a certificate acknowledging this accomplishment. Pedometers are loaned to students through funding by grants received. Indoor Recess Initiatives- Exercise videos, indoor step walking Classroom Incentives- Class rewards for extra recess Dental Health Month- Dentist educated 88 second graders on dental health. PSA and posters on dental health

Family Fitness Night – The 3rd Annual Family Fitness Night had an increase in participation this year to over 350 families. Activities include a one mile long run/walk loop, bounce houses, inflatable obstacle course, scooter races, and jump roping, hula hoops, cooking demonstration, health education booths and a grand finale group fitness routine lead by a certified aerobics instructor. Funded by PTO and community agencies

BMI screening- Completed by nurse on all 2nd -5th grade students Drama programs- 53 kids participated in drama club & learned choreographed dances. March National Nutrition Month – Healthy recipes were submitted by students to compile a student cookbook. Healthy Tips were printed in the weekly newsletter and announced daily by students on the wellness committee Movie nights – PTO serves popcorn and water

15. For the 2009-2010 school year, the [NS] Administration teamed up with the PTO and student body to raise funds for the school while promoting a healthy lifestyle for all involved. The First [NS] Challenge was chaired by parent volunteers, [NP] and [NP]. Teachers, support staff, administrators and all 1200 [NS] students participated in a 30 minute run/walk around the middle school's track over a three day period in September. On race day, the participants wore matching T-shirts which were funded through corporate sponsorships. Students had collected pledges prior to the event. Grade and team level contests for collecting the most funds encouraged students to seek out both private and corporate pledges. Our overall goals for the program were to have full student participation while raising at least $11,000 for our school. Far succeeding our goal, the students collected more than $19,000 in pledges. Our expenses for the event included water bottles and T-shirts for the participants. Much of this was offset by corporate sponsorship. The event was held over a three day period, as each grade level had an assigned day and time slot. More than 50 parent volunteers offered their time to man water stations while encouraging the students to keep moving around the track. The local paramedics were on hand during the event as well. The top performing participants logged nearly five miles during the 30 minute event. In the case of inclement weather, rain dates were scheduled. However, the entire student body enjoyed perfect weather, great music, exercise and lots of laughs. Regardless of their level of ability, all of the students were able and willing to participate. The feedback from students and teachers was very positive, and many requested that the [NS] Challenge become an annual event.”

16. [NS] promotes many healthy activities for our students. One such event which we are in partnership with our PTO is the WOW event. The kickoff to this event was an evening of fun which encouraged the students to do the following activities: basketball, rock climbing wall, obstacle course, photo booth, dancing and healthy snacks. During the
health fair, St. Vincent Hospital as well as other businesses set up booths for the students to participate and learn about their health. Some of the booths included: Stuffee, a stuffed animal with different organs, health screenings, healthy lungs, nutrition, hand washing, stress center, sugar content in foods, American Diabetes Assoc. Another large project we provided was the H1N1 Clinic. We worked with the Visiting Nurses Association to vaccinate all the students that wanted to be immunized for the H1N1 virus. Many of our students ride their bikes and skateboards to school due to our close proximity to many neighborhoods. Our teachers are encouraged to make "healthy choices" for incentives and rewards. For our staff, we encourage healthy choices all year long with contests and prizes to the winners. Some of these contests include the Trim a Turkey where staff had to watch what they were eating and were encouraged to eat healthy during the holidays. We had a March-a-Thon. This contest encouraged exercising for the month of March in the hopes that it would become a habit for the staff."

17. [NS] is involved in many different programs and initiatives to promote a healthy school environment. The first and third grades have their vision tested soon after school begins in compliance with Indiana rules. First graders also have the Modified Clinical Technique screening by eye doctors from our area. Preschoolers are a part of Operation KidSight which is sponsored by the Lions Club. All of these programs are free of charge. The Jump Rope for Heart initiative involving all of our students and the Go Red for Heart campaign for our staff raise a community-wide awareness of heart-healthy living in adults and children. One of our favorite promotions is the Pup Running Club that is supervised by our parent-teacher organization. All 4th and 5th graders are invited to meet twice a week in the fall and the spring for instruction and training related to running. The cost of this club is about $14 per student which is funded individually. The members participate in meets corporation-wide and are taught healthy eating habits, sportsmanship, teamwork, discipline, and giving their best effort. [NS] has an annual Track & Field Day for all students every spring. The PTO sponsored event includes various physical activities and competitions throughout an entire school day. This is a great bonding experience for students, teachers, and parent volunteers. Primary graders receive hands on experience in handwashing each year from the school nurse. Our staff members are all great supporters of frequent handwashing which has greatly reduced our absenteeism this year. By far the biggest celebration of healthy living occurs each spring as our school sponsors a team in the Susan Komen Race for the Cure for breast cancer. Staff members and families and friends all bond together to walk/run to support this cause. In 2009, [NS] had almost 50 team members participating. Our halls are filled with race team shirts on staff and students alike at race time.

18. [NS] has an exciting, interactive way for the students to learn about the heart and why a healthy heart facilitates good health. Our Physical Education teacher, [NP], developed the program. The name of the program is “Pat’s Heart” and is appropriate for Kindergarten through 5th grade. The main items for the activity include a parachute, hula hoops, collapsible nylon tunnels, a basketball hoop, soccer goal, inflatable plastic balls, plus an air pump. The P.E. teacher has the class sit on the floor in front of the heart/circulation model, which spans the entire gymnasium floor. The class is given an explanation about circulation, how the heart works, the anatomy of the heart, how blood
receives more oxygen and why, and what happens when blood flows through the lungs. Students are then assembled at different locations around the floor heart model. Students must move through the process in a timely manner. The student follows the path of blood cells through the heart chambers and lungs as they travel through the entire body via arteries and veins. Students learn why blood vessels are different colors and why. This information is supported through the student completing specific activities such as shooting an inflated (reason for air pump) plastic small beach ball (representing oxygenated blood) through the basketball hoop (represents the brain receiving oxygen), as blood travels back to the special heart chamber (parachute represents heart) through the nylon tunnels that are the arteries or veins. Students are walking, crawling, shooting hoops, and stepping through hula hoops as they progress through this activity. This activity, being student interactive, promotes physical activity, explains the anatomy of the circulation system, teaches how different body organs receive oxygen, and emphasizes the importance of making healthy choices, all of which meet health and physical education curriculum goals."

19. My name is [NP]. I am the registered nurse and chairman of the wellness committee at [NS]. Our most prized healthy school program this year has been Project 18. Project 18 is an 18 week curriculum sponsored by Peyton Manning’s Children’s Hospital, Marsh Supermarkets and Ball State University. The curriculum has three parts, PE, nutrition and holistic Health. Each section has specific lessons such as learning the food pyramid, whole grains vs. refined grains, portion sizes: how much should I eat, how to avoid overeating at restaurants, dairy for strong bones and teeth. Some of the PE and holistic health lessons are: breathing easy (asthma) aerobic activity, stretching, you and your heart, boosting your self-esteem, how to talk to adults and five steps to successful problem solving. The children used smart goals to accomplish their objectives, SMART stands for specific, measurable, attainable, realistic and timely. An example of a measurable goal would be the student chose to drink water after school instead of a carbonated beverage. Another way goals were measured is by the pre and post test assessments; these showed an increase of 15% in grades 3 and 5 for transference of knowledge. The total number affected by Project 18 varied by degrees, 300 students participated in our hands-on interactive Project 18 day where 18 stations of fun and learning took place. The entire school community took part in the rise and shine song and five a day song played on morning announcements. The program was funded through PTO, and community donations and volunteers. Guest speakers were brought in at no charge. An increase in the health and wellness budget would allow [NS] to fund many more assemblies and increase the number of student participation. The challenge facing the implementation of Project 18 is to include more staff members, grade levels, while keeping the excitement and enthusiasm at a palpable level. The overwhelming response to Project 18 is supported by the parent, student and community members many positive comments."

20. [NS] is fast becoming a leader in health and wellness in the [C] community. Our school family is made up of many caring and talented students, teachers, parents and community members who want to increase the health and wellness of our school. Our school partnered with St. Vincent’s Hospital to have a health and safety fair for our
community. This year we also had our first annual health and safety fair specifically
designed for students. Each of our 737 students in our building attended the fair. Our
students learned healthy habits to last a lifetime. We teamed with our local mascot
Blue from the Indianapolis Colts to bring his message of PRIDE to our students. This
school wide convocation focused on Physical fitness, Respect for yourself and others,
Intelligent decisions (saying no to drugs, alcohol and tobacco), Diet, and Education.
Blue’s theme of PRIDE really fit in with our wellness efforts at school. We continue
with our “Walk across America” project that incorporates fitness, nutrition, and
education. Students and families take a “hands on” approach to getting active, eating
well, and learning the importance of a health lifestyle. We hope to break last year’s
record by the end of April. You could say it is a team effort to increase health and
wellness at [NS]. We collaborated with VNS this year to administer over 760 H1N1
vaccinations to students. Our teachers motivate students with internal rewards, not
candy. Our cafeteria staff works hard at offering fresh fruit, vegetables, juices and
healthy alternatives to our staff and students. Our school nurse offers a school wide
wellness Wednesday where our students engage in exercises to start the day. The nurse
also promotes physical activity in the form of a wellness challenge to all students over the
weekend. Our wellness committee maintains a bulletin board in the hallway to
encourage a healthy life style, and provides the teachers with Health-e- tips to share with
students. Our custodial staff details our building using only safe, non-toxic cleaning
products. These programs impact the entire student body at no cost.”

21. [NS] started its school year with an assembly featuring the Colts’ mascot, Blue. Blue
introduced the PRIDE initiative to [NS]’s very own 623 students: Physical fitness,
Respect, Intelligent decisions, Diet and Education. These concepts have been integrated
into school and extracurricular activities. Healthy food options are provided daily in the cafeteria. Our food service ensures the
 freshest fruit is available. Students and staff are consistently encouraged to “take another
fruit (or vegetable) for later.” This encouragement has shown positive behavioral results,
with education reinforcing the overall goal. [NS] has been working on its second annual
Health & Wellness Fair. This fair is geared toward the school and its community. [NS]
has enlisted the help of a local hospital and other medical services to provide free
screenings and education on preventive health. Sources for fresh foods and alternative,
healthy snacks are being offered. [NS] is collaborating with CIRBC to educate the
students and community on making healthy choices and donating blood to help the
community. Informative exhibits will educate fairgoers on healthy life choices as well
as provide them with resources for questions and concerns. Healthy challenges are
planned leading up to the fair day, such as Hike/Bike to School Day, a staff contest to see
who can put the most steps on their pedometers, and cafeteria displays and challenges to
“Eat This, Not That.” To help cover the costs of the fair, [NS] has received a $500 grant.
Approximately 150 people participated in the fair last year and the goal for this year is to
reach 300 to 400 participants or more. An Adventure Race, as well as a week-long build
up with in-school activities to bring in more participants, are some of the activities that
have been added to increase awareness of the fair. Overall, [NS] displays the
commitment to create an environment that encourages children to develop healthy habits.
[NS] evaluates its standard procedures and strives to improve them and continue to provide programs that promote healthy, active lifestyles.

22. One of [NS]’s most prized healthy school programs is the creation of its Wellness class. The program was developed and instituted by Wellness Department Chair, [NP]. The creation of the program developed from alignment of the health and physical education standards so cross-curricular learning takes place that enhances the relevance of the curriculum. The Wellness program promotes weekly physical activity that uses goal setting, cardiovascular development, life-long fitness experiences, and cross-curricular health and physical education connections. Goals of our Wellness program focus on making the class beneficial for the students' overall physical health and well-being. Our first goal attempts to increase the amount of time students are exposed to physical activity throughout the year. Another goal focuses on student goal setting and achievement relative to fitness testing. Students are put through fitness tests each quarter and then set goals they hope to achieve by the next quarter. Activity days include exercise that fosters improvement of the students’ goals. Finally, we try to expose students to a wide variety of health and physical activity concepts that advance the development of the four parts of health to develop the total wellness of each student. 798 students experienced Wellness this year at [NS]. The cost to implement this program has been minimal thus far. The most exciting addition to our program has been the continued development of our cardio room. Through grants from our school foundation, Concept2 rowers, and Best Buy plus donations we have developed a room that contains six rowing machines, an elliptical machine, two stationary bicycles, a stair climber, 3 spinning bikes, as well as four Nintendo Wii’s that students use for Wii Fit, cardio workouts, and DDR. Obstacles and challenges have been few thus far as support from parents and administration has been outstanding. Minor problems included funding, space for additional activities, staff attitudes while adjusting to large changes in their traditional ways of teaching, and students taking more ownership of their own behaviors. The overall results have been terrific as we see increased participation and attitudes about health and physical activity. Our students’ fitness levels have increased tremendously this year, with some of our biggest gains being seen in cardiovascular improvement and flexibility. Students are excited and eager to chart their improvements and correlate their hard work in class to improvements in their overall health and well being."

23. The [NS] Running Club is a school running club located in [C], Indiana. The Physical Education teacher, [NP], started the [NS] Running Club. Students from Kindergarten to fourth grade were able to join. The [NS] Running Club met after school once a week for five consecutive weeks. The students were training for a one mile cross-country meet held in October, which is sponsored by the High School Cross Country team. This is the fourth year for our running club. Each year the Running Club becomes more popular with the students. In 2009 [NS] had 186 students participate in the Running Club. The Running Club uses the schools outside facilities for our running courses. Spray paint marking the running course is the only minor cost, which the PTO purchases for us. Our [NS] Running Club mission is to promote the sport of cross-country running to the youth in our community by providing a fun, positive opportunity. The students are self-motivated trying to run as many laps on the course as possible. The students set goals and are able to increase their distance eventually being able to run a mile or more.
The program is integrated with the high school cross country runners coming over to join our workouts, train with the kids, and teach the students about team spirit. They also encourage staying fit, mental toughness, and setting personal goals. The only challenges involved in this program have been supervising all 186 runners. Fortunately, the [NS] staff is more than willing to stay after school to help. Our staff feels introducing kids to the fun of running at a young age is an exciting way to help them develop healthy habits. It is our goal that their fitness activities will stick with for life. We stress that EVERYONE who participates is a winner! Hopefully, our club will surpass the '200' mark for 2010."

24. [NS] values the importance of educating students about the benefits of physical activity. One of our school's most prized healthy programs is our "Heart Healthy Adventure." Our physical education teacher runs this program with assistance from the music and art teachers. Our Heart Healthy Adventure runs for two weeks at the beginning of March. This program includes teaching students about the importance of heart health by using the heart adventure obstacle course. This course simulates blood flow through the heart. This program concludes with our schools participation in Jump Rope For Heart. Our school's focus in Jump Rope for Heart is helping others. We teach every student that they have the opportunity to be a heart hero. For our Jump Rope for Heart event rotates students through stations, which include the heart adventure challenge course, jump rope stations, and dance/aerobics. Our music and art teachers help facilitate these stations. Students participate in Jump Rope for heart regardless if they raise money or not. Our goals for this program include the following: Educating students on the importance of heart health Being an advocate for their family on the importance of exercise Educating students about heart disease Allowing students to take an active role by raising money for the American Heart Association Completion of the Jump Rope for Heart event Fortunately, there is no cost for this program. We use physical education equipment that the school already has. We had 500 students participating this year ranging from grades 1-4. Our biggest challenge was the economy. It is a difficult time right now to do any type of fundraising but the students far exceeded our expectations. They were extremely dedicated to helping others. Our overall outcome was very positive. An entire class made it through the heart adventure challenge course between 80-100 times in a class period. Our fundraising goal for Jump Rope for Heart was $2,000 and our school raised over $7,500. I would say we had a great outcome! 25. It is our goal and mission at [NS] to offer our students quality programs/experiences that will promote, expose, and instill a lifetime of healthy living: [NS] has many fitness programs available for our students and community. Two specific programs that directly affect the high school students are our “Miller Strength and Conditioning” and “Fit Club” programs. The Miller Strength and Conditioning program services approximately 800 students on a yearly basis. Students can take an “Athletic Weights” course during the day, and our NSCA-CSCS strength coach designs and implements pre-in-and out of season strength programs for our teams and individual students. Furthermore, our weight room is open everyday after school and some mornings on a year round basis for our students to attain and practice a health lifestyle. Student strength/fitness goals (bench, squat, clean, 40, vertical, body fat, E.S.D-Energy System Development, etc…) are measured and tested every 9-weeks. In addition we have implemented the Functional
Movement Screen, which aids us in identifying students’ imbalances and asymmetries.

This program has been adopted by many other high schools in Indiana and our strength coach has spoken at local, state, and national conventions regarding this program. We have also implemented our Championship Monday/Wednesday speed-athletic development program, which has had an average of 200 students (males/females 8-12th grade) coming in before school at 6:00 am. We have over 25 coaches volunteer their time and we supply them with a healthy breakfast that includes protein, carbohydrates, and electrolytes to aid them through their academic day. Our “Fit Club” is designated for any student who is not participating on an in-season competitive sports team. These students utilize our Freshman Campuses state of the art weight/ cardio center that is furnished with new Hoist strength equipment and a variety of cardiovascular machines. Programs are individually designed for each student and body fat/composition tests are periodically measured. In addition, fitness goals and nutrition concerns are addressed.

Our Fit Club program consists of approximately 100 students throughout the year. Obstacles: We need a bigger training facility to accommodate more students. Results: Popular program that has grown each year. Students are dropping body fat % and gaining strength (all results vary by individual).

26. Program Description and Measurable Goals: The FUN RUN is our amazing school-wide fundraiser, held in the fall and is put on by our PTO, as well as our Administrators, Wellness Department, Teachers with the assistance of our school Nurse and Custodial staff. Students are asked to receive monetary donations for the amount of laps they can achieve around a ¼ mile track for a specific amount of time. This year, each student was on the track for 40 minutes. Regardless if students receive sponsors or not, EVERY student and teacher participates. The goal was to raise $40,000 as well as achieve and promote physical fitness. Students set goals as to how many miles they can achieve in 40 minutes along with teachers participating with their students. Obstacles/Challenges You Encountered: We do not have an outdoor track, with the entire school involved, we were able to transport students to [NS] High School for the entire day and utilize their track. The weather can always be a challenge. Another challenge is making sure all student medications and health information is on site in the event that a nurse or medical personnel cannot be in attendance. Overall Results: We encountered beautiful days, transportation ran smoothly and our students not only gained a day of physical fitness, with some students achieving 4+ miles in 40 minutes but they raised over $49,000 for the 2009 FUN RUN. Achieving above and beyond the goal, our Principal along with our two Assistant Principals and two Wellness teachers rode bikes to every school in the district, totaling over 25 miles. The FUN RUN was a huge success, not only in monetary donations but for our students achieving physical fitness as well as witnessing their teachers and parents participating in the event. We take great pride at [NS] in being advocates of healthy lifestyles and lifelong fitness.

27. We enhance our health curriculum with several programs. There are two DNR programs. Boating Safety is the state licensing program for boating. The program affects 673 seventh graders. The cost is free to all students. The next program: outdoor recreation. The program affects. Obstacles: None. Overall result: anyone who passes the test will have an Indiana state boating license.
CPR is the next program. The program offers training for adult, child, and infant CPR through the American Heart Association. The program affects 639 eighth graders. The cost is free to all students. If students want certification, the cost is a dollar for the two-year card. The overall result is students who take the training can be certified in CPR. We also offer (Creating Positive Relationships). The program is abstinence education. The program affects 1312 seventh and eighth graders. The cost is six dollars per student, which is paid in book rental. Obstacles include families not wanting their child to take the class and scheduling issues. The overall outcome of the program is children will make educated decisions about abstinence. The Wellness Department sponsors the Miller Marathon, an annual run/walk event. The race is a 6.2-mile course for the entire school/staff. The cost to the students is free. PTO budgets $1000.00 for supplies. Obstacles: Indiana weather and convincing seventh and eighth graders a 6.2-mile race is fun. Overall result: is to introduce walking and running as a fun lifetime activity. Everyone can be successful at this event. The Skating program allows students to roller skate for one week during physical education class. The program affects 1391 students. Cost: $6.00 dollars per student. No conflicts. This allows all students to experience another lifetime activity. The last program is the Health Fair. We have a district wide Healthy Schools Week, September 21-25. [NS] will be holding a free health fair for all students/staff complete with diagnostic health screening."

28. [NS] offers a fitness club called Mustangs-N-Motion. The physical Education teacher, [NP], has taught Mustangs-N-Motion for three years. Mustangs-N-Motion is for grades 1st-4th. There is approximately 175 students that attend the after school club. It is a well-documented fact that Americans become increasingly less active as they age. Just as children and youth can learn the habit of regular physical activity, they can learn to be inactive if they are not taught skills and given opportunities to be active during their childhood. Mustangs-N-Motion provides the skills, knowledge and attitudes that facilitate choosing physical activity after school, at home, and in the community. Goals and results of Mustangs-N-Motion: Establishes a positive, safe learning environment for all students Teaches a variety of physical activities that makes fitness fun and enjoyable *Creates maximum opportunities for students of all abilities to be successful *Promotes student honesty, integrity and good sportsmanship *Guides students into becoming skillful and confident movers *Facilitates the development and maintenance of physical fitness *Assist students in setting and achieving personal goals *Provides specific, constructive feedback to help students master motor skills *Afford opportunities for students to succeed in cooperative and competitive situations *Prepares and encourages students to practice skills and be active for a lifetime The program is free of cost for participates. [NP] is paid a one-time stipend from [C] schools of $250.00. Students take a pre and post presidential fitness test. The students set goals from the pre-test results. Exiting questions are used at the end of class. The questions are: Why do these activities? Where and when should you perform this activity? Do you enjoy this activity? What is your favorite activity? Mustangs-N-Motion is very successful. The success and enjoyment students have is what causes the obstacles. The biggest obstacle of this program is that there is lack of adult help. There is a participation limit and every year students are turned down. It would be nice if another teacher or volunteer would help to allow more participates."
29. [NS] is currently partnered with Riverview Hospital of [C] in an effort to improve the health and well being of our students. This initiative is Project Fit America and it is a non-profit corporation that is organized and operated exclusively for charitable purposes. [NS] and Riverview Hospital are also proud that this is the first Project Fit America program in the state! The initiative was brought to the attention of [NP], CEO of Riverview Hospital, and with her support the program was purchased for $7,800. The program included: State of the art outdoor equipment, indoor mobile fitness equipment, curriculum guide that includes many health related lessons for both Physical Education teachers and all grade level teachers, teacher training and community outreach programs. Our challenge was to find the funding for installation of the outdoor equipment and our Parent Teacher Organization provided the funds at the cost of $3,000. This program is in its first complete year of integration and it has been such a positive addition to our school. The students are tested in several areas of fitness with the outdoor equipment in the fall then retested in the spring. This program also goes hand in hand in with our annual President’s Challenge Fitness Testing Program. This equipment is available to our students at recess, during Physical Education Classes and before and after school. This includes all 550 of our students. This allows them to have ample time to increase their level of fitness. “Chart and Challenge” activities are special to our students as they have the opportunity to break personal records and post them in the gym on certificates or chart paper during their Physical Education classes. These challenges are encouraging our students to do their personal best. Our Physical Education Instructor, [NP], strongly feels that our spring scores will improve as our indoor activities have also helped to build strength throughout the winter. The practice scores are an indicator of the improvement. Those activities include Pacer Run, fitness hula hoops and fitness cups. Final scores will be recorded in April. Project Fit America started with a bang last spring as we had a huge school and community celebration. The event was grand and heavily attended by school board members, school administrators, hospital administration, students, faculty, state representatives, parents and other community members. It was a great day for [NS]! That event declared our commitment, as well as the community’s commitment to developing “healthy kids”. This partnership is encouraging our kids and we look forward to watching our students grow with the program year after year.

30. Our food service department partnered with St. Vincent’s [NP] Children's Hospital to develop a program that promotes eating more fruits and vegetables on a daily basis. This was part of the Project 18 program. We piloted this program with the 4th graders. Students counted the number of fruits and vegetables they ate from either their school lunches or sack lunches. A poster representing a football field was created to keep track of the number of fruits and vegetables the students ate during lunch. Each fourth grade class teachers was listed and then each student’s name under their teachers. Every time they ate a fruit and/or vegetable they received a check mark on the football field poster. The goal was to get the class to the 100 yard line by the end of the program. The first classroom to get to the 100 yard line received a prize. We kicked off the program by giving the students a [NP] play book. The contest allowed us to teach the students what constitutes a fruit and vegetable and show them examples of many varieties. We had 107 students participate in the program. The [NP] Children Hospital paid for the posters, playbooks and prizes. The food service department paid for the mailings to parents,
administrators and small items, this amounted to approximately $25.00. The biggest
obstacle encountered was handling the rush of students to the poster to record the number
of fruits and vegetables after lunch. The students loved this contest and so did the staff.

31. [NS]’s health and wellness program has continued to evolve since being introduced
during the summer of 2007. The initial transformation began due to the alarming
number of students with food allergies but concluded as a creative and healthy method
for celebrating birthdays, holiday parties, special projects and rewards for classroom
accomplishments. It also incorporated many physical and mental activities to help grow a
healthy body and mind. [NS] has rid itself of all unhealthy food products in regards
to parties, activities, or curriculum in nature. Parents and teachers together determined
the list of food products that could be used within the building. At first, the idea of
eliminating sugary treats and foods seemed extreme but any apprehension soon
evaporated. Teachers and parents could not be happier, and in return our children are
healthier and really enjoy all of the new options. This has also encouraged our staff to
become healthier and make better choices in regards to eating healthy and becoming
more physically fit. Staff members have joined Weight Watchers and health clubs. We
adopted the Project 18 Eat To Win Challenge which has greatly benefited our school.
Students are now eating more fruits and vegetables. Most importantly, our students and
staff have become much more active and physical. Birthday parties “treats” can be an
extra recess, bowling in the classroom, or dancing. A new program called cross lateral
brain exercises are done five times every day in every classroom. These activities
strengthen the student’s mind and body. Our fall Walk-A-Thon has our students walking
30 minutes and doing various types of physical activity during the entire day. After
school enrichment programs have become more physical too: Tae Bo, golf, Pilates,
cheerleading, roller skating and many more are offered. Our Science Club included
activities such as hiking and canoeing. The cost for our programs is minimal. Since
going green with all newsletters in our building, communication is done electronically
which helps save trees and enhances our environment."

32. In keeping with the vision of [C] Schools, the High School Health and Physical
Education department believes that we can and need to always improve upon the
curriculum offering for the [NS]HS students. There are advancements in the Health field
that seem to occur on a daily basis. We as a 21st century school are always looking to
increase programs in order to keep up with these advancements in Health and Physical
Education. Four years ago, our corporation constructed a Multi Purpose Instructional
Facility (MPIF). This facility contains: 4 full sized basketball courts, a 2/3 scale track,
weight room, fitness room, cardio room, wrestling room, and three classrooms. With this
new addition, the Health and PE department created new classes: Current Health Issues,
Sports Medicine, Aquatics, Lifetime Fitness, and Team and Individual Sports. As a
higher achieving school, we wanted to be healthier. In our Health classes, we have an
outside group called Creating Positive Relationships that come in to discuss STD’s and
relationships. This group charges $6.75 per student. This is a wonderful program. In our
second year PE class, we have a member of the [C] Health Department come to our
school to teach the students CPR and give each student the basic skills needed for early
detection of breast and testicular cancer. CPR costs the students $2.25 per student and
the BSE/TSE information is free of charge. We enjoy this because every 10th grader will have a chance to be certified in CPR for at least 2 years and gain valuable information on early detection of cancer. In our PE classes, we have a wide variety of fitness and fitness testing material. [NS] also has 40 Heart Rate Monitors. These simple watches are used on a daily basis during exercise. The entire set was around $2000. This was paid by the corporation. Every class in the Health and PE department is based upon helping every student become healthier. It is estimated that the Health and PE department affects at least 1000 to 1200 students every year, hopefully for the good."

33. [NS] is a great place for students to think about getting and staying healthy. Each and every general education student in our school has Physical Education class once every four days. Our P. E. classes have added a very effective activity that we call “Running Club”. Running Club takes place during regular PE class time about one time per month. The PE teachers, [NP] and [NP] turn on the score clock of the gym. The clock is set to run up to a certain length of time that increases with each month. Students continuously jog or run until the clock is up to the required time for that month. September was the first running club, in which students were encouraged to run for three minutes without stopping—no tying shoes, no getting a drink, no stopping for any reason until the three minutes was up. Time increased in subsequent months. In March, students were up to the 7, 8, & 9 minute times. The teachers then write student names on the bulletin board “club” sheets for all to see. There are three sheets on the bulletin boards right now, entitled: 7 minute running club, 8 minute running club, and 9 minute running club. There are not more than twenty names in the lower time clubs, as most students want to make the challenge of the top club. The PE department started the running club as a way to increase cardio-respiratory health and improve student endurance. In May, all students participate in The Presidential Challenge Fitness Testing. Teachers anticipate improved qualifying times for the mile run. Previous mile run times disqualified roughly 25% of our students from meeting presidential or national standards. This “Running Club” program had no increased cost or extra funding as all materials were readily available. Some of the first challenges were concerns for obese students. Many of these students have risen well above teacher expectations. Every student in [NS] is affected by the program.

34. The [NS] Community ([NS]C) is intensely focused on fitness/health because well/thriving children are better able to excel academically. The focus has been intensified and initiatives increased as recent research revealed the [NS]C is at risk for health concerns specific to our geographic locale. Our principal, dean and fitness/health committee guided 562 students, parents, and 75 staff to continue their awareness of total wellness. Goals include: 1) Walking Trail completion through awarded grant monies; utilized by students at each recess and staff after working hours. 2) Students are guaranteed 30 minutes of recess per day; recess is eliminated as a disciplinary consequence. 3) Collaborating with affiliate of Saint Margaret Mercy Hospital, Omini 41 Health & Fitness Connection to plan programs offered on school assembly days. 4) The [NS] web site includes F/H tips/internet links for parents. 5) Televised morning announcements include F/H information. 6) 100% participation in the “3rd Grade Fit Club” held during lunch recess. 7) Curriculum/Resource Center: F/H material is available for all teachers/staff
members use as students create posters that demonstrate student learning including Jump Rope for Heart; $12,290 raised. 8) Sustaining the “School Wellness” program;
Sponsors: Action for Healthy Kids, USDA, US Health/Human Services, National Dairy Council, National Football League. 9) Nine staff participate in a “Biggest Looser Contest or “Weight Watchers” on school campuses; collectively loosing over 75 pounds.
10) Continue student health screenings: Mobile dentists (2), vision (2), hearing, weight. 11) Twenty five staff participated in health screenings. 12) Student Council promoted four Blood Drives; 50 units donated. 13) Emotional consultation offered to 35 students per week. 14) A Spring Fitness school wide walk held in cooperation with Dyer fire/police; Omini 41 Health & Fitness Connection. Healthy Hoosier Grant money (2008-2009) purchased a Gold Award banner welcoming everyone to [NS]; remaining funds were applied to a school wide fitness assembly. Additional programming costs were zero; required communication was accomplished through using recycled paper, internet and technology. Clearly communicated goals eliminated obstacles. The challenges at hand include scheduling time to continue/expand fitness/health projects; ensuring each student receives 30 minutes of recess per day."

35. [NS] school has become a very health and fitness minded school. The evolutionary process bringing [NS] to this point is due to dedicated, a health conscious staff who understands healthy students achieve more academically. Additionally, fitness/wellness has become a focus since the [C] Coordinated School Health Advisory Council ([C]-CSHAC) has made concerted efforts to meet specific goals for improving the overall fitness/wellness of the school community. Wellness endeavors supported by administration/staff past and present include: 1) Staff wellness screening through Health Check Systems, Inc.; 25 participants – 2009-2010. 2) A strong physical education curriculum that exceeds Indiana State Standards. 3) School wide vision screenings and grade level dental health educational presentation by local dentists’ staff. 4) Staff “after hours” walking club. Fitness/wellness initiatives implemented to meet [C]-CSHAC goals include: 1) Fitness/wellness tips are composed by the School Nurse and read by students every morning during televised announcements reaching 741 students. The nurse and music teacher collaborate to put the health tips to music. 2) Jump Rope for Heart; $2,500 raised in 2009-2010. 3) Weight Watchers program; 13 staff participated; cumulative weight loss equals 300 pounds. 4) Emergency room physician presented a program on hand washing/germs to six first grade classes. 5) Field day was expanded to a daylong fitness event. 6) Counseling staff sees over 50 students per week for emotional support. 7) A school wide assembly with Staley, Chicago Bears mascot presented the “First and Goal-How to Score a Touchdown for a Healthy Life” program; 581 families received wellness information; 61 students completed the 6 week fitness competition. 8) Seasonal bulletin boards that promote good health habits/nutrition information based on the Food Pyramid are created/displayed at the Main Office. 9) Students are guaranteed 25 minutes of recess per day. The budget for [NS] fitness/wellness programming included the assembly fee for Staley of the Chicago Bears. Recycled paper, the internet and technology was used to promote health. [NS] staff provided instruction. Obstacles were eliminated by as goals were clearly communicated. Challenges include
scheduling time to continue/expand fitness/health projects and ways to ensure each
daily bases at school, along with Dole Super Kids nutrition education. We have seen an
improvement in classroom energy levels after snack, and a increased effort from students.
Students are also much more aware of their nutrition and the importance of a good diet.
482 Students daily A $30,000 to $40,000 cost/ Indiana Department of Eduction Grant
and the United States Agriculture Department. Fantastic, Wonderful, and rewarding to
say the least. Students look forward to their snack time and Dole Bam-anna
announcements and lessons. The teachers are working it into their daily routine (after
recess for most)and presenting their Super Kids information at this time also. I am
thanked on a daily bases by our students, and our staff is excited about the effects it is
having in our building. A daily snack is the high light for some of our staff also. This
program has put the icing on our Wellness Cake.”

37. Program description and measurable goals: The students initiated the idea to help
improve students health and wellness. Each month we have activities with a wellness
themes for the students to participate in. Measuring the success of the program comes
from the amount of participation and student feedback. Obstacles/Challenges you
encountered: Education of students that this is a FUN club with many benefits. It is not
about being THIN, it is about being actively involved. Overall results of the program:
Students are enthusiastic about the upcoming events. School wide health fair was held
that the amount of the students that participated was more than expected”

38. [NS] began the 2009-2010 school year with a wellness goal to achieve gold level
recognition as a Healthy Hoosier School. As a school, we devised a strong plan to
provide all students, staff, and families greater opportunities to improve their overall
health. Our largest, daily initiative is a new program called Together Everyone
Achieve More (TEAM) Time. All 450 first through fifth grade students and staff begin
their school day in the gymnasium for twenty minutes of morning exercise. TEAM Time
is a dance-based fitness program that incorporates the latest brain-based research with the
“Play 60” minutes elementary activity guideline. Every session includes cross-lateral,
bilateral, and sequential movements, vigorous fitness jumps, and full body stretching to
calm the body. By incorporating TEAM Time into the school day, all students more
easily achieve the “Play 60” guideline when combining minutes with recess. Led by
teachers, [NP] and [NP], our school is energized and ready to learn each morning at no
cost. Leaders open the bleachers to use as elevated platforms with the students exercising
on the gym floor. TEAM Time has made a huge impact on students’ attitudes, health,
and success at [NS]. TEAM Time is just the beginning. Grade 5’s piloting
NP] Children’s Hospital's ([NP]CH) Project 18 program, an 18 week program that
incorporates 6 weeks each of nutrition, fitness, and health education, that we will expand
to grades 3-5 next year. [NP]CH has also assisted in our new Activity Backpacks
program. Students in grades 1-2 check out backpacks that contain equipment like
frisbees, jump ropes, and footballs to increase activity at home. Grades 3-5 share
classroom packs of pedometers to wear for one month at a time and record steps. For
In PE, students wear pedometers and participate in the “Jump Kids Jump” jump rope initiative. And for nutrition education, our nurse uses the café as a lab for hands-on learning to improve healthy choices. For families, each month [NS] hosts Family Fitness Nights which are very popular."

39. Program Description: Per our district's Wellness Policy: ""Nutrition Education shall be included in the Health Curriculum so that instruction is sequential and standards-based and provides students the knowledge, attitudes and skills necessary to lead healthy lives."" With this in mind, we opted to provide our first and second grade students with a wellness class for part of their specials rotation. We began these classes with our beginning of the year focus on the food pyramid and nutrition and then changing our focus the second half of the year to our food choices, the advertising influences on our choices and healthy hearts and an overall healthy body. We have a high rate of poverty (free and reduced lunches) in our school and statistics prove that people in poverty are not receiving proper education on nutritional choices. Therefore, we are working to provide our younger students with the information and education necessary to help make the proper choices. Obstacles and Challenges: This first year has been challenging in providing a proper curriculum and lessons. It has been very time consuming. However, once this initial year is complete, we can continue the curriculum in years to come and just make adjustments to the lessons as needed. Overall Results of the Program: As seen through our observations of the students participating in these classes, there is an increase in their knowledge of food groups, healthier eating choices and what their bodies need each day. There is also evidence in the cafeteria as far as healthier choices and less food wasted. Students have also been more aware of the serving sizes as well. It is refreshing to hear the first and second graders discussing what areas of the food pyramid they are reaching as they eat their lunches."

40. [NS] is a traditional elementary school with about 554 students located in [C] in [C], Indiana. Since December 2009, through the efforts of the district administration and our building principal [NP] and assistant principal [NP], [NS] has been piloting the Expanded Breakfast Program by offering breakfast in the classroom for every student. In the past, students could purchase breakfast in the school cafeteria after arriving to school by 8:00 am. While this program had its success, we found that many children were still not eating breakfast because of the limited time breakfast was made available in the cafeteria and the cost to the parents was not affordable. Each homeroom teacher receives a large cooler prepared by the cafeteria staff and students are allowed to choose a low fat milk, 100% juice, or yogurt, and a whole grain food item. This program is free to the students regardless of income level of parents. Students have the choice to not eat breakfast in the classroom if they already ate at home. The program is made possible through a grant. Present challenge of this program include availability of wider food selections. Results of the program are not readily available yet as it is still being evaluated.

41. At [NS], we are proud of the many things we do to provide and support children and Wellness. This school year we have encouraged our staff, families, and students to become heart strong by participating in the [C] District initiative of the Million Mile
Walk. This program was established by our Coordinated School Healthy Advisory Council as a way to encourage our school communities and school members to exercise. To help [C] reach their goal of walking one million miles, [NS]’s goal was to contribute 52,000 of those miles. To help encourage this walking initiative, St. Vincent’s [NP]Hospital provided pedometers to each classroom. Students are able to calculate how many steps they take and convert these to miles. The building wellness committee displayed individual and building wide totals in the cafeteria. Every Friday morning, [NP] informs the school of new mileage totals. As of March 1, 2010, [NS] has walked 62,000 miles, well past the goal set at the beginning of the year. Our biggest event of the year is the Family Fun Walk which is held in May. This event is funded by our PTO and we spend approximately $300.00. The entire [NS] community participates in walking or running the established course. The local fire department, YMCA and the [NP] Children’s Hospital provide screenings, health and safety information, as well as healthy food items and prizes to our families.”

42. [NS] school, school population of 870, located in [C], formed a committee during the 2007 -2008 school year to help guide our school in making decisions and to better educate our students as a whole about overall Health. We have reinstituted this committee to ensure our communities health. [NS] offers both intramural sports as well as intermural activities. Our students participate in twelve weeks of Wellness. Our Family and Consumer Science along with Science classes offer extensive information concerning nutrition and anatomy. [NS] has made use of its weight room to all faculty as well as students. Teachers, support staff, and students may use the weight room before and after school. We often use the weight room when we are review the importance of physical health in Wellness. This year our health insurance carrier has offered a program called Health Perks. This program encourages participants leading a healthy lifestyle to maintain this behavior and encourage other participants to make positive lifestyle changes in order to improve their health. [C] schools are also participating in what is known as the Million Mile Walk. Each employee as well as students logs how many steps they take per week with the end goal equally one million miles. Our goals are to focus on educating staff, students, and parents about the importance of our Wellness initiatives. Our latest collaboration project is with the YMCA. [NS] and the local YMCA have partnered together to encourage students to come to school before the school day begins to participate in physical activity for one hour a day. [NS] has welcomed a foundation called L.I.F.T to help fund our program. They offer grants to help support teachers in the classrooms. We will use this foundation to fund our upcoming Family Fun Night. Our partnership with St. Vincent’s hospital allowed our Wellness teachers to be trained and certified to teach CPR and First Aid. They then were able to train the entire staff at [NS]. Our sixth grade students are filled with energy and have shown much appreciation for fitness and circuit training. We have recorded our sixth grade student’s weight and will be tracking them throughout their middle school years. Our students have made huge strides in remaining active while outside of school.”

43. [NS]’s most prized healthy school program is its classroom instruction in all aspects of health, physical fitness, and nutrition. Our Wellness and FACS teachers do a wonderful job of teaching all of our students how to make positive and healthy choices in
all of these areas. All of our students also have opportunities to apply and enrich their
wellness knowledge and to practice and enhance their physical fitness and nutrition skills
outside of the classroom. Over half of our 7th and 8th grade students participate in one or
more interscholastic sport. We have Breakfast Club students who come to school early
each week to learn about and to cook up healthy breakfast foods. We have over 50
students in our November - February run club who run a mile or more twice a week
outside, despite rain, cold, or snow. The motto of this year's Run Club was "No Child
Left Inside." We continue to have plenty of students who join in on our after-school,
evening, and school break fitness and recreation sessions. Every other Thursday this
spring, our whole school, staff and students alike, will start the day with a short outdoor
walk. We will also be providing students the opportunity to participate in basketball,
soccer, and physical fitness challenges during their lunch periods. Additionally, we are
joining in with [NS] to hold the first [C] Phoenix 5K Run/Walk and Family Fun and
Fitness Fair in late May.

44. It is rather daunting to find out how many students do not have an emergency
preparedness plan, to have no knowledge of what to do, where to go, or who to find in the
most important situations. The Red Cross is out to change this school by school, and the
[NS] National Honor Society is helping with this effort this year. The NHS had several
students come to a special Red Cross training to learn for themselves about emergency
preparedness and first aid in order to go to the three [C] middle schools and spend two
days teaching them. In groups, the NHS will go over several topics such as making an
emergency plan, making an emergency kit, and how to handle injuries. This year, there
were 16 NHS members trained to talk to about 750 middle school students with each
middle school having two days for training. The [C] Red Cross is supplying everything
for this program, from the training binders for the NHS members to a basic first aid kit to
every middle schooler involved, at no cost the NHS. This program was not necessarily
easy to set up for the NHS. The process started in fall when the middle schools were
contacted about interest in the program for training days. Training for the NHS members
was in January. Each group consisted of two members, and some groups actually will
have to make a second trip for a second teaching session. There was a good amount of
time that each NHS member had to dedicate to this program, such as the 2-hour training,
the practicing of the lesson, and the actual full day at the middle school. The middle
schools have enjoyed this program in the past, as the students usually receive it well. It is
always good to know that these students have at least received information preparing
them for the potential emergencies in their futures.

45. Some of the most innovative and healthy programs reside right here at [NS]. It is
with great pride that we apply for the “Healthy Hoosier School Award” because at [NS]
we offer multiple healthy opportunities tailored to address many of our [C] community
needs. Some of the healthy activities include: Family Fitness Night -community health
organizations are invited to set up a booth to provide parents, students and staff with
activities and information that lead to living a healthy lifestyle. This year’s family fitness
night’s attendance was a record high... reaching a whopping 275-300; Parent Commit to
be Fit Week- parents are strongly encouraged to attend their child’s physical education
class and participate in activities alongside their child. Again, this year we saw an
increase in the number of parents that participated; Million Mile Walk - which is a
district wide wellness initiative developed for students, teachers and community members
where each individual commits to walk at least 3 miles a week throughout the school year
and keep a running log of their successes. And in order to advance our success we
conduct school-wide walking opportunities on a monthly basis; Morning seat-er-cizes –
are teacher led exercises performed in the morning using the media retrieval system in
which students exercise while sitting in their seats... they’re preparing the brain for
learning; Teacher Trainer Program – teacher’s gathered together after school to workout
with a hired trainer; Biggest Looser – a program generated by staff and for staff that
involves meeting individual weight loss goals. Some of the programs geared toward
satisfying student interest included many Guest Speakers who educate students about
specific sports such as 1) Colts Big Blue Football Program 2) [NP] from the Martial Arts
Studio 3) [NP] the track and field event coordinator for [NS] 4) [C] fire department on
bicycle safety and [C] swim coach who addressed swimming safety. In addition, [NS]
offers before school intramural events, a district-wide 5th grade field day as well as a
school-wide field day. Martial arts, basketball, and gymnastics are offered through the
loving care program, and [C]’s Youth League offers various organized sports for
students. Our school is even going to participate in teaching children how to garden and
grow nutritious live food. We feel that [NS] should win the Healthy Hoosier School
Award because we are healthy. We continue to improve our programs so that students,
staff and community members have more chances to improve their overall wellness. At
lunch we offer lunch choices as well as allow students to choose fruits and vegetables of
their choice from our salad bar. We also offer three choices of milk and adhere to the
recess before lunch recommendations. We realize that staff, student’s and community
members need to be informed about what is going on in their community in order to add
to their wellness opportunities which is why we circulate the In Motion, In-shape, and
Healthy Recipe newsletters. It is our goal to provide the most current and accurate
information to the community so that they can learn more about living a healthy lifestyle.
Together we can achieve a healthier community. We feel that [NS] has gone above and
beyond when it comes to educating the community about the positive affects of eating
right, getting proper rest and exercise and promoting good overall physical and mental
health. That is why we feel we deserve to be named one of the Healthy Hoosier
Schools.

46. [NS] has created a wonderful partnership with many community members, parents
and staff. The district’s wellness director, wellness committee and administration have
worked together to ensure all food and drink available to the students is of low-fat and
low caloric count. The vending machines that are available to students before and after
school have products that are low in sugars, fats, and calories. The cafeteria offers
lunches that are low in fat and calories as well. The cafeteria offers fresh vegetables,
fruits, a variety of entrees including Sub Sandwiches and Fresh Chef Salads. The
cafeteria no longer has a deep fryer. All foods are baked or steamed. Nutrition and
physical activity posters fill the serving area. The health and physical education
departments have increased the number of students in their elective physical education
classes. For the first time this year, they also offer an adaptive physical education class
so all of the students, including handicapped students, have an opportunity for physical
activity. Last year, the student council sponsored a HOPE walk for the students and
staff. All students were encouraged to participate during the school day in this event which was a fundraiser for needy families in our community and an awareness of physical activity. The Student Leadership Academy sponsors an all-night activity which starts at 10:00 p.m. with a dance and goes through the night until 5:00 a.m. with relays, competitions and other events that promote healthy activities. The evening is led by faculty and parents. The above mentioned programs and activities have been supported by donations and volunteers without any additional costs to the school or students. The obstacles and challenges were minimal with just taking the time to recruit volunteers. The overall results of the program were well received, the students enjoyed the HOPE walk and they welcome any opportunity to raise money for others."

47. Since beginning my days at [NS], the cafeteria has always had a wide variety of choices for my lunchtime meal. The main entree has a wide variety of items and every day, has some choice of a cooked vegetable to go on the side. There are two fruit/raw vegetable bars that always have things like peaches, pineapples, and orange slices to celery, carrot sticks, and my personal favorite, sliced cucumbers that I eat almost every day. The salad bar is also a great way to eat healthy because of its fresh greens and many healthful and tasty toppings. The sandwich bar is another station that I tend to use quite often. There is also a new water machine that took the place of the fountain that used to provide sugary drinks. The cafeteria always has a wide variety to choose from on a daily basis, and it isn't hard to find a healthy meal. The high school started promoting a healthier diet, as well, by posting posters throughout the school encouraging healthful food choices and eating habits. My school has also recently switched to washable plates and silverware instead of the usual Styrofoam plates and plastic silverware to promote going "green". [NS] also offers physical fitness classes apart from the required Basic P.E. class for both boys and girls. Specialized P.E. is a weightlifting class that helps with the strength and agility of high school athletes, as well as anyone else who wants to learn healthy workout techniques. There is also the Women's Lifetime Fitness class that is similar to Specialized P.E., but with less actual weight lifting and is for females only. Every semester, our school's dietitian comes and talks to the classes about personal nutrition and healthy food choices that are the best for the needs of our body. [NS] supports many opportunities to teach students how to live healthier lifestyles both in the cafeteria and gym. Being an athlete myself, my school has helped me so much with keeping up the healthier lifestyle that I wish to live. This is why I believe my school is a Healthy Hoosier School!"

48. Health and wellness are always emphasized in the curriculum, the cafeteria, and the vending machines at [NS]. Over the last decade, PE staff at [NS] have embraced the "'New PE'" with its focus on student activity, personal fitness goals, and developing lifelong fitness habits. Small sided sports, skill activity stations, use of heart rate monitors, and fitness assessment equipment are now standard in the classes as well as nutrition and health studies. The heart rate monitors are an especially useful tool in that they allow the teachers to see just how hard students are working based on the information collected. The corporation as a whole has been concerned about childhood obesity and looked closely at the school breakfast and lunch choices. Students receive fresh and canned fruits and vegetables with every meal and have low-fat dairy and water
vending machines available during the day. We believe that [NS] serves as a model for other school that are seeking to address the issue of childhood obesity. The changes in the physical education and the improved food choices for students are making a difference for the students today and tomorrow!"

49. Statements provided by kindergarten and first grade students: They were asked the question: "Why do you think [NS] should be considered a healthy school?" 
- We have oranges, juices and string cheese. 
- PE makes us strong - I like to jog in PE and on the track. 
- We get healthy food at breakfast like cereal and yogurt. 
- We get veggies and they make us strong. 
- We have good cereal for breakfast. 
- We get veggies and fruit. 
- We can eat salad at lunch. 
- We can eat salad, cereal, peanut butter and jelly, milk, and chicken nuggets.

50. What's the best way to keep kids healthy? Physical education, salad bars at lunch, and a healthy and clean environment are some of the ways [NS] does it. Our school workers use a dietitian to plan meals that the students will like, and that will keep them fit. We also use a wide range of physical activities in gym class that can work for us in many ways. Hygiene is very important at our school, and I'm glad it is! In our gym classes we complete activities ranging from badminton, to basketball, and floor hockey. We can use the climbing wall, the fitness wall and the outdoor track to stay fit. We have a great gym teacher that constantly encourages us in our workouts. In the cafeteria we can get healthy food from the salad bar, and we eat healthy alternatives like low fat pizza and whole grain breads. We also get sliced and whole fruits and vegetables everyday. We have a very healthy and sanitary school. I'm glad our school keeps everyone so active and that they help our leadership and teamwork skills. We use every opportunity we have to keep kids at our school as fit and thin as we possibly can. I believe we have one of the healthiest schools in our district, and probably even in the state!"

51. [NS] has many different reasons to be considered a Healthy Hoosier School! Our cafeteria offers many healthy food choices from well balanced meals with low fat/fat free dairy products and whole grains to our fresh fruit and vegetable bar which includes mixed greens, fresh fruits and vegetables, cottage cheese and other homemade salads. The cafeteria staff work closely with the school corporation’s Registered Dietitian to provide healthy, colorful, well balanced meals that meet all the government standards. The dietitian also provides classroom education and individual counseling to students and staff. [NS] is also very proud of the physical education department that offers students the opportunity to become fit and healthy individuals. Our Physical Education Teacher, [NP] believes that students must incorporate physical activity and a healthy, well balanced diet if they want to be as healthy as they can be. She incorporates small sided sports in an effort to increase the active play time of students and also uses heart rate monitors to encourage students to work to their maximum potential each time they have the opportunity. Her job has been made easier with the addition of a rock climbing wall, pedometers, a sport wall, sharbade scooters, and other equipment that was purchased with funds from a PEP grant. [NP] also holds fitness clubs for students four days per week after school. These clubs provide students with additional opportunities to play and be
physically active in a safe and structured environment. These are just a few of the reasons [NS] should be considered a Healthy Hoosier School. We all work very hard to provide a safe, healthy environment for students that encourages fitness, healthy eating, and education for a well balanced lifestyle."

52. Program Description- ""Walk Until You Drop"" is a walking program established for grades 3 thru 6 (approx. 265 elementary students). This is the second year the walking program was funded by a $1000 dollar grant provided by the [C] Community Foundation (locally funded). The students have named the walking program dedicating it to [NP] (4th grade teacher) which was last year's 1st place team. The purpose of the walking program is to increase the number of students exercising by walking at recess. One measurable goal, the class has to have 50% of students walking to be eligible for classroom incentives/prizes. The students that are walking is tracked on weekly sheets by a designated student tracker which wears a pedometer counting the number of steps walked at recess. Some of the biggest obstacles for the past 2 years is keeping students motivated and interested in walking. The incentives or prizes have to be fun and what the students want to win for their classrooms. Another obstacle is making the students aware that walking as a team or classroom is beneficial for their health, and is fun. The results of the program is outstanding each year. We run the program in the spring semester due to the lack in January and February of going outside to recess. This keeps the students physically active by walking in the gym at recess. Teachers and students walk together which makes the program a healthy success for everyone."

53. HEROES Program at [NS]. HEROES stands for Healthy, Energetic, Ready, Outstanding, Enthusiastic, Schools. The HEROES Initiative is modeled after the Centers for Disease Control and Prevention’s (CDC) research-based and proven Coordinated School Health (CSH) Model. The goal of the program is to build a healthier school community through increasing the amount of time spent in physical activity before, during and after-school for K-6 students and the alignment of PE and health classes to Indiana Academic Standards. The program reaches all 612 students in the elementary school. The program costs approximately $30,000 per year and is funded through a grant from the Welborn Baptist Foundation in [C], Indiana. The obstacles encountered include finding time and getting buy in from some staff members; however, we met these challenges successfully. We are in the second year of a 3-year grant initiative, and initial results are promising. We are meeting yearly targets for increased physical fitness; all PE courses are aligned with Indiana standards, and next year we will address health standards. Specifically, nearly 100 children participate three or more times a week in before or after-school physical fitness activities. All kindergarten students begin their day with 25 minutes of physical activity in a program called “Minds in Motion.” Recess is being improved through the structured recess model, which ensures that all children are physically active during recess. We have created a walking trail around the playground which is used daily by students. A “Walker’s Club” has been formed for K-6 students before school as well. We began collecting data this school year on children’s eating habits and hope to see gains when we get post-data next school year. Our efforts in wellness have also included staff outreach. Over 80% of staff members are participating in one or more wellness activities. Activities for staff members include physical fitness
such as walking, aerobics, weight training, and line dancing, as well as a staff weight loss program.

54. [NS] is a school of 184 students in rural [C], Indiana. Two years ago we were awarded a grant of almost $120,000 from the Welborn Baptist Foundation. The grant’s purpose is to help us fund different wellness programs that will improve the health and well-being of our students, faculty and community members. Some of the programs we have been able to implement with this grant include CPR training for staff, parish members, and 8th grade students, regular height, weight, and blood pressure checks of our students, the formation of a “respect” committee to teach and enforce social skills to our students, a recycling program, a daily morning walking club for students and staff members, implementation of the S.P.A.R.K. physical education program, activity-based field trips for our older students, the hiring of a social worker to be in our building two days a week, formation of teams of parents, teachers, and students to run in local, charitable events together, and formation of a fall cross country team for students in grades 5-8. Along with the above-mentioned items, we have also been able to incorporate some activities that are farther reaching. Our biggest event for this school year was a Community Wellness Fair held at the school. We invited different community members to set up booths or give presentations about health, wellness, and safety during a two and a half hour period. We had 15 occupied booths and 13 different presentations. Almost 400 community members attended our wellness fair as well as two news stations and the local newspaper. We received great reviews for our efforts and were happy to have such a large turnout. We hope that people walked away with new ideas for a healthier lifestyle. The entire Wellness Fair cost about $4000 to pull together and was completely funded by the grant and other community sponsors. We had very few obstacles beyond logistics for the day. Most of the school staff was there to help for the day, as well as members of the school’s wellness committee. We feel this event was quite successful.

55. [NS] has implemented many healthy school programs over the past years. The freshman and sophomore class have their blood pressure checked, weight recorded, body composition measured, and are screened for scoliosis. This program takes place in the physical education classes, which is supervised by certified teachers and our school nurse. It involves about 300 plus students each year at no cost to the corporation. Certified instructors certify all sophomores in community CPR through our Advanced Health class. This program involves approximately 200 students. The only expense is eight dollars for the manual used throughout the course, which is paid by the student as a book fee. Also, we train all teachers at the beginning of the year on CPR and AED use. We use community resources such as local EMS and [NP] Community Hospital, along with our school nurse to train our teachers. We train approximately 60 staff members. Each year, we also offer free flu shots for our teachers. This year, we implemented Health and Wellness screenings for all staff. We continue to have a strong student program referred to as “CHOICES.” This program offers programs to our students that discourage them from making unhealthy choices as it relates to their overall health. We are partnered with our local YMCA for many physical activities. This program also brings many convocations to our school that deal with smoking, drinking, drugs, and other lifestyle choices. This program is funded through a grant. We currently have
approximately 100 students that are involved in this program. Our school corporation is partnered with the American Cancer Society in which we receive monthly newsletters. We are currently involved in a program that is called “Active for Life” in which teachers count exercise minutes for a ten-week period. Our school is also partnered with the YMCA that offers a weight loss and transformation program to staff members. There are approximately 20 teachers that are participating which can cost each member anywhere from fifty to one hundred dollars depending on the program that they enroll in. We also have an after school-walking program for staff and community members at no cost. As you can see, [NS] offers many programs that benefit both our students and staff. We continue to monitor and implement programs that emphasize the importance of overall health and wellness."

56. [NS]'s most prized healthy school program is the Coordinated Approach to Child Health Program or CATCH. CATCH is a partnership between our local [NP] Community Hospital and all of our children, parents, teachers, and school staff. Data has indicated we have an overweight/obese problem with our students. Preventive work and education in making healthy choices was needed for our students. Our entire school family has been working very hard on teaching skills and behaviors associated with maintaining a healthy lifestyle. Some improvements include working with the cafeteria manager and hospital dietician to create healthier menu choices, morning stretch routine for all students, a minimum of 1/4 mile walk/run during recess for all students, and family night nutrition lessons and exercise activities. Each year our school nurse screens all of our children for vision, hearing, scoliosis, blood pressure, heights/weights, and BMI's. Data illustrates an improvement of BIS students overweight/obese levels. By comparing the same children year to year (data does include move-ins and outs), data indicates: Girls in the 3rd grade (2008-2009) were 34% overweight/obese. These same girls (2009-2010) as 4th graders are 32% overweight/obese. Boys in this group went from 38% to 35% overweight/obese. Girls in the 4th grade (2008-2009) were 37% overweight/obese. Now as 5th grade girls, they are 33%. The boys remained at 34% overweight/obese. Girls in the 5th grade (2008-2009) were 37% overweight/obese. These same girls (2009-2010) are now 27% overweight/obese. This is a 10% reduction in girls considered overweight/obese. Boys remained the same at 31%. Although these numbers of overweight/obese children are still too high, our CATCH program is starting to make a difference in the choices our [NS] students and their families are making towards achieving a healthier lifestyle. Hopefully, the support to fund our CATCH program from the hospital and PTO will continue. Of course more gym space, more physical education equipment, better cafeteria food, and more educational materials would help, but here at BIS the change for a healthier child is happening."

57. Program description/goals: A variety of health/wellness presenters in areas including drug and disease prevention, dermatology, dentistry, chiropractic care, mental health, and emergency medical care provided free materials and information to students. Obstacles/challenges: Scheduling conflicts, inclement weather Program results: Students received quality information from professionals in the health field and had the opportunity to participate in several interactive booths and stations Program description/goals: The goal of the program is to expose students to roller-skating as a
lifetime activity promoting wellness. Students are taught how to skate and stop properly
by trained personnel. Each student wears wrist guards for safety. Students maximize
activity time skating approximately 40 minutes each session. Obstacles/challenges:
Scheduling Program results: Students participated in a variety of skating games, relays,
and dances to vary their experience each day. The students enjoyed skating and their
skills improved significantly during the one-week unit. The students noted positive gains
in balance, coordination, and fitness. Program description/goals: CHOICES is a
program geared toward teenagers providing healthy, safe alternatives to getting involved
with risky behaviors like drinking and drugs. It has a community approach as it
encourages parents to sign a pledge to have a drug-free atmosphere in their home. BMS
students may participate in activities supervised by adults including dodgeball
tournaments and dances. Relevant guest speakers emphasize the dangers of tobacco,
inhalants, and alcohol. Obstacles/challenges: Scheduling, funding Program results: The
poignant guest speakers make a lasting impression on the students. Each year there is
higher participation among students and an increased % of parents signing drug-free
pledge."

58. [NS] goal is to teach children how to be healthy for their lifetime. Through
partnership with [C]'s [NP] Community Hospital, the CATCH program (Coordinated
Approach to Child Health) has brought [C]PS students/staff, families, [NP]CH, YMCA
and community together making our school a healthier learning environment. Students
are making healthy choices through this quality physical education and nutritional
partnership program. [NP]CH Community Health Improvement Department applies for
grant funding. CATCH has provided training, physical education equipment, nutritional
posters-curriculum- test tubes of fat/sugar and product to compare nutritional value kits.
PTO purchased the Heart Maze turning the gym into a simulated heart during February.
The children are the red blood cell learning the function of the heart, lungs and cells as
they use different equipment navigating through the simulation and visualize being
pumped to the heart, lungs, and then to deliver the oxygen to all parts of the body. Other
games and activities bring these things all together to help make better choices of
nutrition and physical activity. [C]PS Leukemia Hop then ties in with educating students
about white blood and platelet cells. Students also learn about helping others live longer
and healthier lives raising over $190,000.00 since 1994. Fresh Fruit Fridays, Family
Fun Boot Camp evenings at [C]PS/YMCA, TWLN 3rd grade newscast fitness exercise
broadcasted so students do classroom exercise and workshop for 3rd grade juggling to
promote ladder of success are many outcomes from being a CATCH school. Students
are required to walk one lap each day before recess around the track surrounding the
playground. Stickers are given for “Catch You” walking/jogging/running using the track
as their choice of recess time and at lunch eating fruits/vegetables. [C]PS PTO no longer
sells candy for field trip funding but used the track for student “WALK-A-THON”
fitness promotion raised over $16,000.00 for the 628 [C]PS students. President’s
Challenge, blood pressures, heights-weights and BMI are used as assessments. Children
are taught to set goals. [C]PS was chosen for one of the COLTS CAMPS to be held
April 20, 2010 for second and third graders.
59. We are very proud of our CATCH PE program that we have implemented. We start
the year by putting the students through a series of physical tests such as running, push-
ups, sit-ups, and flexibility. We end the year the same way. The students perform the
exact same physical tests allowing us to measure progress. Throughout the year we
use a variety of activities and games to help improve student health. Students are taught
volleyball, basketball, and baseball. Recently they were exposed to numerous winter
Olympic sports. What is unique is that the PE teacher makes adjustments to the games
that have all students in motion most of the time. Our goal is to have them moving at
least 75% of the time. Yearly we have independent evaluators from the local hospital
come in to measure and compute student movement. We have always exceeded our goal.
Beyond games, students are put through strength and flexibility training and running
exercises. Our goal for each student is to improve on his or her personal best score by
20% on every test. Last year 76% of the students reached this goal. Twenty four percent
improved by 20% in at least one area. We did find one challenge: getting all students to
perform the tests the same way. This was something we wanted to do to ensure more
credible results. So there was a bit of training prior to each of the events. [NS] has
426 students in grades K – 8 for whom this program positively affects. Our local hospital
paid for CATCH training and materials for any local school interested."

60. As the Physical Educator of [NS], I am excited to share the importance our school
community places on nutrition, physical activity and mental health. [NS] has embraced
the idea that successful children are healthy and active. To this end, we would like to
create an outside walking/running course to be shared with [NS]’s 560 students and the
community to encourage everyone to get out and move. Our challenge is securing the
funding. Our Educational Foundation believes in our vision and will provide partial
funding for the $1500 project. Your award would help to make this course a reality.
[NS] has always valued the importance of physical activity for our students, staff, and
community. In 2009, P-H-M earned a $10,000.00 Saucony grant, used to provide a
running club to all eleven of our elementary schools. One-fourth of [NS]’s fourth and
fifth grade students participated in this event. This experience not only encouraged our
students to make healthy active choices, but extended to parents, staff, and our
community, with record attendance to events such as the Silver Mile, a corporation-wide
health fair. This has become an annual event. We have also begun a “Walking for
Wellness” program for our staff, encouraging members to log their walking progress with
a pedometer. As a result, staff has experienced weight loss, increased energy levels, and
better overall health, while providing a positive example for students. Last fall, staff
members also received training to implement the Minds in Motion program, which uses
exercises and coordinated movement to build pathways for learning. Teachers have
noticed an improvement in attentiveness, focus, and even enhanced reading levels as a
result. As [NP] says in Brain Rules, shared by our principal, “Exercise boosts brain
power.” We focus on continuing to provide [NS] with opportunities to be active.
Children today spend less time outdoors, creating under-developed pathways that make
learning difficult. Implementing the use of a walking course will help motivate our school
community to get outside, be active and help reverse the current obesity epidemic that is
facing our nation.

61. [NS] strives to reach all though a variety of wellness programs. Success is measured
through participation. Planning thoroughly makes for few challenges, except for space.
Our Physical Education program serves all 977 [NS] students, 6th graders for 9 weeks; the 7th and 8th graders for a semester. Next year 6th grade P.E. time may be a semester. Our facilities encompass a large field house containing an indoor track. We are fortunate to have many acres of outdoor facilities that include a full football field, track and softball diamonds and enough flat land for three soccer fields. A fitness room contains enough stationary bikes and Cybex weight machines to accommodate a full class. Our teacher to student ratio is 32:1. We use Fitness Gram to gather individual student data. On Saturdays we offer open gym to all students for two hours. Our intramurals include: flag football, fitness weight lifting, swimming, soccer, poms and roller-skating. A new initiative is our Fit Club focusing on nutrition education and moderate exercise for students wanting to learn more about physical fitness and weight loss. Cost covered by student activity funds. Our athletic program serve 602 students in track, basketball, volleyball, cheerleading, wrestling, football, track, and cross-country. Five Star, mentoring, serves 100 students in each session. They incorporate physical activity within their weekly programs. Funded through PTO and Student Activity funds. We continue to participate in ACES, All Children Exercise Simultaneously, annually. The PHM foundation sponsors the “Silver Mile” fundraiser with a Fun Run and 5K Walk/Run, many fitness venders, performances, and exhibits stressing wellness each spring. Our percentage of participation including staff, students and parents is high. Our Health curriculum covers a nutrition unit for all students. Food Service has made changes: eliminating fried foods, adding fresh fruits, vegetables, whole grains, and low fat dairy products to the menus. Our staff is provided with a Weight Watchers at Work program through which participants have lost hundreds of pounds over the past three years. [NS]’s goal is to continually provide activities while increasing the number of participants in all opportunities.

62. [NS] deserves to be awarded the Healthy Hoosier School Award because of its efforts to promote wellness in both the faculty and students. As a member of the Wellness Committee, I have been involved in several of the initiatives to incorporate health and wellness into our school. We have recently finished our Walking for Wellness competition among staff members. This program consisted of teams of participants who each paid a participation fee and received a pedometer to calculate their daily steps. These totals were published to the participants each week to encourage healthy competition and greater levels of physical fitness. The winning team was awarded a monetary gift, which was funded by the participation fee. The success of this initiative was measured by the increased daily numbers and therefore, increased physical activity of the participants as well as the increased awareness of activity among staff. Our school also participates in a 5K race each year to promote physical activity in both staff and students, as well as the community. The PE program spends six weeks training for this race and encouraging participation by offering extra credit as an incentive to those students who run in the race. We train using an increment program of walking and jogging as well as using high activity games to increase fitness. This program is for the entire community, and each participate pays a fee to run and receives a water bottle and t-shirt after the race. The other big program that [NS] runs to encourage wellness is a Field Day that is held for all three grade levels at the end of the school year. The school funds this initiative, provides a healthy lunch, and brings in a couple of blow-up obstacle
courses. We have teachers help run each station, which consists of all different kinds of physical activities. This initiative is one of the most enjoyable for the students as it promotes wellness while also incorporating positive social interaction between peers as teachers as well. [NS] values all areas of wellness and seeks to make improvements in order to help more people obtain good health and physical fitness. We are constantly improving and trying new programs to achieve this goal, and we deserve to obtain the Healthy Hoosier School Award for these efforts.

63. [NS] is the only [C] Community School selected for the Fuel Up to Play 60 pilot program. [NP], Physical Education teacher and softball coach, is the Play 60 sponsor. [NP] from the National Dairy Council serves as [NP]'s program adviser. Fuel Up to Play 60 is sponsored by the NFL, National Dairy Council and USDA. The mission of the program is to motivate students to exercise 60 minutes a day and make healthy lifestyle choices. The Fuel Up website tracks individual students weekly exercise and monitors healthy eating choices. All students at [NS] had an opportunity to register for the Play 60 program online. Also, in school, student led Play 60 club is open to all 8th grade students. Meetings are held Monday and Friday mornings during homeroom from 7:45-8:08 am. Student leaders make signs recognizing student athletes and educate the student body about the power of nutrients. At the meetings students are allowed to play basketball because Play 60 supports exercise as a reward. 8th Grade Play 60 members created a Play 60 restaurant for the 5th Grade Health Fair. Play 60 student ambassadors assisted students in creating a healthy snack using the 5 food groups and made grocery lists to take home to their parents. After lunch, Play 60 sponsors basketball, soccer tournaments and jump rope competitions with prizes. Fuel Up to Play has provided funding for the 6th Grade Fuel Up Day where students were rewarded for good behavior with the opportunity to play with new P.E. equipment. The physical education classes were able to host a Zumba instructor to teach a Latin dance classes with the Fuel Up to Play grant money. [NS] is a Healthy Hoosier school not only because our students have the opportunity to make healthy lifestyle choices but our teachers set a healthy example. This year 27 teachers participated in [NS]'s Biggest Loser competition with weekly weigh ins. Our school cafeteria deserves recognition for hosting salad bar days that expose students to different vegetables and promoting the fruit of the month.”

64. [NS] continues to strive everyday to be a healthy environment for our children. As we have maintained many programs over the years, such as, 30 minuted walking club, poster patrol in which we display healthy posters, and offering healthy lunches and snacks in the cafeteria, we have also developed new programs this year. We are offering 50 cent fruits during lunch, and the Play Fit program for all of our students at recess just to mention a couple. We continue to partner with several community organizations for example, St. Marry's Outreach and USI Smart Program which visit in order to promote healthy initiative programming several times a year. The Play Fit programming at recess has been very successful. We have hired an individual that comes and works only at recess developing and structuring age appropriate games to keep our 466 children moving. We were able to utilize funds from the [NP] Physical Education Program in order to employ this individual. It has greatly decreased the amount of injuries by 60% and discipline problems have also decreased as well. Our play fit specialist offers 2 to 3
age appropriate games for the students to choose from for every recess indoors and out. We have about 80% of all children participating in the games, but if the students choose not to participate in a game they are encouraged to walk. This program is not only keeping our students active, but also teaches productive freetime, self responsibility, and social skills. We also incorporate exercise and healthy living education into our curriculum. One program for example is "Desercise"**, a program that incorporates movement with brain power and is available at all times. We also provide a Friday Fitness Fact. As you can see at [NS] we educate everyday about the importance of nutrition, exercise, and overall healthy life style."

65. We are [NS] serving 372 students. My name is [NP], and I am the coordinator for our Healthy Outlook Program. The district wide annual budget for all our schools is greater than $50,000. This is a combination of several grants. Our particular school is funded through the Welborn Baptist Foundation. Our long term goal is to establish healthy life-style habits for students, staff, and families, in hopes of preventing chronic illnesses later in life. Our first year main goal was to decrease unhealthy food/drinks in our school by 50%. We surpassed that goal by replacing sodas and unhealthy snacks in vending machines with bottled water. Only 25% of our fundraisers contain candy, and bottled water is now served for classroom rewards. Our cafeteria has eliminated fried foods completely, and offers a fresh fruit, vegetable, low fat milk, whole grains, and salads on a daily basis. Our cafeteria recently received a grant through the Public Education Foundation for nutrition posters which have been displayed throughout the area. These initiatives have impacted students in making better choices here at school in hopes of wise food choices outside of school. Our main goal this year was to get more student/community involvement. We are off to a good start by honoring a Healthy Student of the Month, monthly newsletter tips, and morning healthy announcements read by students. We also held a staff health fair last fall and a family health fair this February, which provided various health screenings and information for parents and students. We provide blood pressure screenings and height and weights twice a year for our students also. Free dental care is also provided for our students. We have various programs in place that provide exercise after school. Among those are a walking club, Wii, Dance Revolution, ballet, intramural basketball, flag football, Afternoon Rocks, and dance squad. We have partnered with SABIC, which is a plastics company in our area. They have provided a wealth of great programs for our students as well. They sponsored a day at the park with our students which included an obstacle course. Students were challenged to lifting, balancing, and swinging from ropes. Another day was spent inside our school learning Zumba, Cricket, and various physical activities. Both of our PE teachers received the SPARK training and incorporate those lessons in their classrooms daily. Probably the biggest challenges/obstacles have been getting kids moving. Too many kids these days are spending time watching tv, playing video games, and spending time on sedentary activities. Although this is just our second year, I am happy with the results I am seeing with the program. More and more students are trying new activities and trying healthier food/drink choices. If we all work together I hope to see a much healthier group of students at [NS]. Our newest venture is working on a school brochure which will explain all the great health initiatives we offer."
66. At [NS], teacher [NP] started a program using heart rate monitors in their PE classes. The classes that were PE I/II, Team Sports, and Aerobic Walking. Through the Welborn Foundation [NS] was able to purchase 70 heart rate monitors at a cost of $7000.00. The program affected roughly 700 students. The great thing about having PE I/II involved it will target every freshman student at [NS]. The program was set up to have kids be held accountable for PE classes. With large number of classes too many times kids were slipping through the cracks and not participating in their PE classes. Whether they were hiding in the bleachers or standing on the gym floor, kids were not maximizing there time in PE classes. With the heart rate monitors kids are held accountable and have to retain a certain level of physical activity in the gym. The way the program works at the beginning of class the kids put on their heart rate monitors. They will be given a certain amount of time by their teacher that they will have to keep their heart rate in the target zone. At the end of the class each student will have to show their results to their teacher. The teacher will document their results and that's how their grade is determined. The hear rate monitors don't lie. If they stand they will not be in the target zone. Some problems we had at first was adjusting kids to the right target zone. Some kids that were out of shape could just stand there and be in the target zone. After adjusting everything worked great. Overall the program has been awesome for our PE classes. If a parent comes in to complain about their child's grade, we just show them the results that we collect every day. As I said it now holds each kid accountable."

67. The health and welfare of a student pivots on the acquisition of healthful nutrition and exercise skills. [NS], under the direction of principal [NP], and grant contact and school nurse [NP], has implemented initiatives to address each of these important issues. These programs are providing students with the foundation necessary to implement healthy behaviors on their own. A building wide initiative reaching all 924 students, the Fear Food Factor Challenge, is a program designed to offer new food choices to students once a month. Foods such as sauerkraut, olives, spinach, and broccoli are being introduced to students. Announcements over the intercom and in classrooms, and introductions to each new food by a staff member help build excitement and encourage participation. The dining room prepares a new food each month and serves a portion to each child. Staff members including administrators, counselors, teachers assistants, and support personnel introduce the food to the children and award Fear Factor Food Challenge sticker to those students willing to try the food. Conversations about nutritional values, ways to use the food in various recipes, and questions to the students about prior experiences with the food all combine to elevate enthusiasm. The students count down to tasting, taste as a group, and celebrate the experience together. Staff members mingle with the students and distribute stickers to those who tried the food. Informal evaluations of the experience are shared between students and staff members as the event progresses. Students reluctant to try the food often try it during these sessions. the responses are overwhelmingly positive according to both staff and student evaluation. Most of the initiatives appeared to succeed in making students aware of new, more nutritious food and activity offerings. Challenges to the success of the program include ensuring a commitment to healthy habit changes, and making certain enough staff members were available to promote the event. Planning, publicity, wearing of stickers and follow-up
activities in the classroom all work to offset these challenges. Student enthusiasm and participation in the activities contribute to building wide success."

68. Our physical education department continues to offer new opportunities for student and teacher activity. Our recent initiation of two new programs in our physical education program has increased the numbers of students choosing to promote lifelong healthy living. These classes are Aerobic Walking and Yoga. Last year we introduced Jazzercise into our curriculum and also added a [NS] Fit Club for before school participation. We are excited about the addition of heart rate monitors. This has motivated our students to excel individually and helped the teachers to monitor their progress. This year we have increased our number of Fit Club days from 3 to 4 so that we can increase our hours of activity offered to students. We have also added the weight room as another facility offered to the students at this time. Four mornings per week, two facilities are now available opportunities for students to exercise. In our first year, Yoga numbers averaged 25 per class. In 2007-2008 we had 5 classes of Yoga. In 2008-2009 we have increased class size to an average of 31 and 7 classes. This year we have 8 classes of Yoga! Aerobic Walking numbers have stayed consistent in the past 4 years. Fifty percent of [NS]'s 1600 students enrolled are able to take advantage of one of our physical education programs. Yoga for Health - 1 credit This course assumes a non-competitive atmosphere in which each student will work on the basic asanas and their use in building and maintaining muscle tone. Aerobic Walking - 1 credit This class is designed to help students increase cardiovascular endurance. Learning experiences include the concept of heart rate monitoring and mathematic calculations in summarizing their daily walking logs. Fit Club does not need any additional funding. Our volunteers are now paid through the Welborn grant. It is an open gym concept along with a walking club and a strength program. These programs along with Lifetime Sports and Weightlifting continue to push [NS]'s physical education program into the present mind set on teaching lifelong fitness."

69. [NS] serves 692 middle students (6-8) on the east side of [C], Indiana. In 2004, we realized we had to address the health of our students. We were seeing an increase in the number of students who were at risk for childhood obesity and a host of other health problems. We were a simply a mirror reflection of our society in general. With the leadership of our building administration, teachers, and students, a decision was made to change the way we did business. A conscious effort was made in every aspect of the school operation and how it affects the health and wellbeing of our students. Our coordinated school health program focuses on promoting healthy behaviors for our students. We want them to acquire the knowledge and skills to become healthy and productive adults. Our main goal is to continue to develop and sustain all of the healthy programs that we currently have in place. Through the creation of a site based Wellness Council, small but important steps were made to address issues facing our students. Realizing years of unhealthy habits had to be addressed; implementation would be a slow process. Baby steps were made by first educating the staff on healthy alternatives for rewards and parties. Small changes were also made with healthier options offered in the concession stands for sporting events. More fruits and vegetables were offered in the cafeteria along with a reduction in foods prepared by frying. The vending
machines were completely converted to 100% fruit juice and bottled water and healthy
snacks replaced candy bars. [NS] far exceeds the district wellness policy by setting high
standards for students as well as teachers. Through our relationship with the School
Community Council, a collaboration of school and community partners in [C], Indiana,
the CDC's coordinated school health model was implemented and it is the basis of our
school wellness program. By leading the area in coordinated school health, a [NP] PEP
grant was awarded in 2007 which helped strengthen and expound on programs already in
existence. Our vision is one of sustainability through education, community
partners, and strong faculty and staff buy in. Through a strong parental involvement, our
endeavor is not just reaching the students but the parents and families as well. We
take the health of our student as seriously as our test scores. We know that children who
are well fed, physically fit and have healthy habits are more alert, have less discipline
problems, and perform better in school. We are dedicated to make difference in the health
and well being our school family. The Healthy Hoosier School Award would reinforce all
of the hard work we have done over the past 6 years. Thank you for your consideration.

70. A "Sportwall" was purchased and hung in the gymnasium/cafeteria at [NS]. [NP],
School Principal, and [NP], Physical Education Teacher, were instrumental in getting the
Sportwall for their school. They feel the Sportwall is their most prized initiative, because
it is unique to their school and is available to a variety of students throughout the day.
Not only are the students utilizing the Sportwall during their gym classes, but under the
instruction of [NP] and [NP], the Sportwall is utilized by all the students, everyday, after
lunch, before they are dismissed to their classrooms. The students are dismissed by table
after lunch and they sit in rows, by class, on the gym floor. Two rows at a time are
instructed to line up as a team. The students then race to the Sportwall and try to throw
the ball on the light that is randomly moving on the Sportwall. [NP] reported that the
total cost of the "Sportwall" was $11,961.00, and was funded in part through a grant
from the [C]. Education Foundation and a grant from the [C] Health Department.
Contributions were also made from the cheeseball sales, made by the teachers of [NS].
The Tiger Latchkey Club, who utilizes the Sportwall, made a contribution as well."

71. [NP], [NS] Principal, has stated that although there are many exciting things
happening at [NS], the Mileage Club, implemented by [NP], is their school's most prized
program. [NP] is the P.E. Teacher at [NS]. He explains the guidelines of the
program while the students are in his gym class. The students then track how many
"laps" they complete while in his class. [NP] reports that a large number of students
choose to continue to walk "laps" around the playground during their recess. The
"laps" completed are tracked as well. When the students track five miles, they are
given a keychain and a colored plastic "foot" charm. At ten miles, they receive a
different colored "foot" charm and a certificate, and so on. The total cost of the
program was funded the PTO. [NP] further reported that [NP] sets up several work-
out stations to be used during gym class, such as: weight lifting, stretching with arm
bands, bench press and knee push-ups. The overall result of the program has been a
success. The students are having fun while gaining knowledge of safe and essential
exercise. [NS] teachers and staff help to promote health/wellness to the entire student
body."
72. Exciting things are happening at [NS]. The [C] Schools Corporation Wellness Council implemented a weekly Zumba class for staff and students, during the month of March. Averages of 35 staff and 35 students have been participating in this fun workout. The students have stated they are excited to have been included in the program. The Wellness Council is underwriting the cost of the program - $2.00 per person, per session. The overall response has been so positive, that the participants are willing to pay out of pocket for the class to continue. Beginning in April, the Zumba class will be open to staff, students and the community at the cost of $3.00 per person. The Wellness Council stresses the importance of the seven components stated in our Wellness Policy. The seven components to live a healthy lifestyle are: Environmental, Intellectual, Emotional, Social, Vocational, Spiritual and Physical.

73. Studies have proven that students who eat breakfast test better, are more attentive in the classroom, are less tardy and make less visits to the nurse's office. As the director of food services, I along with [NP], [NS] Cafeteria Manager, began providing incentives to encourage students to eat a school breakfast. We began the incentives during the 2008-09SY and have carried over the incentives to this school year as well. The cost of the program has been minimal. Last year, I asked the coaches of our high school sports team to participate. They donated an autograph football, basketball, (guys and gals), baseball and softball. These items were used as a prize in our give-away. Each time a student ate a school breakfast, their name was entered into a drawing. At the conclusion of each sport season, we invited the varsity team to eat a school breakfast with the middle school students. The students enjoyed interacting with the older students, and the athletes enjoyed the interaction as well. One incentive I used this school year was Wal-Mart gift cards. I purchased the gift cards with the funds I received from a $50.00 grant I was awarded from our township education foundation. A lunch card holder/keychain was used as an incentive as well. Forty keychains were given away at the total cost of 10.00. It is a win/win combination for all of the students who choose to participate. They are being given the chance to win something, while enjoying a nutritious school breakfast.

74. Each morning as [NS] students arrive to school, the daily routine reflects the overall health awareness in our school. Books and bags are left as the student body walks until classes begin. As buses arrive or parents drop off, students join the walk as they arrive. An indoor route has been established through our building’s hallways and gymnasium. When weather permits an outdoor route is used to energize the students with the morning air while walking. The entire student body is involved in our Step Up Walking Program. This cost-effective initiative is low maintenance. Several teachers walk as the route is monitored as well as a stationed hall-supervisor. Randomly, healthy prizes are given out such as Frisbees, water bottles, and pencils. These items are purchased through a healthy initiative grant by Welborn Baptist Foundation. The program was initially implemented as a walking club. Nearly half of the students were involved and miles were tracked and recorded daily for incentives and challenges. Little by little the number of participants dropped. Several changes and motivational trials were not enough to give this age the personal initiative to walk. Determined to make a difference in the health and education of our students, we made a change of routine at the beginning of the 2009 school year. Once the students arrive to school walking begins. Students have grown to enjoy the benefits socially and physically. It is encouraging to see the habit of walking.
Occasionally, we have older students that join us “just to walk!” which is awesome to see students take initiative on their own to take care of their health.

75. For the academic year 2009-2010, [NS] continued our program called P.O.W. (Patriots of Wellness). The program involved a selected group of 35 (4th and 5th) graders, who meet monthly with the School Nurse and School Counselor. The key to P.O.W.’s success was the decision to identify and ultimately conquer health issues which they believe are important to personal health and well-being. A survey was developed by the counselor based on questions collected over the previous year and the focus group then prioritized which of these issues were most significant. Examples of issues that students' brought up were: bullying and increased nutritional guidance emphasizing family involvement. The group met monthly and each meeting was organized around clarification and understanding of an issue. The students had strong feelings about bullying, therefore we spent several meetings learning the difference between appropriate and inappropriate social contact. We then followed-up these meetings with “how best” to communicate the issue to the general school population. The students decided that they should be spokespersons for effective message delivery for the “good” of the whole school. P.O.W. chose to use role playing during the live morning broadcast to convey the importance of the issue to other children in the school. We have continued our Wellness Wednesdays, sampling of healthy food alternatives with the money from the grant we won last year. The P.O.W. group also received t-shirts that they wear with great pride as a testimony to what it looks like to be healthy. A second substantive initiative was [NS]’s participating in the [C] School Corporation’s district-wide immunization clinic. This was a considerable effort for [NS] to immunize nearly 500 children in one day. Six weeks later a second immunization was given which involved around 300 of the younger students. Logistically this involved dozens of parent volunteers coordinating with staff to help minimize the natural anxiety that goes with young children receiving a shot. We learned that having a highly structured, coordinated effort made the experience very successful for our students.

76. Our committee has become part of the school’s regular focus groups which meet monthly and report to the entire staff. For staff, we have access to athletic equipment after school two days a week, a free exercise class lead by a certified instructor weekly, and a “Biggest Loser” format five month weight loss program which we kicked off with a presentation by a dietician from St. Vincent. [NS] hosted a comprehensive health fair during our school day enabling us to reach our entire student body of 744. Students rotated through eight different stations. Over 500 students returned a voluntary survey question asking “What was the most important thing I learned at the health fair?” Their responses overwhelmingly validated the time and effort put into this project by staff members, parents and community partners. Our fifth grade wellness ambassadors (“The Wellness Wolves”) were selected early in our school year and have been enthusiastic in helping suggest and implement various wellness activities. They meet monthly with a teacher/club sponsor during their lunch period. They have been responsible for keeping our Wellness Bulletin Board updated, making posters for upcoming events (both school & community), announcing events on our morning TV program, and helping during wellness activities. In an upcoming after school basketball event, they will be helping
younger students rotate through various basketball skill stations. We continue
to provide activities with little or no cost to participants. Our parents planned a “[NS] Day at West Park” which was a well attended free family event. Fruit tastings continue
to be a lunch time favorite. Students enjoyed learning about cardiac health through the St. Vincent’s heart course as they participated in Jump Rope for Heart. Our PTO has
demonstrated their commitment to wellness by generously donating a rock climbing wall
for our gymnasium. Our wellness teacher has created exercise videos to be used during
indoor recess. These are comprised of several different types of exercises and are
demonstrated by students in a simulated classroom environment. We have planned a
few events which could not be implemented due to weather or scheduling conflicts. We
don’t get discouraged and know we are in this for the long haul. Someone, whether it’s a
student, teacher or parent comes up with another idea that may even be better!

77. At [NS] we do several small things to teach our students about health and wellness.
In the cafeteria we use posters and I, [NP] as Cafeteria Manager, use the lunch times to
talk with all the students about food and nutrition. Our school nurse does a hand washing
program with the younger grades and the older grades have health programs as part of
their curriculum. They work on the food pyramid as well as learn about healthy bodies.
We have also utilized interns in the Food Service Department to put together a program
for our Kindergarten students about healthy foods and choices. Our PTO provides me
with a small amount of money each year that I use to purchase updated posters that I
rotate throughout the school year. The YMCA Before and After School program also
partners with the PTO a couple times a year to put on a Mother/Daughter and Father/Son
activity night to promote health and wellness activities. Obstacles would mostly
consist of money and time. Our students have shown improvement on what choices they
take and are eating more fruits and vegetables at lunch. They also are very observant
about hand washing and cleanliness.

78. One of the best health programs in which we participate at [NS] is the Mobile Dentist.
The Mobile Dentist provides dental examinations, cleanings, sealants, fluoride
treatments, radiographs, referrals, and education on good hygiene for our students. These
services are provided free to our school and benefit between 25 and 40 students annually.
All students are eligible. No child is turned away based on ability to pay, private
insurance, and Medicaid is accepted. For students not covered by any insurance program,
grants are available to cover the cost completely. One of the largest obstacles we deal
with is providing an adequate area for the dentist and hygienist to set up. Our school
building is roughly 80 years old and all of the rooms are occupied with a teacher or two
who share the space to provide instructional services for our students. The providers
from Mobile Dentist never complain about being squeezed into a work room, and
graciously set up their equipment and get to work providing a service our school greatly
appreciates. Dental decay is one of the most common chronic and infectious diseases in
children and children miss approximately 52 million hours of school due to oral
problems! I’m so thankful for the care they provide. One of the hygienist who comes to
our school every year, informed me after last year’s visit that the rewards of seeing some
of our students annually were really starting to pay off and the children’s oral health was
improving.
We are participating “Active for Life” sponsored by American Cancer Society. By increasing activity and eating healthier we can improve our own health and share with students what we have learned. Each person involved sets a goal about the number of minutes they exercise weekly. This measurable goal is calculated weekly and reported to the staff and student body through a variety of means. Teachers display their goal information and healthy eating information in their rooms and share updates with the students weekly. This program is headed by [NP]. She also sends out a “Tuesday healthy tip” that is shared with all students. Announcements are made via the morning announcements heard by all students promoting the program and giving information. In these ways we are including the entire student body in our progress and leading by example. Students are able to see the benefits of healthy living first hand. The cost of this is $.00 which is great as we have no budget. Since each participant enters their own active life style minutes and their healthy choice foods, goals are measurable weekly. The whole community knows of our commitment to a healthier way of life. We operate under a no smoke/no drug campus, recycle, and offer healthy food choices for lunch. Most of these programs are student driven. Students are also joining the staff members by participating in the running club and community exercise programs, offered by the school. Initially, participation was rather limited, but through education and information distributed by the program director, community, and food service program participation is fantastic. Families and community members have joined the wellness initiative by attending wellness workshops offered bi-monthly. I am very proud of the fact that we continue to teach by modeling a healthy lifestyle. There are several staff members who eat a healthy school lunch. The healthy life style we model to our students, the large staff participation, student involvement and feedback, clearly make [NS] a Healthy Hoosier School, but more importantly we are creating a generation of Americans who will lead a healthy lifestyle.

[NS] has implemented a wellness treats program. The school approved a list of snack items that comply with corporation nutrient standards. The standards are: 1. Individual food will contain no more than 30% of calories from fat and 10% of total calories from saturated and Trans fat and 1000 mg of sodium per day. 2. Fruit or vegetable based fruit drinks contain more than 50% real fruit and vegetable juice and no additional sweeteners. 3. Only low fat and fat free milk (all flavors). 4. Food items contain no more than 35% of their weight or 15 grams from sugars that do not occur naturally. 5. Food items offered will be baked or steamed. Not fried. 6. Limit portion sizes of less healthy items such as French fries, onion rings, bakery items, forzen dessert and snack items to: vegetable/fruit with added fat to 1/2 cup or 1 ounce, bakery items to 3 ounces, chips, crackers or popcorn to 1.25 ounces, trail mix no larger than 1.25 ounces, cookies or cereal bars to 2 ounces, frozen desserts to 3 ounces and yogurt to 4-8 ounces. 7. Encourage fruits, vegetables and whole grains. Whole grains will have at least 1 gram of fiber per 1 ounce serving. The goal is for each classroom party held during the school day to include no more that one food or beverage that does not meet the curent corporation standard. There are 765 students in the school and the cost of this program is free. No funding was needed. Obstacles and challenges included the parents were concerned the guidelines were too restrictive. Parents were given a list of acceptable items. Another option was for a fee the food services department will provide
acceptable foods for parties. The results were very encouraging. When the last party was
held there was 100% compliance. Of course, that is not always the case.
81. Here at [NS], students and staff participate in a program entitled Fitness 4 Life. This
program was created in 2003 by our Physical Education teacher and the School Nurse in
response to the ever increasing rate of obesity and chronic health issues among school-
aged children in relation to poor nutrition and lack of exercise. Fitness 4 Life is intended
to offer opportunities to improve fitness, maintain good health, relieve stress and lose
weight. Staff members are also encouraged to participate in the program not only to
improve their own health but to lead by example and instill in our students that fitness is
a lifelong goal. Students are given the opportunity to vigorously exercise through
various activities (walking, soccer, basketball, softball) for 15 minutes a day during one
of their two recesses. In order to receive the incentive reward in May students must
participate 15 days/month and 5 out of 6 months during the school year. The reward is a
half-day field trip to Goshen College’s Roman-Gingerich Recreation and Fitness Center.
This facility provides for us an opportunity to enjoy their swimming pool, indoor track,
basketball courts (where volleyball, basketball and soccer activities are set-up),
racquetball/wallyball courts and gaming area. This year, we expect approximately
125 students to attend the field trip. The cost is $7.00 per student and is funded by the
WVE PTO. Healthy snacks are also provided at a cost of $35.00. Total cost to go each is
year about $900. Obstacles and challenges associated with the program include
adverse weather conditions, keeping the students and staff interested and tracking all
individuals who participate. Overall results of this program show that the obesity
rate among children at WVE is below the national average. Our attendance rate averages
97%. Yet, one of the more significant outcomes of this program is the development of
relationships outside the classroom between staff and students who participate. We
thank you for your interest in the health of our students and respectfully submit our
application for the Healthy Hoosier School Award.
82. Under the directorship of [NP], here at [NS], a sampling of our most prized healthy
school programs include Healthy Snack classes and Label Reading classes along with our
daily offering of healthy, nutritious meals that students will eat. While the total cost of
our program is measured by product and labor, it is also all self-funded. Healthy
Snack classes, which are offered to all 409 students, offer them the opportunity to prepare
a vital, energy-boosting, nutritious afterschool snack from basic ingredients, under the
supervision of our kitchen staff. The students learn proper sanitation methods and why
we use these methods. They also learn how to make healthy food choices and healthy
portion sizes that we hope they will carry with them into adulthood. Our Label
Reading class is also a hands-on class where students learn to read, dissect and
understand food labels and how to choose healthier options when eating. Different
dietary practices are mentioned and discussions are started on how and sometimes why
the practitioners of these diets choose their food. Daily, we offer a number of
choices of nutritious lunch meals that meet or exceed state and federal guidelines while
maintaining palate-pleasing flavor and visual appeal and the ability to keep program costs
within our guidelines. Participation in our lunch program and our classes provides us the
ability to measure our program and set our goals. Participation speaks for itself. We
count our program as very successful judging by participation, parent and staff
comments, and seeing daily the good choices that our students are making in our
cafeteria.

83. [NS] has grades third through fifth with an enrollment of 530 students. This is the
seventh year of operation. Our school is the only elementary school in the corporation
that is self serving for the main entree. Self serving gives our students the opportunity to
make smart, healthy choices when choosing their lunch for the day. All of our main food
entrees are baked not fried to make their choices healthier. Our school corporation's
director makes sure that the nutritional needs and requirements are met and established
for all the schools in our district. Proper nutrition is important every day with every
meal, but this week was even more critical because of I-step testing in our schools.

Students can not work to their full potential if their bodies are not properly nourished.
Next year, our school will be providing breakfast in the mornings. Too many students do
not eat breakfast to start their day. Next month, our school will offer a label reading
class. This class will help students to understand what is on a food label and hopefully
courage them to interact with their parents when shopping. Our school, again this year,
is using the TV show "Biggest Loser", as a way to encourage our staff to exercise and
watch what they eat. Our staff has lost a total of 114 pounds. Our students see some of
our staff walking around our school to get into shape. Our physical education class
encourages strong bodies with exercise. In May, our local city will participate in the Hub
Run. There will be a 5K and a 2K walk/run for all local families to participate in. Our
school is also preparing for the President's Physical Fitness Test in May. I am trying to
find funding for pedometers for use by our students in their physical education class.
10,000 steps to health. Our outdoor learning lab is a positive part of our school's day.

Working in the different gardens and being outside for exercise and studies are important
aspects in our school's activity. After reading studies about "Recess Before Lunch", I
had a conversation with our principal about trying to incorporate this for our next school
year,"

84. [NS] participated in a school wide walk as well as providing incentive days/physical
activities for the students. The impact of the walk was tremendous. Since this was out
first year, we went from having zero participation to over 1150 students and staff. All
participants were able to finish the two mile walk. At the onset, several students indicated
that they did not feel they could complete the task, but each participant found success.
The students and staff who participated in the event were excited about the program and
are looking forward to it continuing in the spring. In regard to "Incentive Days",
student participation was based upon individual success during the nine week period.
Those students who met the requirements were allowed to participate in a variety of
athletic events in the gymnasium during a class period. A revised schedule was created
so the students did not miss out on instruction. The number of students participating for
the first incentive day was 1028 and for the second 1003. There was no cost incurred for
either of these events. The barriers that we encountered included the local newspaper
not arriving to cover the story, the trek or path for the walk (several students wanted to
run the track), the area to walk created a barrier for the students since we had to block the
traffic for parents, as well as the organization and setting up of the events. All aspects of
the walk/incentive day took an enormous amount of time to set up and prepare. As a
result of the wellness initiatives, [NS] participates in conjunction with the high school in
a weight training program which occurs daily Monday through Thursday. At the present
time, we have almost 25 students participating in the after school program.
85. [NS] have developed several healthy school initiatives throughout the 2009-2010
school years. [NP] the schools 2nd year Physical Education and Wellness teacher has
spearheaded and promoted new healthy school committees and initiatives to improve and
bring awareness of healthy habits and lifestyles to the students. One initiative is the
“Health Tips of the Day” that is featured on the daily televised morning announcements
at our school. [NP] informs approximately 440 students a day with healthy facts, tips,
monthly nutrition themes, and extracurricular activity information. The second initiative
spearheaded by [NP] has been the continued development of the schools Wellness
Committee. This committee was formed to obtain staff collaboration, involvement, and
create awareness of their students overall health. The committee meets monthly to
brainstorm health related ideas, activities, grant writing, and ultimately improving the
wellbeing of our students. The implementation of the two initiatives is very much needed
in our school. The students and staff have bought into the program and are excited to
bring new ideas and energy to our school. [NP]’s enthusiasm to make [NS] a health
conscious school is on its way. Making the students aware that it is their responsibility to
take care of their bodies and that there are consequences if they fail to stay healthy is one
of the top goals of each initiative. Educating and bringing health awareness to our schools
families through the” In Motion” newsletters, creating health fairs and events, and
making health a sine of urgency for all that are associated with our students is another
top priority. Our school has its challenges but not in the area of parent involvement. A
high percentage of our students’ parents are very poor and uncultured in the area of
health education such as childhood obesity, type I&II diabetes, heart disease, and
nutrition. The overall goal for our schools healthy school initiatives is to bring a new
awareness and education of health to our students, staff, and community. In turn this
awareness and education will make for a healthier student and school in the future.
86. [NS] has, once again, joined with the district Wellness Program in order to offer
special health and physical education programs that reflect the [C]PS policy and conform
to PL 108-265 of section 204. The Wellness Committee is organized by supervisor [NP].
Once again, the committee is partnering with Clarian Health to implement the Committed
to Kids' Health (CTKH) Program. The 10-week curriculum educates students on lifelong
behaviors and skills to manage weight and prevent obesity through nutrition, physical
activity and modification. The program targets fifth graders (total 45-55 children).
Funding is provided through a grant from Clarian Health. There were no obstacles
encountered in conducting the program; scheduling, timely goals, and all objectives were
defined and met by Clarian Health’s leader [NP]. Fitness Club (for grades 2 and 3) was a
new program this year. Students met after school twice weekly for 6 weeks. Students had
the opportunity to participate in aerobic activities such as stretching, jump rope, wall
climb, basketball, dance, and fit spot exercises. There were no obstacles encountered, and
the students verbalized enjoyment of the activities. There were no costs involved.
Committee members will be organizing and presenting our Health Fair in May, 2010.
Leaders [NP]and [NP] coordinate this excellent opportunity for children, staff, parents and
community to enjoy the fair while learning a great deal about health and wellness. This
activity is being developed on the positive results received from previous Health Fairs.
There is no cost involved to the school, as exhibitors and presenters are voluntary and
healthy snacks are provided by the school staff members. In a previous year, we even had the honor of [NP], neurosurgeon, giving bike helmet safety presentations to the students. [NP] even provided several children with bike helmets. The Health Fair was a huge success."

87. At [NS] we are working on several projects that will give our students more opportunities to develop healthy lifestyles. We have restructured our school schedule to allow our students the option of taking eight classes instead of the more typical seven period class schedule. More of our students will be able to take our “Lifetime Fitness” class. The goal is to have up to 30 students in this class. We are also two-thirds finished with a fitness trail designed to circumnavigate our school’s campus. This trail is accessible to all of our students and community members. The plan is to use funds from capital fundraisers to complete this project before Fall 2010. In the cafeteria we are working on a project where nutritional information for all of our menu items will be displayed. It is our opinion that given clear information, our students will be motivated to make healthier food choices. The funds for this project are being donated. Last summer we piloted a Garden Project. We were late in planting, but were pleased with the overall success of the project. The primary goal of the 91. Garden Project is to provide the School Lunch Program with low cost produce. We will plant high value produce (tomato, grape tomato, green pepper, jalapeno pepper and cucumber along with pumpkin plants for our preschool) in addition we plan to plant some less popular items that we can allow the students to sample: snap peas, radishes, bok choy, or swiss chard. We have applied for an equipment grant, and our maintenance department has built supporting structures for the plants. The funds to complete this project are being donated. As a school community, we continue to look at ways to encourage our students: physically, mentally, academically and spiritually. Each Spring all of our students participate in a Walk-a-thon, walking approximately four miles through the neighborhood, followed by a lawn party back at school.

88. For the 2009-2010 school year, a new program was initiated at [NS]. The program, entitled "Refuel After School", provides healthy nutrition and hydrating beverages to student athletes and students for a very reasonable cost at the end of the school day. This new program is particularly important for high school students who eat lunch as early as 10:30 AM, and then transition after school at 3:00 PM into athletic practices or competitions. The Refuel After School program offers an alternative to going without essential fuel for athletic endeavor, or driving to a fast food restaurant for something quick to eat. The program was initiated by a parent volunteer who sensed a need for healthy eating and hydrating options on campus after school, with the goal being to enhance athletic performance and athlete health. The parent volunteer contacted St. Vincent Sports Performance and consulted with a nutritionist to select the menu for the program and then put together a proposal for the school's Athletic Department and Administration. Once the proposal was approved, the parent volunteer purchased and donated a locking mobile cart to house the items for sale, and purchased the food and beverages to begin the program. Student response has been extremely positive, and the program has not only met the nutrition needs of students after school, but has also made a profit during the first semester of operation, to keep the program self-funding. Items for sale through the [NS] Refuel After School program include: fresh fruit (bananas, apples,
(clementines), whole grain with fruit bars, 100% fruit snacks, trail mix, granola bars, protein bars, dried beef sticks, cheese and whole grain crackers, and nuts. Hydrating beverages available through the program include bottled water, low-fat chocolate milk, and PowerAde. Through its first 8 months of existence, Refuel After School has made available convenient, cost-conscious, and health-conscious nutrition and hydration at the end of the school day to the 1500 students and more than 200 staff of [NS].

89. [NS] strives to promote healthy lifestyles through various venues. Our PTO worked diligently over a three year period to raise funds to build a walking concrete path (1/8 mile) in length for 565 students to use during the course of the school day. Each day that weather permits, our students walk 4-5 laps around the Eagle 500 Path right after lunch. This handicap accessible track is adjacent to the school building and tied into the playground area for EIS. The gym teacher uses the track for data collection when students are working towards a Fitness Award. The community has access to the Eagle 500 track before and after each school day along with our playground area.

Last year, our staff was given pedometers from Bloomington Hospital and began a competition to collect the most miles attained by grade level. The use of the track was part of the program. This challenged each staff member to promoting healthy choices for themselves and role model the importance of exercise to the students. A bulletin board displayed the results of each team every nine weeks throughout the school year. We had one day set aside to have an All School Health Fair where students walked around booths and listened, actively participated, and enjoyed the fun of getting fit and staying fit. All students at [NS] participated in this event. It was held during the school day. There was ZERO COST as our community members volunteered their time and resources. This past January/February, we had a Girls' Night and Guys' Night where PTO and staff members promoted healthy choices and good role modeling through exercise stations. Community members were invited to attend and share their expertise. We had yoga instruction, jazzercise, youth sports, dancing, basketball, science activities and games to build the brain power in students and parents together. We have held activities during the school day and in the evening as well. This helps us reach all students who are enrolled in learning about healthy choices when they are at school. The parents are brought in during the evening activities because of work schedule conflicts.

Each of the night activities were well attended."

90. The [NS] has a wonderful community connection that has been running three years now. Our 7th Grade Health Fair has expanded to a bi-annual event reaching a total of 200 students and staff members. The Health Fair was formed in school year 07-08 by [NP] (Physical Education Teacher), [NP] (Physical Education Teacher), [NP] (Health Teacher), and [NP] (Food Service/Healthy Schools Director). The cost of the program is ZERO dollars as we ask community members to volunteer their time and resources for the special event. We have snacks (light string cheese and water) as an incentive for completing the body assessments (BMI, blood pressure, heart rate) which are donated by our food service/coordinated school health department. We've had quite the reception of good comments about our Health Fair and even had media coverage in the past with our local newspaper. As we've encountered obstacles and challenges over the years, our group has met and found solutions. We currently do not
have any obstacles or challenges in developing and implementing the health fair. In fact, we are in the stages of expanding it to a community health fair with students, parents, welcoming the entire community to come."

91. Program description and measureable goals: Jump Rope for Heart promotes the value of physical activity while showing students that they can contribute to their community's welfare. The program provides a platform on which teachers can present the importance of physical fitness, discuss the anatomy of the heart, heart disease and stroke. It also encourages eating healthy, nutritious foods, being physically active, staying tobacco-free and maintaining a healthy blood pressure and weight. Jumping rope is an excellent exercise for cardiovascular fitness, muscular endurance and coordination. Physical activity, like jumping rope, also prepares the brain for optimal learning. Supervising teachers set up a variety of stations that include: jump roping, basketball shooting, frisbee throwing, scooter obstacle course, hoola hoops, bean bag toss and a nutritious snack station. Music is used to start and stop the station activities; students rotate to each station during their physical education classes. Obstacles and Challenges you encountered: NONE Overall results of the program: Students awareness of the importance of physical activity is increased.

92. [NS] incorporated two-three initiatives during the 2009-2010 school year to promote a healthy school. The entire student body, 225 students participated in the first two programs. The students participated in the "International Walk to School" Day on Wednesday, October 7. They were supervised as they walked to school from the local fire station. The efforts brought attention to the Safe Routes to School Movement and our corporation wellness policy. The corporation food service program provided the children with a bottle of water. Fed Ex also gave the boys and girls a little "gift" bag. [NS] also took part in the Jump Rope for Heart campaign through the American Heart Association in November. Students collected $803.25 during the campaign. It was coordinated by the principal, [NP], and the physical education teacher, [NP]. It was conducted during the student's regular gym classes. In addition to raising money for a very worthwhile cause, boys and girls had an opportunity to earn "prizes" for themselves and items for our physical education program. The goal of the campaign was to bring attention to the students about the importance of staying healthy with an emphasis on having fun through exercise. [NS] has continued to incorporate the Kid's Choice Program two days a month for fourth and fifth grade students through the [C] Health Department and Americorps. The emphasis is on students making healthy decisions about food and staying active. The initiatives taken by [NS] to promote a healthy school with healthy students have been easy to implement and have been done without incurring expenses. Hopefully the increased emphasis on being and staying healthy, exercising, and eating properly will prove beneficial to our students and will bring a continued awareness of their importance.

93. [NS] offers our students a 25-minute morning walking club and a 15-minute lunch recess walking club. They sign a shoe, drop it in the prize box for weekly drawings, from which we derive number of participants. We have between 75-125 students walking for water bottles or pencils weekly. Prizes cost approximately $200.00, through a Coordinated School Health Grant from Welborn Baptist Foundation. To motivate our 4th
and 5th graders, “Walking Wednesday” became our drawing day to encourage them to
get up and move! Our “Little Marksmen Running Club” begins April 21st and lasts 6
weeks. Approximately 70 elementary students in grades 1-5, teachers, parents, high
school track members and track coaches run or walk different distances around the
beautiful wooded area at our school. Popsicles are donated for students after the run.
Weather can be a challenge, so running inside on a designated course is the alternative.
Our 2nd Annual Triathlon is May 15th and we are expecting about 150 participants from
grades 1-5. Upon completion, we celebrate with a pool party. What a community
endeavor-people line the streets and cheer for our students, law enforcement ride the
route with the bikers and high school lifeguards assist in the pool. Our Community
Wellness Initiative 2010 provides T-shirts for the participants and the PTO provides
water and fruit. Our “Fear Factor Food” encourages students to try fruits, vegetables,
salads and whole grains that are served daily. Students are awarded a fun food sticker
when they try the unknown predetermined food. Cost for stickers is $600.00, paid by the
Grant. It’s a hit!! Minds in Motion Program for K-1st grades is funded by Ready Schools
- $1000 was invested for equipment. With help from parent volunteers, scheduling,
supervision and space obstacles were overcome. Students love the activity stations! Our
Pint Size Hero Blood Drive is April 24th. Students take information home and adult
friends and family members donate blood. We received a $25,000 Safe Routes to School
NON-infrastructure grant to promote, support, teach walking/riding safely to school. Our
PTO purchased a Climbing Wall!!

94. At [NS], kids are on the "Moooooove""! [NP], Principal, has integrated fitness, health, literacy, math, and social studies into a program called "Kids On the
Moooooove". The "moooving" idea was a quick connection with literacy for the
students. Clara Belle, our school stuffed cow, has been very popular since her beginning
in the Fall of 2009. Clara Belle became the typing cow, like in the book "Click, Clack,
Moo" and typed letters to classrooms and individual students as the school prepared to
go to Clowe’s Hall to see the play "Click, Clack, Moo" in October 2009. Since that
time, Clara Belle has grown in popularity and is leading our fitness/wellness initiative.
She told the students that she got out of shape during the winter and wants to begin
walking across America. She asked the students to help her reach her goal by walking
with her and adding their steps/miles to hers. Each student will have a pedometer, just
like Clara Belle. A large US map, with a small Clara Belle, is displayed in the main
hallway and Clara Belle will "mooove" along and write letters to the students about
what she is seeing in each state. Goals for the program are: The students will: 1.
Students will write letters to Clara Belle asking questions about her trip. (Literacy) 2.
Students will use math skills to estimate how long the trip will take, how many steps it
will take, etc. (Math) 3. Students will learn important facts about states. (Social Studies)
4. Students will focus on health and fitness while having fun. Health and Physical
Education) 5. Students will develop a sense of working together to achieve a goal.
(Social Skills) All 200 students and 25 staff will be involved in the program as well as
parents who come to walk with students. There has been no cost, as 250 pedometers
were donated by a local business. The excitement with Clara Belle has eliminated any
obstacles! We believe that the overall results will be long-lasting as students learn the
benefits of physical fitness."
95. [NS] is proud to have students, community and staff participate in an annual event called The Silver Mile/Run and Health & Fitness Fair. It is a 5K run/1 mile Fun Walk designed for Educational purposes. Sponsored by the P-H-M Education Foundation includes four active overseeing member who are [NP], [NP], [NP], and [NP]. These coordinators organize volunteers who serve as the districts schools liaisons and marketing/media liaisons. We are also very fortunate to have volunteers from various health organization, (Health Works and Memorial Hospital), in our area who assist us with the following activities that are present on the day of The Silver Mile. They assist: coordinating our registrations and staff and student volunteers, layout of the 5K course/1 Mile Fun Walk. In addition to the athletic event they also coordinate volunteers for the Health & Fitness Fair that runs throughout the day. These additional functions are: the awards ceremony, offering samples of free fresh health foods, health screenings, services and opportunities offered by many booths. Thanks to all the 821 participants in 5K and 351 participants in the 1 Mile, 300 volunteers in 2009, the Silver Mile raised over $70,000 to support PHM schools. Our Silver Mile event for PHM promotes Healthy Choices, Nutrition and Wellness, and displays our districts student talent. In 2009, our school, [NS] had 66% of our 873 student population involved in The Silver Mile. Our 2010 goal is to have 75% of the students participate in this event. Traditionally hosted, the first Saturday of May. In the classroom the Wellness Teacher, at this present time have informed student about the 2010 upcoming Silver Mile event. First, we hand out a family letter and registration form to be signed and returned by the end of March. The family letter includes detailed information about the event, (Registration packet pick up, mandatory 5K warm up, 5K start time, 1-Mile start time, Silver Mile Health and Fitness Fair, talent showcase, race awards, and the Silver Mile School Awards, and grants). All of these outstanding events happen from 8:30a.m.-12:00 noon that busy day! Secondly, the wellness teachers make sure every student returns the family letter with a reason why or why not the student will participate in the 5K or 1-Mile Walk by the end of March. Wellness teachers have documented the following reasons a [NS] student is unable to participate The Silver Mile. They are: illness, out of town, or involved in another sporting event. The Wellness staff at [NS] promotes the students' participation. In addition to this event which involves students, community and staff, our district Wellness Committee established two new Wellness events for all employees, staff of our district. The first program offered in 2009 and now in 2010, has a well known title because of all the media programs that have been viewed on television. The first program is called "The Biggest Losers". This is a program where PHM employees can team up together or individually to see who can lose the largest amount of adipose tissue, and come up with a winning team after an 8 week trial. Scores of weight loss are reported weekly, and these losses are sent out to participants to motivate them to continue forward while approaching the remaining weeks. Weekly tips are sent out from the coordinator and additional web site info is sent to all to guide and direct participants during the duration of the contest. Drawings take place each week for continued motivation for the teams/individuals. At the completion of the contest there are cash awards made to the winners. The cash awards, drawings, come from the registration fees contributed by all participants. The second program offered for the first time in 2010 is known as "Walking Wellness". Participants pay a registration fee of $5.00, are issued a
pedometer and a log sheet and are challenged with an 8 week walking program. This
event offers a team/individual involvement. On a weekly basis, for 8 weeks,
teams/individuals report weekly total steps to the building coordinator. This coordinator
sends building step total of each team/individual to the district program coordinator.
(This formula spreadsheet has been issued and formatted to each building coordinator).
The program coordinator each week compiles the data, and then places the order of the
teams by step totals and forwards to building coordinator. The Building rep then forwards
the results to participating staff members. Our building rep communicates the
following to our staff: sends out weekly reminders to all participants to report steps,
encouraging words for the approaching weekend to get in those extra steps, if pedometers
mal-function, she is ""Johnny on the spot"" to keep them enthused and help remedy the
problem so they would not become discouraged, she answers any email questions
regarding this program in a a timely fashion, and spreads an encouraging word when she
passes them in the hall during their work day. Currently, in this program we have one
week remaining before our Spring break when the competition ends. Weekly
incentive drawings are held for gift certificates, with 10 winners in the corporation for
team and individual participant. The final prizes are cash, again all prizes money has been
supplied by the registrations of the applicants. As you can see our district continues
to grow in wanting to encourage more individuals to become healthy and help improve
the quality of all lives. From our central office, on a monthly basis we receive several
wellness associated letters to help encourage healthy life styles. The Silver Mile is
a collaborative school and community event that not only raises money for our schools,
but it focuses on teaching our students, staff, and community to increase their physical
activity and fitness levels, make healthier food choices and adopt a healthier lifestyle. It's
important for parents and schools to work together to create the best opportunities for our
students to live healthy, productive lives."

At [NS] we strive to be active, healthy people by participating in the programs listed
below. This is a joint effort between our 447 students, classroom teachers, parents,
computer lab facilitator, outside community services, food service personnel, and our
Youth Service Bureau representative. Jump Rope Club (1st-5th grade after school
jumping program) Jump Rope Team (Jumpin' Eagles--sponsored by AHA; coached by
PE teacher) Jump Rope for Heart (fundraiser for the American Heart Association) Fire
Obstacle Course (collaboratively run by fire department and PE Teacher) A.C.E.S day
(All Children Exercise Simultaneously) Presidential Fitness Testing Monthly Fitness
Ticket Drawing (encourages home physical activity) Running Club (district wide-cross
country meet for 4/5 grade) 4/5 grade boys and girls basketball intramurals Monthly
newsletter Be Active Kids! Curriculum (University of Maryland used to teach elements
of fitness--cardio., muscular strength and flexibility) Project 18 Curriculum (used to
teach physical activity, health, nutrition) Fuel up to Play program implemented
collaboratively with PE/Computer lab facilitator. [NS] Health Fair and Mile Fun Run
(includes community resources: fire department, St. Joe Regional Medical Center, 4-H,
Jump Team, Dentist, [C] Parks, Stress Management Therapist, and Health Department)
[NS] Heart Obstacle Course (Grant written by district PE teachers) ""Fun in the Sun"
Fitness Day (run by PE teacher and committee of fifth graders) PTO budget line item
$1200 Skating and Dance, Dance Revolution sponsored by PTO Staff programs
(Biggest Loser and Walking for Wellness) Penn-Harris-Madison corporation wide health fair 5k Silver Mile Classroom fitness rewards/incentives Winners of $200 grant to implement breakfast ideas. D.A.R.E My name is [NP], the physical education teacher at Elm Road Elementary. I provide energy and leadership for these programs. As I teach the Indiana State Standards, I incorporate these programs into our physical education classes to encourage lifelong healthy choices. I model healthy habits with my exercise and diet in hopes that my students will adopt these choices in their lives. I measure the success of these endeavors by student health, tremendous participation, and positive attitude."

97. Located on the west side of the town of [C], Indiana is the home of the 4 Star [NS]. The [NS] Panthers are students in grades preschool to fifth grade. I am [NP] and the Physical Education teacher here at [NS]. I have taught P.E. for eight years and this is my fourth year here. I have noticed a great improvement in our students’ mental and physical health and fitness. I have been able to monitor the third graders because they have been with me since kindergarten. All grades come to P.E. twice a week for a total of 90 minutes. I promote life long skills, individual and team sports and games that students can be active in throughout their lifetime. We have a new program this year that all students participate in five days a week. The program is called Minds in Motion (developed by [NP]). Minds in Motion is comprised of fifteen stations (physical movement at each station) that stimulates the Vestibular System. Research shows that physical activity improves a students overall intelligence in all areas (reading, writing, science, math, music, P.E., etc.). This program is funded by our school budget. We already had most of the equipment needed to begin Minds in Motion. The only obstacle I faced was getting the classroom teachers on board. Once they saw their students doing Minds in Motion, they were sold. It only takes five to seven minutes to get an entire class of thirty through the stations. Overall results of the program are still in the working progress. We did a pre-test in the fall and will do a post-test in May. [NS] students also participate in P.E. Fun & Fitness Family Night, ACES Program, Silver Mile Program, In-School Roller Skating, Field Day, Family Swim Night, Annual 4th & 5th grade Ski Trip, PM Panther, Summer Softball League, P.E. Challenge (5th grade), Riley Bike-A-Thon, Heart Course Challenge, Dental Group Day, and Veteran’s Day Activities.

98. As the physical education teacher at [NS], I am proud to talk about the numerous opportunities our students have to participate in healthy programs. Our most successful program is an after school program that is headed up by 3rd grade teacher, [NP]. The program is called Silver Mile Movers. This program is a running/walking club that is open to all students. Silver Mile Movers, encourages our students to make healthy lifestyle choices. Not all students are athletic, so walking and running is a great lifestyle choice to keep our students healthy. The program also teaches race etiquette to prepare for the school corporations 5K run/walk (called Silver Mile). There is no cost for our students as Silver Mile Movers is run by teacher and parent volunteers. The one obstacle we encounter is getting enough parents to help with our 120+ students that are participating this year. This program is only 2 years old, but we have seen tremendous changes from our students, one of which is that [NS] had the most participants in the Silver Mile out of all the schools in our school district. We are encouraging the Silver
Mile Movers to participate in the May 8 Silver Mile 5K Run/Walk. This will give them a
goal to shoot for over the next couple months. [NS] is taking great strides to becoming a
healthy school."

99. At [NS], many changes have taken place to encourage our students toward an active,
healthy lifestyle. Our students are learning to increase physical activities at various times
throughout the day. Students are also learning the importance of healthy food choices to
help their bodies grow steady and strong without added sugars and calories. Students
are learning about their bodies in age appropriate ways with our “OrganWise Guys”
presentations and activity guides. After school programs integrate learning with physical
activities. Programs such as organized sports, Dance, Dance Revolution, and aerobics
keep the students active during these programs. Cafeteria choices include more
fresh fruit and vegetables. All fried foods have been eliminated. We have eliminated
“extra” purchases at meal times. All classroom parties and celebrations now include
either non-food items or healthy snack options such as pretzels, fruit, or low-fat yogurt.
Teachers encourage rewards for students to be extra recess times instead of the previous
food rewards of the past. Dieticians and dental hygienists are frequent visitors to
our school classrooms to teach students about dietary choices and healthy habits.
Annual height and weight screenings are taken along with blood pressure screenings.
Parents are notified via letter if his or her child has a blood pressure range outside the
normal limits. A dietician will schedule a visit with the family for meal planning, if
desired. In conclusion, our school has made many changes in our meals served to
our students, after school programs, and in our classroom parties and celebrations.
Students at [NS] are learning the importance of healthy lifestyle choices and the effects
on their bodies that will hopefully continue through their lifetime.

100. [NS] adopted a healthy school initiative two years ago. [NP] and [NP] are the co-
coordinators of the wellness team at [NS]. We strive for each student to make healthy
choices everyday by encouraging healthy eating and exercise. We have started several
programs and activities that encourage a healthy lifestyle. One program that we started
this year is the [NS] Walking Club. Students can choose to participate in the walking
club during their recess time. We offer incentives for the grade levels and individuals
with the most miles. This has motivated some students that are normally inactive to be
active during their recess time. During Physical Education classes, our P.E. teacher is
using the SPARK Fitness program which allows more students to be more active during
the entire period. We have also begun to use the Organ Wise Guys curriculum. This is a
program that uses fun characters to teach students about our bodies and what we can do
to keep them healthy. We have several community partners that help us to reach our
goals for becoming a healthy school. St. Mary’s Mobile Dental Clinic visits our school
to offer regular dental checkups for our students. Purdue Extensions offers a classroom
curriculum, called Professor Popcorn, which teaches students about good nutrition and
exercise. This is offered to all grade levels. We also have some community partners that
help up with family health fairs to offer information to our students and parents. Hand
sanitizer pumps have been installed in all classrooms as well as several other places
throughout the building. Each homeroom is also equipped with emergency backpacks
that include items needed if an emergency should occur in the building. [NS] also has a
policy for healthy birthday celebrations. We send home a letter to families with a list of
suggestions for what students can bring in on their birthday. These suggestions include both healthy snacks as well as non-food items. We also encourage our staff to be healthy. We hold two staff health fairs each year. During these health fairs, staff members can receive helpful information, as well as blood pressure and BMI screenings. We have offered CPR training sessions to all staff members. Staff members can also choose to participate in a friendly weight loss competition. Staff members are paired with a team or partner to help them stay motivated and on track. This spring we are holding our first annual 5K [NS] Dash. Students, their families, and community members are invited to participate in the run/walk. There will even be a one mile fun run for the younger kids. This is one way we are working to make fundraising healthy at our school. We also hope that this will be a wonderful way to show our students and community how fun it can be to exercise. Fall and spring health screenings are one way that we measure our students’ health. Each time students are measured, weighed, and their blood pressure is checked. Students in grade four and five also participate in a survey twice a year that asks questions about their nutritional choices and physical activity. In the past two years, we feel as though we have improved our overall school health. Students are more educated about how to be healthy and in turn are conscience about the choices they are making and how those choices can affect their health.”

101. [NS] is proud of the many changes we’ve made in becoming a Healthy Hoosier School! This is our 3rd year of the [NP] PEP grant and things have really taken hold - news tips, grab ‘n’ go breakfasts, OrganWise Guys, walking club, SPARK PE program, Project PlayFit at recess and an exciting Yoga and Life class we’re starting soon…it’s been amazing to see our young Falcons respond! The big event at [NS] was our first “Family Fitness Night” sponsored by our school Wellness Committee. Staff and community vendors donated their time and set up different “wellness stations”. We incorporated learning and exercise because our school also focuses on being college bound. We developed a syllabus and encouraged the entire family to participate in the activities. A “Wellness Diploma” was earned after visiting 10 stations. Prizes were donated and included books, exercise equipment, toys that encouraged physical activity and games. The YMCA and TaeKwonDo gave free passes. We had so many that every child got a prize! Each ten minute station had a healthy trailmix ingredient and participants got a scoop when completed. A hospital donated bottled water. Community vendor stations included a, ZUMBA class by YMCA, TaeKwonDo obstacle course, blood pressures by our Coordinated School Health Specialist, a hospital dietician was on hand with information on healthy eating. PTA members also volunteered. Staff welcomed families, developed and ran such stations as, Dance Dance Revolution competition, PlayFit games, Spellercize (practicing spelling words while exercising), healthy foods dare, twist-n-graph (math facts and twister), Eat This, Not That (healthy food choices), Jazzy Jumpers (new jump rope skills), Musical Shares (musical chairs where no one sits out), Chicken Fat (the teacher even dressed up as a chicken!) We had an estimated 200 participants! The biggest challenge was getting parents to join in and not just watch their child. In spite of that, it was an overwhelming success! We can’t wait for the 2nd one! Our goals this year were to stabilize and build on our current programs not only encouraging healthy activities at school, but to teach parents how to incorporate fun activities into things at home…even homework!
102. [NS] began participating in the Coordinated School Health School Program beginning in the fall of 2008. A Wellness committee was formed and a Wellness rubric was created to determine areas of strength and weakness. The goal of [NS], with nearly 550 students, has been to create awareness among students, staff, and parents about the importance of physical education and activity, nutrition, health education and staff wellness. We believe we are on the right path to creating this awareness with measurable accomplishments completed. [NS]’s Coordinated School Health School program began it’s funding through the Welborn Baptist Foundation’s HEROES Initiative in 2008. In the fall of 2009, [NS] was moved to the St. Mary’s PEP Grant. These grants have helped to fund the purchase of equipment and supplies. The involvement with these grants has also created the school/community partnership that has provided [NS] with many resources and volunteers. In the past two years [NS] students, staff and parents have been given many opportunities to participate in programs that increase physical activity and awareness, along with mental health and wellness. Students have had the opportunity to participate in extracurricular activities that include boys’ basketball, girls’ basketball, volleyball, cheer, aerobics, and Step Up Club. Students and staff recently participated in [NS]’s Smoke-Free Week. A poster contest was held, announcements were read each morning, a Pig Lung presentation was provided to our 4th and 5th grade students and the students and staff signed a “I Pledge to be Smoke Free” banner. Parents have been invited to attend our Family Fun Night and Amazing Race. [NS]’s staff has participated in professional development on asthma awareness, unintentional injury and suicide prevention and a staff health fair. [NS]’s staff has also incorporated the Organ Wise Guys programs into classrooms. [NS]’s awareness of the importance of physical activity, nutrition and health has greatly increased over the past two years. Students, staff and parents are on the right path to making positive changes to improve the overall health of our [NS] community."

103. Program Description and measurable goals: This year was our first attempt at sponsoring a Family Fun Walk and Health Fair. The Health Advisory Council Leadership Team contacted various businesses, health organizations, school and community groups to ask for participation. We were able to host twenty four booths and had over fifty-four community members present to share about their products, services and facilities to promote health and nutrition. Our students were given the opportunity to visit the following booths: Table | # | Organization | Contribution
--- |--- | --- | ---
Welcome Banner | 1 | [NS] PTO | Door Prize Cards
Water Coolers | 1 | Grinder Switch | Cups
Ideas and Contacts | 2 | Girl Scouts | Hand Washing Booth
Helmet Safety | 4 | Gym | Fitness Challenge
Jump Rope and Heart Rate | 6 | Coit/Breast Cancer | Coit Services and Breast
Cancer | 7 | Chiropractic Works | Services
Safety | 9 | Parks & Recreation | Activities and Facilities
Health | 11 | Tobacco Drug Awareness | Tobacco Drug Awareness
Extension Office | 13 | Floyd Memorial | Blood sugar and lung capacity
Ideas and Contacts | 14 | Lions Club | Glasses Program
Screening | 16 | Dentist | Dental
Screening | 17 | Health Nurse | Vaccines and Head Lice
YMCA | 18 | Fitness | Library
Books and Resources | 20 |
104. Program Description: Jump Rope for Heart is a program that allows students to work on being physically fit while raising money to help heart/stroke patients. This program teaches students the importance of giving back to our community while learning the skills needed to successfully jump rope and stay healthy. Students also learn about the importance of the heart; how it works, and how to keep their heart healthy. Measurable Goals: Students are assessed on a variety of jumping skills at the beginning and end of the three week jump roping unit. [NS] set a school fundraising goal of $1500. Each class set a fundraising goal of at least $100. Teachers set a fundraising goal of at least $100.

Obstacles/Challenges: It was difficult to find volunteers to help with the Jump Rope for Heart event since it was held during the school day. Results: Approximately 75% of students improved on their jump roping skills. [NS] raised $2100 as a school. Every class made their $100 fundraising goal. Teachers reached their $100 fundraising goal.

105. The program we run here at [NS] yearly is the sophomore blood pressure screening. On the day of the state mandated hearing screening we run blood pressure clinic. Doing both screening on the same day cuts down on the amount of missed classroom time also allowing us to interject some health tips without nagging. After the student and given their results they receive information on what is a good blood pressure and what is not. They also receive information on how to improve their numbers. If a student has an elevated B/P they are called back down at another time and retested. They will be retested up to three times and if the blood pressure still remains high a note is sent home along with a phone call to the parent/guardian to have their student seen by their family.
doctor. All students are encouraged to stop in the health clinic and have their B/P taken a couple times a year. It is amazing how many students just come in and have their B/P check afterwards just because they know what it is about. Parents are very grateful for this program and being informed on their student’s health. As we all know the earlier you catch the problem the easier it is to take care of and for a person to have a long healthy life. There is very little cost to this program just the cost of copy work. I use volunteers and student nurses looking to fill time requirements for their clinicals. Classes are interrupted once for two issues, hearing and blood pressure which the teacher’s appreciate. This year we tested 289 students, we had 33 retested, 6 sent to their doctors and one already put on medication."

106. [NS] has 842 students and each student attends P. E. classes every other day for the entire school year. Each student is tested for S.H.A.P.E. standards. S.H.A.P.E. stands for, Super Healthy And Physically Educated. We have a rotation of two days in the gym with their sport/activity unit and then two days upstairs with fitness training on the track and in the workout room. A fitness test is given at the beginning of the year and at the end of the year. There are five components to S.H.A.P.E: bench press, 1 minute sit-ups, vertical jump, flexibility and the 12-minute run/walk. To qualify for our S.H.A.P.E. program and receive a fitness t-shirt, they must meet these requirements: Bench Press (on stationary/pulley machine)-75 lbs. for girls and 120 lbs. for boys, 1 minute sit-ups-55 for girls and boys, vertical jump-16 inches for girls and 19 inches for boys, flexibility (straight leg stretch)- 7 inches for girls and 2 inches for boys, 12-minute run/walk on indoor track-15 laps for girls and 16 laps for boys. Students can qualify during the fall and spring. Students should also sit their own goals to improve throughout the year. Here are suggestions given to student’s to work on at home: sit-ups, push-ups, leg stretching exercises, burpees (squat thrusts), and cardio-vascular exercises (biking, running, jogging, hiking, steppers, etc.) Challenges: It takes a lot of class time to test each student twice a year and getting parents to help them at home. It is sometimes difficult to get them to understand the meaning of being physically fit. With budget cuts there is concern that the current money used will not be available to pay for the shirts. Presently the kids sell magazines and a portion of that goes towards the purchase of our shirts. Approximately 25-30% pass the test in the Fall. This number increases by about 5-10% in the spring and most all students improve in at least one area from Fall to Spring."

107. [NS] in [C], IN has made significant changes in the lives of its students, staff, and families. Led by Wellness Coordinator, [NP]- 2007 NASPE National Elementary PE Teacher of the Year, changes have been made in the areas of policy, school meals, competitive foods and beverages, health education, physical activity, school wellness activities, and before/after school wellness. While it would be nice to select just one area where our school has made healthy improvements, the overall picture is much more impressive. [NS] now has an active Wellness Committee which helps coordinate all school wellness activities and initiatives. A few important changes made in just three years are as follows: Complete overhaul of the student breakfast and lunch program Only whole grain items are served Salads and fish served once a week Low fat/fat free milk Fresh fruit/vegetables served daily Students receive recess every day whereas they
did not have any recess up until four years ago. Daily physical activity breaks are utilized to get students up and out of their seats. Extensive before/after school YMCA program that uses the SPARK program secured by a PEP grant and a national Jump Rope for Heart grant. Variety of staff wellness opportunities offered every semester. Active student wellness group. The total number of students and staff members affected by these changes is approximately 675. The biggest obstacle is financial. We have no money or budget to implement our programs. All changes and programs are funded through volunteer work and service or grants. We are extremely proud to be a Bronze Award winner from The Alliance and are working towards Silver Recognition. [NS] is also the benchmark school for our district to implement changes in other schools. We will continue to strive for greater excellence and improvement each and every year."
1 Section H2: Student Descriptions

2 [NS] = Name of School
3 [NP] = Name of Person
4 [C] = City/Community
5
6 1. Hello, I am a student at [NS], and I am making a proposal that [NS] should be a
7 Healthy Hoosier School Award Winner. A lot of teachers and volunteers put in a lot of
8 time and effort to make sure that our school is fit and healthy. I appreciate this and hope
9 that you will as well.
10 [NP], our Physical Education teacher, is a main contributor. She is like one of the main
11 support beams in the [NS] pirate ship. She can not settle for less than the best, and has
12 shown it in her dedication to the school.
13 [NP] organizes and promotes many activities at our school to keep it healthy. These are
14 just a few…
15 • All school walk-a-thon
16 • P.E. health homework
17 • Fall fitness test
18 • Ice skating Field trips
19 • BMI’s
20 • All school health fair
21 • Pilates for teachers
22 • Girls basketball teams
23 • Kids commons activities
24 • Recess run for toe-tokens
25 • Safe routes to school program
26 • Healthy Nugget announcements every morning on the PA
27 • Extra P.E. teacher once a week
28 • Spring fitness test
29 • Roller skating field trips
30 • 6th grade Greek Olympics
31 • Monthly mile run
32 • P.E. fitness homework
33 • Bowling field trips
34 • Enforcement of the food pyramid
35 • Mill Race race
36 • Hope Ride
37 • Play 60
38 • Alliance for a healthier generation program
39 • Cheerleading squad
40 • Putt putt field trips
41 • Yoga for teachers
42 • Boys basketball teams
43 • Black Pearl Club for teachers
44 • Jump Thumpers
45 • Dance CD’s for indoor recess
• Extra gym use

If a teacher is this dedicated to her students, she deserves an award. If the students are
dedicated to their school, they deserve an award. If a school is dedicated to
fitness, it deserves an award. This is why [NS] deserves the Healthy Hoosier School
Award.

2. [NS] is a prime example of a healthy school. All around the school you can find
people encouraging students to live a healthy life and offering ways to get us kick started-
teachers, the cafeteria staff, even the janitors are there to support us on the way to a
choice worth making. In the cafeteria, students now have a choice to purchase water with
their lunch instead of milk. Bike racks have been installed in the back of the school
giving the kids opportunity to ride their bikes to school instead of car pooling or busing to
school every day. In the fall, [NS] had its first Walk to School Day, where kids were
couraged to walk to school with their parents, friends, and even pets. We have Field
Day once every school year where the students spend most of the school day outside and
exercising. Students in the 3rd grade are educated about the food pyramid and 5th graders
have an introduction to the DARE Program. Running is strongly encouraged at [NS].
Every once in awhile, during gym, the students will run a mile. The school is proudly a
part of Pup’s Running, an optional running program for 4th and 5th graders. This
program provides two additional hours of exercise for the students who sign up and
prepares them to do their personal best when they run a 2k (1.2 miles) race at the [C]
Church cross country course. The janitors have cut a mile course onto the school lawn so
that the kids have an opportunity to practice. [NS] is the perfect example of what it takes
to be a healthy school.


Why? We get choices of fruits or vegetables every day. Not just some days, but every
day.

Here are my reasons:
We get 15 minutes of recess. We get an hour of P.E.
Everyday our cafeteria staff gives us a choice of fruits and vegetables.
We have field day, All Children Exercise Simultaneously Day, Coyote Kick Off.
Those are when you go outside and run, have races against other classes. We get a lot of
exercise doing this stuff. But All Children Exercise Simultaneously Day (ACES) or
Walk to School day is when we walk around the whole school. We also have fun but
active games. We usually go around in a circle or we pair up with a partner or 2. It’s a
lot of fun for me.
Our school has signs that tell us to wash our hands.
We also have persuasive posters that tell us to drink plenty of water every day.
That is why I think my school should win the Health Hoosier Award.

4. [NS] should win the Healthy Hoosier Award because we are always doing activities to
help people stay healthy.

For lunch there are four main entrees and four milk choices to pick from. We can also
choose fresh fruits and vegetables from our salad bar. Every morning kids can go to
breakfast and they have different choices like whole grain pop tarts and yogurt. We got to
help make our school menu by checking off our favorite food choices. Then the lunch
ladies used our choices to make a menu. Our school menus also have health tips and facts
about different foods.

At school we have lots of times to be active like PE, Music, and recess. In PE we do
different sports and special activities like the Heart and Curious George Challenge
Courses. On the Heart Challenge we crawl through tunnels the way blood cells move
through the body. For the Curious George Challenge we read the book and then did
activities Curious George did in the book. Fourth and fifth graders are able to join Fitness
Explorers. Fitness Explorers is a group of students that meet on Friday mornings and do
different sports. In music we do dances and games like square dancing and the Bluebird
game. Before lunch students go outside for recess for 30 minutes. We can play on the
playground, the black top, or on the soccer fields.

At our school we have a news show called Fishbowl Live where we do a Wednesday
Wellness Message that talks about ways to stay healthy. There are different topics like
coughing into your elbow and how to brush your teeth. We also give reminders about
things going on at school that keep us healthy like the Smile Mobile, H1N1 shots, and the
blood drive. We also talk about our Million Mile Walk. As a school we are trying to help
our district walk one million miles!

So as you can see [NS] has a lot of activities that keep us healthy and that is why we
think we should win the Healthy Hoosier Award!

5. [NS] is an exemplary paradigm for a Healthy Hoosier School because of the focus it
gives to health and fitness. Our school sets out to be an example to the other schools in
[C], and for that matter, in the state of Indiana. There is a general fervor towards eating
healthy and exercising throughout the school, an electric buzz. In our classes, we are
allowed to drink water, so as to keep hydrated. It doesn’t form a distraction, but rather
helps the students focus due to Maslow’s hierarchy of needs. Our cafeteria offers food
that provides a balanced, proportionate diet. It also includes in its repertoire a salad bar
on Mondays and Wednesdays, and sub sandwiches on Tuesdays and Thursdays. This
provides choices for the students of [NS] that offer beneficial nutrients. Plastered
throughout the cafeteria are informative posters exemplifying the importance of a
balanced, proportionate meal in regard to effects on the body. There is a specific poster
featuring Usher in a milk ad, allowing the students to connect on a personal level to
someone they idolize, allowing them to be aware that is socially acceptable to eat
healthily.

The community of [NS] is a community that welcomes and ushers in fitness. Before and
after school, it is common for students to be walking the halls so as to fit exercise into
their occupied schedules. Through a federal PEP grant, [NS] improved PE classes with
the use of SPARK equipment. Physical education classes simply scratch the surface. The
school also offers aerobics, line dancing, basketball, volleyball, and a multitude of other
activities. There is something for anyone, no matter who they are, to do to better their
body physically. It’s not only the students that are participating in creating a healthy
lifestyle for themselves, the faculty and staff also set out to better their lifestyle. [NS]
hosts a weight loss club, with incentives to further increase participation, and also a
walking club that has outstanding attendance within the community.
6. As an eighth grade student at [NS], I would love to show you why my school should be nominated for the Wellness Award.

For one, eating is a big choice in healthiness. The staff here at [NS] help us to make good choices by giving us options at lunch like water, juice, fresh salads and fruit and wraps. These choices are very delicious! They also encourage us around school with healthy food awareness. We can bring water to class every day. In the concession stand, we open up to healthy decisions. We offer water, nuts, and granola bars; trail mix and fresh unsalted popcorn.

Not only is eating important. Exercise is too. In Physical Education we have 24 weeks of action. Our grades here are personally based off of heart rate monitors. It’s great! We also provide blood pressure tests a few times a year. We offered the H1N1 vaccination this year as well.

Being a STEM Academy as well also had benefits. We team up with USI (University of Southern Indiana) and do fantastic experiments. They consist of health and bacteria labs at USI where we hear on how we have to take care of our bodies. It’s an amazing benefit.

Along with in-school activities, we have them after school. Sports like basketball, hockey and volleyball are offered. Track, bowling, Cardio Club and Fitness Club are out there for all students to get in shape and have no limit (in numbers of participants). It’s an outstanding feature we have here.

Here at [NS], we have a great support team behind us. Our staff is a big contributor to all of this healthiness here. Our staff works out whenever they get the chance to, whether it be before school, or after, and even when they have their lunch. They encourage us all the time with exercising and eating right. They’re terrific examples for us.

These are the outstanding qualities here at [NS]. Those are the reasons I chose to nominate [NS] for the Wellness Award.

7. Being a healthy school at [NS] helps kids stay healthy and keep students from being so obese. We have walking club, no candy as rewards, and healthier food, such as whole wheat bread and baked food. We also got a PEP grant. The PEP grant is fun to get because it makes exercising much more fun than it was. To stay healthier we have personal best, which is part of the Spark program. In personal best we do push ups, sit ups, and we run/walk for 10 minutes.

Walking helps students from being so obese by burning calories and it increases your heart rate. Also, with no candy as rewards, students won’t think it is good to eat everyday. With healthier foods to eat we will think they are better to eat later on in life instead of eating junk all the time. Even though the personal best is kind of tiring, it still helps us stay healthy and keeps us from being obese. The PEP grant will also help us get rock climbing, which will be fun to have.

In conclusion, being a healthy school at [NS] helps kids stay healthy and keeps students from being so obese. We have walking club, personal best, and different activities like that. I think we have worked hard to stay healthy and be active. We should be the winners of the Healthy Hoosier School Award, and thank you for your consideration.

8. I think Physical Education classes at [NS] are fun and a safe place to learn.
The Bike for Life unit is an educating activity. [NP] is a good instructor. He tells us about the bike parts, every bit of information that we need to know, and he lets us ride the bikes so we can see what we need to work on.

The Ping Pong Intramurals are fun events that 4th and 5th graders get to participate in. We practice ping pong and learn strategies for ping pong. We face new and old opponents. In Intramurals we learn some of the history of ping pong.

Another unit we do in P.E. classes is Square Dancing. Square dance is a good dancing exercise. Not very many people square dance today but our class enjoys it. We dance in couples, so like girls and boys. We have learned a lot of square dancing history.

Volleyball is my favorite unit in gym. Our volleyball games in P.E. classes are fun. We have learned different positions. For instance, five people are in the front and the rest are in the back. There are some rules. After the ball lands, or [NP] blows his whistle, we rotate. Players in the back go left and the ones in front go to their right. Another rule is that the front people get to hit the ball three times and the back gets to hit it four times. Volleyball is fun because the first class we learned to pair up into partners and hit the ball over the net to each other.

Another special event we like is Focus on Health. The first time we had it we were in 2nd grade. I think we are lucky to have Focus on Health because no other schools get to host it. All [C] Schools get to come to our school to participate.

9. [NS] should be a Healthy Hoosier School because we experience and eat healthy everyday. Our cafeteria provides daily fruits, veggies and salads. We eat one vegetable and one fruit everyday and once a week we even have a new fruit or vegetable to try in our class. We have been able to try new fruits like pluots, star fruit, blood red oranges, and different kinds of berries. We have been able to try new vegetables like snow peas, cauliflower, and carrots. When we have parties for a holiday or special event, we have big fruit and vegetable trays filled with melon, grapes, pineapple, broccoli, carrots, and celery.

Another way we stay healthy at [NS] is by exercising. We have lots of ways we exercise. In the morning we work out by doing different activities on morning announcements like dips and knee touches. We can also do those exercises throughout the day. We also exercise in PE class once a week. When the temperature is nice, we go outside and walk around our track for 40 minutes. On special occasions we get to go roller-skating for a few hours as a fundraiser activity. Last week we had a Dance-a-Thon fundraiser where all the classes danced with the principal during recess time. In May, classes get to participate in a fitness walk. We all go outside and spend extra free time walking the track. This lasts the whole month of May. Last of all, when we are rewarded for good citizenship, we don't eat any food, instead we have a party with fun games and activities that are healthy for all of us.

These are my reasons why [NS] should be a Healthy Hoosier School!

10. [NS] should be chosen as a Healthy Hoosier School for many reasons. Our school offers healthy options for those students wanting to live a healthy lifestyle. It offers salads, subs, soup and peanut butter sandwiches. [NS] also offers healthy drink options such as milk, 100% juice, and water. Along with these healthy options, they also offer snacks with a nutritional value. For example they offer whole grain chips, fruits and
vegetables. They also offer healthy drink options in between classes to get a healthy 
burst of energy. There are milk, juice and water machines for students to take advantage 
of. Through our school’s FCCLA program, they held a Trojan Cooking Camp where 
they taught younger children in the school district how to make healthy choices through 
the foods they eat and the activities they participate in. The cafeteria also provides the 
food for many after school activities and other community events, so that the parents and 
students learn how to eat healthy together in the community. All around, [NS] helps 
students choose healthy options for a healthy lifestyle.

11. Our school should be named the Hoosier Healthy School for many reasons. [NS] is a 
school that recognizes the importance of mental health, as well as physical health. 
Without both of those, no one can be truly healthy.

Some examples of our school's concerns for physical health are how they don't offer 
soda in the cafeteria. Sugary drinks can lead to weight gain and tooth decay. They have 
posters placed all around the school which encourages us to stay drug-free, smoke-free, 
and to not drink alcohol, and they're working. Our school's sports are a big deal to us, 
and almost everyone is on a team of some sort. With the spread of the flu, our school has 
installed hand sanitizers everywhere. It's even a trend with the students to use them 
regularly. They also encourage us to be healthy outside of school with our health and 
P.E. classes.

[NS] doesn't just focus on its students' physical health-they teach us about being mentally 
healthy as well. Our academic team's motto is, "we aren't nerds-we're mentally buff!"

This statement has taken over the school and being smart is considered an asset, not a set 
back. I think this is because our school system tries to get us to excel at everything we 
do.

These are all valid reasons I feel our school should be deemed a Healthy Hoosier 
School. They try very hard to keep us healthy, and they get results.

12. [NS] should be a Healthy Hoosier School because we do a lot of healthy things. PE is 
an important part of what makes [NS] a healthy school. We run and exercise. We are 
always moving and having fun. Recess is a great way to be healthy. We have recess 
every day and we have lots of cool equipment like jungle gyms, monkey bars, swings, 
slides, and balls.

Another way [NS] stays healthy is be eating right. Our lunch ladies try to give us 
healthy choices. All of our food follows the food pyramid. We have food from every 
food group. For lunch we get lots of fruits and vegetables. we get healthy choices for the 
main food like salads or chicken sandwiches. We only have desserts a couple of times so 
we are healthier than if we had it every day. We dont have desserts at our school like 
other schools do. We usually only get desserts on special occasions like the Super Bowl 
or someone retiring. We also get milk every day so our bones are very healthy.

Fitness Club is one of the best ways to stay healthy. It is for an hour after school and 
we keep moving the whole time. We get to play the most fun games like dodgeball, the 
Wii, and four corners. We also had a pedometer challenge to see which group could walk 
the farthest. We also learn about nutrition at Fitness Club and lots of ways to stay 
healthy.
Every year we help people who have diseases or are very sick. Some of them are Pennies for Patients that help people with cancer, School Walk for Diabetes that helps people with diabetes, and Jump Rope for Heart that helps people with heart disease. Last year we also had a blood drive at our school and we were in a competition with other schools in Indiana. We won! Blue, the Colts mascot, came to our school and talked to us about PRIDE.

These are all ways that the students of [NS] stay healthy.

13. I believe that [NS] should be a Healthy Hoosier School because [NS] offers a huge amount of exercising activities in and outside of school. Our school has a Walking Club. On every Friday, our Gym and Health classes meet to walk for thirty minutes and afterwards we get fruit. We combine the activity of staying in shape while also eating healthy. Another activity we have is the Scooter 500. Around the time of the Indy 500, our school has a scooter race for any students that want to participate. The students get in teams of five for the race. Our health teacher also got enough grant money to get our school a rock climbing wall. Our gym classes climb on the wall about once a week. It works all of our body’s muscles and helps our balance. We have many in school activities.

Outside of school we host activities called intramurals. We have basketball, football, volleyball, and badminton intramurals. After every intramural, we get fruit and Gatorade supplied by the school. Our school wants to have fun by staying active and also eating healthy food like fruit, peanuts, and other foods. We even try to stay fit during class. Once or twice a week in Gym and Health class, we go down to the Health and Exercise room to exercise for around a half hour. Plus the Health and Exercise room is open to all students after school everyday. The Health and Exercise room is full of different exercise equipment. There are all kinds of equipment. There is weightlifting, treadmills, exercise bikes, Stairmaster, elliptical, and other Abs workouts. Without our gym and health teachers, then none of this would be possible. Our teachers push us to stay healthy and fit. They show this by giving us all the opportunities to stay fit. They take up their own time to make sure students stay healthy and fit. Our teachers give everything to our students. [NS] is a Healthy Hoosier School.

14. I am [NP] a fifth grader. I am writing to tell you about why our school, [NS] should win the HHSA. First of all I would like to talk about the Jammin’ minute. Every Friday morning we have live announcements and we participate in the Jammin’ minute. It is where our students take a couple minutes out of their time and exercise to be ready for the day.

[NS] also participates in Red Ribbon Week in October. This is where we have a whole week dedicated to be drug free. Some fun activities we get to do are:

1. Have a performance in the gym about not doing drugs or cigarettes.
2. We make flyers and have ribbons that say “Pawsitively Drug Free”
3. Grades 3-5 each learn about a new thing. For instance grade 3 learns about cigarettes, grade 4 learns about alcohol, and grade 5 learns about marijuana.

Another thing that we like to do is Jump Rope for Heart. Our Run and Walk Club participated in this. Each day for a month straight that students of Run Walk Club wrote
down how many jumps they can do in how many minutes. I would like to thank Danielle Van Buren who’s mom’s company donated $500 dollars to Jump Rope for Heart.

Alright, speaking of Run Walk Club, 5th grade has put together a program, where every Tuesday and Thursday, there is a special club and you run and walk for one hour. There are a lot of fun activities that they do. During the Spring, they usually run outside. Nurse Diane is in charge of this and I would love to say thank you! Nice job!

(NS) also put together Family Fitness Night. It is where one night out of the entire year, families come together and exercise. Family Fitness Night includes a walking trial, moon bounce, obstacle course, hula hoops and dancing.

In February we celebrate Dental Health month. On announcements we give fun tips to be healthy. Another thing we do is Body Safety presentations. Every week there is a healthy tip for families in our Tiger Tales. In November is our canned food drive/nutrition.

15. (NS) has many factors that make it a healthy school. Students are given the option to eat healthy. They have the choice of getting a side of baked chips or fruit instead of the more unhealthy ones. There is always milk and some sort of fruit or vegetable in the lunch line for kids to buy.

Aside from food, (NS) also has mandatory physical education and extra physical activities you can join in. For two quarters in the year, students have gym for two periods. This turns into a whole year of gym for one period. During gym everyone runs a 5K. Participation is necessary unless you have a doctor's excuse.

During the beginning of the school year, (NS) had a Fun Run ((NS) Challenge). In this Fun Run students got pledges for how much they ran. Classes took turns running on the track for a given amount of time. This was a healthy way of students raising money for their school and exercising.

(NS) has their own Fitness Club that students can join. The Fitness Club meets 3 days a week in the morning, an hour before school starts. It enables kids to get out and exercise. They work in the fitness room with all the equipment, for example, weight machines and treadmills. Teachers supervise this club as well as the Intramural Weightlifting that meets for an hour after school 2 days a week. They help the students if they want to train for a specific sport or activity.

I think that (NS) does a good job in introducing healthy living to its students with the health classes that tell you ways to live healthy and the teachers who teach it. Lunch choices give students the option to eat healthy foods as well.

16. (NS) should be chosen as a Healthy Hoosier School because they offer many programs and opportunities for the students to become more active and healthier. They try to ensure that all of the students are permitted to the best physical education possible. Each and every student puts an effort to their health by participating in gym, learning a smarter life style in health, and eating the nutritious foods that our school provides every day. In our lunches, they try to eliminate all of the sugar and salt that they can. They give us the right amount of servings that we need every day. We also have a fitness room for a different method of exercise during gym. In fact, the school has a Fitness club that meets every Tuesday and Thursday after school to work out in the fitness room. They supply us with a great quality of sports equipment including balls for almost every sport, nets,
cones, jerseys, and heart monitors. These heart monitors allow us to see how much we work physically in a certain amount of time during gym. Not only does [NS] have a great wellness education, but they hold fairs and fundraisers to inform our fellow classmates about better ways of living. The main opportunity we have is the St. Vincent’s Health Fair. For this event, we dedicate one of our school days to allow volunteers to visit and teach us about fitness, hygiene, and food choices. They pass out brochures, show us the contents in the food that we, as teenagers, eat daily, and even give out free prizes. They hope to help us change the country one by one. We also celebrate Livestrong day by collecting pledges for each lap we run around our track and donate our earnings to the Livestrong foundation. As you can see, our school tries to be as active and healthy as we can be. We seek as many opportunities as possible to make our school healthier.

17. Hoosier healthy schools are schools in Indiana that excel in health and we at [NS] have some good reasons to be a candidate for this honor. [NS] has many great qualities and extra activities that make our school very healthy. Hoosier Healthy schools are the healthiest schools in Indiana, and our school should be one of them because our school supports kid’s health, and we have great after and during school activities.

First of all, our school supports kid’s health. [NS] has a great nurse that helps us when we are sick or have anything wrong with our health. We have posters all through the school saying “Wash your hands”, “Cover your mouth when you sneeze or cough” and many more. Our staff and faculty give us healthy tips and advice too. Our school helps us get to great health in many ways.

Second, our school has a great selection of healthy foods at our cafeteria. The cafeteria has great choices like apples, carrots, salad, baked apples, and much more. Our nice lunch ladies bake delicious entrees that kids just love. We offer milk as a drink and people with an allergy can bring water, along with anyone else, or have an option to juice.

Third, our school has great athletic activities during and after school. We have PE, which is also known as gym class, which a lot of students love. PE consists of many great and fun games including, floor hockey, basketball, soccer, and a handful of others. Before PE we stretch and run laps to get us ready for class. We also have PUP running after school which you compete in competitions of running which really helps your health and endurance.

To conclude, our school is a very healthy school where people love to be. We have many helpful ways to be healthy too. I, along with many others think that [NS] of [C] schools should be a Hoosier healthy school because our school supports health, we have great lunch choices, and we have many great athletic activities.

18. Healthy Hoosier Schools are schools that promote health while children are learning. I feel that [NS] should be a Healthy Hoosier School.

Why? Our [NS] Wellness Committee (founded in 2006) has done many things to help kids in this school be healthy. First of all, the majority of the kids got the H1N1 vaccine on November 2009 to prevent getting sick from the virus. Second, our puppy run program has become even more popular after the brand new fitness trail built last year that was sponsored by the PTO. The fitness trail, together with the monkey bars, sling ball, swings etc., have encouraged many students to go outside and exercise. Also, the
teachers reward good behavior without using food. They give them more computer time, extra reading time, a special job, etc. Another thing is that [NP], the nurse, showed a hand washing video to everyone through the classroom monitor. Hand washing is very important because many germs hide on your hands. Our morning announcements include many healthy tips for the kids to hear, which the student say and researched by themselves. The gym teacher, [NP], often has the children in the gym class act as if the gym was a body, and go through the “heart” in the center to the “lungs” and then to the head or feet. This model helps children of all grade levels understand how the circulatory system works. Last, [NS] have fun and colorful nutrition bulletin on boards outside the cafeteria that provide food pyramid choices. Those choices allow students to see what types of food they are eating.

All these reasons and many more are why [NS] should be a Healthy Hoosier School.

19. [NS] should be a Healthy Hoosier School because our cafeteria staff has changed our choices by adding more fruits and vegetables. This school year we have been doing Project 18 which helps us eat smarter, set goals and get active. Project 18 influences our school to eat and play healthier than ever before. In March we had an event called Project 18 day, it was 18 stations of fun, with activities like dancing, jump rope, heart obstacle course, seat belt safety station and more. It turned out to be a huge success!

[NP] and I have been interviewing teachers and students on why our school should be a Healthy Hoosier School. First we interviewed [NP] in [NP]’s 3rd grade class. We asked “what have you learned throughout the year about being healthy?” and he replied “I have learned that not all sugar and fat is bad for your body.” [NS] teachers have put a lot of effort into teaching students to be healthy and stay active. They have taught us to find something we like to do and have fun doing it. We interviewed our school nurse, [NP], and we asked her “Do you think our school is a Healthy Hoosier School and why?” She replied, “[NS] should be awarded this honor because almost every student grades K-5 know the colors of the food pyramid and what they stand for, students enjoy learning how to improve themselves.” [NP] our assistant principal says” Kids are thirsty for knowledge on how to be healthy, they are reading more labels and saying no to certain things we used to say yes to.”

Next we interviewed a 3rd grade student named [NP] and we asked her “What have you done to improve yourself, in healthy ways?” She replied “I go to the monon center twice a week to work out with my family.” This is why [NS] should be the Healthy Hoosier School Award winner for 2010; we live our motto of “Experience Excellence, Explore Opportunities, and Realize Potential!

20. As a student at [NS], I have a lot of reasons why I believe [NS] should be chosen to be represented as a Healthy Hoosier School. Here are some examples of our commitment to living healthy lives.

Every Wednesday, we do the JAMmin Minute. This is when we all get out of our seats and exercise. They are silly moves but can be done in a small space without equipment. The school also has a weekend wellness challenge and a Walk to School Day unlike many other schools.

The Wellness Bulletin Board is a place where many people can see what is going on in the community and events that offer information for healthy living. Some other things are
the Health Fair for the community and the Health Fair for students. These fairs give tips
to living a healthier life style. The community health fair was on October 10th and the
student health fair was on February 17th.

As we all know, the horrendous H1N1 disease caused a problem for many people. Since
[NS] is committed to being a healthy school, all students and staff were offered the
H1N1 vaccination. This helped to not only stop the spread of this disease within our
building, but our community too. The vaccine was given here at school with the help of
parent volunteers.

The school sponsors Walk Across America. Every time somebody walks, they get to
record it on a United States map that we have displayed. A little bit can go a long way.

Lastly, [NS] has a Pup’s Cross Country team for the 4th and 5th graders. Any student
can sign up to participate in this event. This team is about beating your own time, not
someone else. It truly encourages individuals to participate no matter where they are in
their journey to living a healthier life. I know I liked when I participated on the team.

Because we are committed daily to living a healthy life, I believe, our school and staff is
already a Healthy Hoosier School!

21. What makes [NS] a healthy school? [NS] is a seed; it is striving to grow everyday.
Our school promotes physical and emotional health. We can place the individual needs
and potential of students at the forefront of efforts to find a durable solution to keep
students strong, well educated, and healthy. Our school is very proactive. [NS] provides
Wellness Fairs, supports Jump Rope for Heart, and creates small activities such as Walk
to school days. Our staff members and students are very motivated to be a healthy school.

Not only are we proactive but we are also reactive to the many issues affecting our lives.
Our school has done much charity work such as Pennies for Patients; Pop Tabs for the
Ronald McDonald House, and a lollipop drop supporting a graduating senior from [NS]
High School. Also there are many hygiene problems that can be issues. Our school takes
pride in making sure each room is cleaned every day after school. [NS] also provides
free H1N1 vaccinations for its students. [NS] understands the value of students and
provides emotional help. To ensure the student is confident in his/herself [NS] hires the
finest staff. Some of those that lead our staff members are [NP], our principal, [NP] our
assistant principal, and [NP], our counselor. They do an exceptional job of helping
students through tough times. They help make students become more self-assured and
provide programs such as banana splits helping students whose parents are divorced. Our
school is physically healthy as well. We have a full-time nurse, Nurse [NP]. Our school
provides daily recess, and our playground consists of mulch areas, basketball courts, and
a soccer field. The school provides a balanced nutritional diet such as servings of fruit,
vegetables and milk and all students receive Physical Education weekly. Our school helps
students to build lives of dignity, health, security, and self-sufficiency. Our seed will
eventually grow into a big tree with its branches strong and healthy. [NS] realizes that
where hope grows miracles blossom.

22. [NS] reduces the obesity rate of teens. I am glad to attend a healthy school like this.
[NS] provides healthy food, exercise and education that keeps us aware of the
consequences of obesity.
The healthiness of [NS] lunch follows me home. When I get home I don’t eat a lot of junk food. I’m not addicted to soft drinks thanks to my school. Milk is always part of my morning; I have a glass everyday before school. We are always provided with fruits at lunch. Even the chips are baked, no fried food. We are not provided with unhealthy soft drinks or energy drinks. The vending machines advertise water. The snacks don’t contain preservatives. Nobody likes the school prohibiting gum, but gum contains sugar. No gum adds a plus point to our school.

Even though I help myself keep slim by bollywood dancing, I get a lot of my exercise and flexibility from school. We do cardio every week to help with endurance. We have a day in the weight room to get rid of excess fat in my body. On Friday we end the week by playing a fun game or workout video. We are also offered after school options like, wrestling, basketball, volleyball, track and field. A sport for every season, so you will not have a chance to gain a pound.

Three days in gym, what about the other two days? We are educated about staying healthy, safety, diseases, and staying away from drugs and danger. There are posters all over school advertising the consequences of using drugs. There are posters in the cafeteria with the food pyramid. There are posters with basketball players, rock stars and people that influence us with milk on their lips talking about the advantages of milk.

I am proud to be a student of an extraordinary school. I smile everyday, confident about everything I do because I know I can touch my toes without bending my knees! [NS] is doing a good job in making America’s healthy future. Keep up the good job [NS].

[NS] is a Healthy Hoosier School because we have things like Running Club, P. E., recess and healthy lunches. They all help us stay fit and healthy and that is very important.

[NS] has a Running Club where students can stay after school and run to stay fit and healthy. This is important because you need to run to stay fit and to exercise your body. P. E. is also very important because our gym teacher, [NP] has us jog around our gym track. This is very important because people who don’t play a sport still need to be healthy to live a longer, healthier life style. In P.E. we do things that make us happier and healthier. We play games like dodge ball, capture the flag, and many more. This is fun because you’re getting a workout, and having fun playing the game at the same time.

[NS] has a healthy lunch, too. They serve us healthy salads, fruit, and bread. We need healthy foods because it gives us energy, unlike unhealthy foods that only slow you down. If you only eat junk food then it wouldn’t get you the healthy things that your body really needs. If you eat food that is good for you, then you would feel more fit, and you would know that you would be living a healthy lifestyle.

[NS] is a Healthy Hoosier School because we have many things to keep our whole school healthy and that is really important. [NS] is a great Healthy Hoosier School.

My name is [NP] and I am a fourth grade student at [NS]. I believe our school should be a healthy school because of the food we eat in the cafeteria, and the activities we do in physical education. The food we eat that I consider as healthy things are served everyday. Think of all these foods: grapes, carrots, peaches, and pineapples. ALL good foods right!? Our cafeteria ladies serve these foods to keep us healthy and full of energy!
Now in the gym, [NP] has an amazing idea of what keeps us healthy. Once a year, we do the heart adventure challenge course. The course has two sides, red and blue. The red side represents blood with oxygen and we do activities, which include jump roping, jumping over hurdles, running through hoops, and crawling through tunnels. The blue side represents blood without oxygen. On this side we ride on scooters, circle through hoops, and do a rope pull across the gym.

Another thing we do is Fitness Testing. During fitness testing we do the PACER test where we run back and forth and keep track of our laps. The other part includes push-ups, curl-ups, and sit and reach. We count the number of push-ups and sit-ups we do. In sit and reach we use a measuring box where you sit with your leg straight out and measure how far you get in inches.

[NP] does a really good job of keeping us healthy by making sure we get lots of exercise! We do many more things that make and keep us healthy in the gym but I think that gives you a pretty good reason why [NS] should be a healthy school!

25. [NS] leads students to live a healthy, active lifestyle. Not only does [NS] teach healthy living habits within the school lunch, the school also offers several fitness programs for both athletes and non-athletes.

Three years ago the school changed the lunches for the students. This included the removal of soda products, fattening snacks, and unhealthy lunches. They were substituted with milk machines, small Gatorades, vegetables and fruits, and healthy entrees. While the school can’t control what a student eats outside of school, they can still provide the students with a healthy lunch during school hours.

[NS] offers several classes for athletes and non-athletes. Non-athletes can participate in the aerobics/Lifetime Fitness class. The students in these classes travel to the freshman campus to use the weight room and cardio machines. Along with this you will also learn step routines, abdominal routines, and overall life skills. After a year in these courses you can then join advanced aerobics or retake LTF. The advanced Aerobics focuses more on cardio, running, and weight lifting. As part of the curriculum, students enrolled in advanced aerobics frequently check their BMI and try to maintain or reach a healthy weight.

The class, athletic weights, is offered for in season athletes and year round athletes. You are given goals for bench, squat, clean, 40 yard dash, vertical, and body fat. Every nine weeks the athletes are tested to see if they have reached their goals. Our strength coach teaches correct technique necessary to improve strength. Along with this the athletes are also taught speed and agility skills. This keeps the athlete in shape and in better health.

Not only are all students offered these classes, before and after school programs are also offered. All students were recently given the option of Championship Monday and Wednesday. This program teaches speed development. This is offered to grades 8-12.

After your workout, a healthy and nutritional breakfast is provided to the athletes to prepare them for a successful school day.

26. Hi, my name is [NP] and I go to [NS]. I would like to tell you why I think our school deserves a healthy school award.
Very few fifth graders get to have the amazing experience that I do. My favorite part of the day is getting to go to wellness and health class. We have four wellness teachers and two health teachers in our school. I get to go to wellness every other day. This is more than some schools offer. We have two amazing gyms with a track. We also have one of the best cardio and weight rooms I’ve ever seen. I get to use the equipment every other time I go to wellness.

I think it’s really cool to see kids my age using all of the great equipment, such as the weights and elliptical machines. My favorite machines are the stair climbers. We had a stair stepper challenge in wellness. I was able to step over 2,000 steps in fifteen minutes. Most kids my age have never even been on a stair-climbing machine. I know it will encourage a lot of us to continue exercising for the rest of our lives.

Our school also offers after school clubs that allow us to get exercise and have fun! These clubs are the Running Club, Zumba Club, and Fit Kids Club. The Running Club promotes good health by letting students run together as a group. I love Zumba. We learn a lot of Latin and hip-hop moves. We just think we are dancing and having fun and then we realize that we are really exercising. We always do something new and fun in Fit Kids. One day we will play games in the gym and another day we are working on fitness. I always look forward to what we will do next.

You won’t see any pop or junk food machines in our school hallways. Our cafeteria always serves healthy food choices, like fresh fruits and vegetables. If you don’t like the lunch they are serving, you can choose a salad or yogurt and cheese meal.

Not only are the students trying to be healthy, the teachers are too! This year over forty teachers joined a weight loss challenge. After school you may see them walk down to the cardio and weight rooms for the weekly spin class or even just to workout.

You see, [NS] cares a lot about their students. It is a place that offers us great fitness opportunities, healthy food choices and a great education. Because we don’t just need healthy minds, we need healthy bodies too!

27. [NS] is the passing point where kids learn the value of being a young adult. During these years everyone starts to develop habits that will stay with him or her throughout life. [NS] teaches students how to be healthy, so, they can live a better life. For example in health class we learn about eating healthy and how to exercise. This will help us become better adults in the future. Teachers and peers care about our emotional and social health too. Teachers and make maps to help guide us to a healthy life style, to better ourselves. In wellness class, our teachers teach different exercises, and games to keep us in good shape and healthy. Some people think some of the games played in wellness class are hysterical and fun. Our teachers try to show us that exercise can be fun. The games are made to help us stay in shape and healthy throughout our lives. We also offer a variety of different sports that everyone can tryout for. [NS] has everything from Golf, wrestling, swimming, to baseball, football, and track. These sports help kids to be healthy both physically and socially. Hundreds of kids will stick with these sports all throughout high school and college, which keeps them in shape. Socially, kids meet a bunch of new people and form a bond of friendship. These sports are encouraged to be played to help young adults have fun with these middle school years. Whether you play a sport or not, because of this positive influence kids are honored to wear the black and gold to [NS].
28. My school is already healthy. We have lots of things to keep us healthy like germ-x, and a school nurse. We also have a thing called fitness club where you can sign up for it. Mustangs-N-Motion does one fun run against the other [C] schools. Like last year when I was in 3rd grade I ran something called 1200 meters. Mustangs-N-Motion really made a big difference on my strength and it made me able to run faster.

My school also has a thing called healthy school week where we get to wear like hats on Monday, or sweats on Tuesday, exercises lead by our principal, and stuff like that.

We also have one thing called field day. That is where your class and the other classes in your grade get together around April or May and we have play games from around the world.

We also have P.E. or some people call it gym. First we exercise do like butterfly, superman, seal, and ramp. Then we go to stations and we have groups that we do each exercise station with. Then after we rotate to all the stations we play a game like straddle ball, pin ball, survivor, or snowball tag.

29. [NS] should be a Healthy Hoosier School because of all the heart healthy choices we make. We make great choices that a lot of other schools may not make!

We participate in President’s Challenge testing. To help us with our President’s Challenge, we have Project Fit America equipment (PFA) that helps us build our arm strength, abdominal strength, agility, flexibility, cardiovascular strength and speed. At recess kids in all grades can practice these areas to make us healthy.

Our cafeteria makes healthy food choices. There are raw and cooked vegetables, and lots of fresh fruit. Instead of frying, we bake, and there are very few treats.

Some schools do not have a not nurses. At our school we have a nurse that goes over and above to help us each and every day! She has great equipment that she can work with and makes sure that every student leaves her office with a smile. [NP] does everything she can to make our school healthy, there is not a better nurse in Indiana!!

We have health education in our classrooms. Our teachers work hard to help us with a healthy education. We talk about things that make our heart healthy and about making [NS] a healthy school! We are very smart students, and we are getting a healthy education!

[NS] should be chosen as a Healthy Hoosier School because of all the good choices we make. [NS] is the best school in America!

30. I Believe [NS] is a Healthy Hoosier School because we participate in Peyton Manning's Project 18 nutritious food program. When recess ends, I am very excited to eat lunch because after we eat, we go to our class poster. The lunch lady marks down how many fruits and vegetables you had for lunch. The maximum is two checkmarks per lunch period. Some of the fruits and vegetables you can have include apples, pears, corn, peas, pineapple, and a lot more. The first class who receives enough tally marks wins a backpack card signed by Peyton Manning and ten dollars in Cafe Cash, money that we earn during lunch for our economics unit. All of the classes that don't win receive five dollars in Cafe Cash. While the competition was going on at our school, our class lost hope in ourselves because we only had around forty check marks, and the other classes had close to the sixties. When [NP] was about to announce the winner, everyone was
nervous. [NP] finally announced the winner as [NP]'s class. Everyone clapped for them, and you could definitely hear that [NP]'s class was very happy. It would be a blast if [NS] could participate in Project 18 again. I believe that Project 18 encouraged me to make healthier food choices instead of snack food.

31. [NS] is a school that really cares about its students. Our school does everything it can to keep the students and teachers healthy. Our school also keeps us fit. There’s lots of different ways that [NS] keeps us healthy. My favorite is the after-school clubs; kickball, dodge ball, kick boxing, basketball, and much more. They’re fun ways to stay healthy and active.

Some of the kids in my class gave me their opinions. They said they like the way our school has changed and is healthier. I agree! I feel I am healthier because they offer more fruits and vegetables than before.

Our cafeteria has a wonderful program for the fourth graders. It is called Project 18! It is where each class is a team. Each person can eat any number of fruits and vegetables. If a person eats two or more veggies or fruits they get two points. One gets one, zero gets none. The kids were trying more fruits and veggies and discovered new favorites along the way. Through the program kids were encouraged to eat very healthy.

One of my friends, [NP], told me she thinks our school is very healthy because we now substitute snacks for physical activities. I love this too and so do my classmates. For birthdays there are different ways we celebrate. Sometimes we have extra recess, read books, and free time along with other exciting things. My class, [NS]'s, has a dance to celebrate! It’s called the Happy Dance! The birthday person does the dance with [NS]! You raise and shake one leg while you do the twist, then you switch legs. It has become so popular that the entire class does it with the birthday student. It really makes your heart work and makes us more alert than a cupcake would.

[NS] is the healthiest school around; the teachers find healthy rewards, good food, and great active programs! I think our school is so healthy because the adults actually care for their students! [NS] ROCKS!!!

32. Why should we be the Healthy Hoosier School? You may ask yourself that question. Here's why [NS] should be the Healthy Hoosier school. Because the cafeteria gives us about ten choices of fruits and veggies to stay healthy and have a great resource of energy. Everyday we have a recess either outside on the playground or in the school gym when it's raining. Also in two out of every four specials we do physical activities like stretching everytime before we do the class. That is why you should chose us for the best Healthy Hoosier school award because we do very good phycial activities and eat healthy to stay at a level of good health. Than you for taking your time to read this.

33. My name is [NP] and I am a fourth grader at [NS] and participated in the Peyton Manning Project 18 this year. "French Fries?" No thanks. [NS] got the chance to do the Peyton Manning Project 18 this year. It was a real motivation for us to eat our fruits and veggies. Instead of having chips in our lunches we wanted to have an apple or some carrots. The Peyton Manning Project 18 is an amazing program that started and is keeping us healthy by focusing on eating healthier and tracking the fruits and veggies we
eat during our school lunch time. Now we are going to start saying no to French Fries
and yes to carrots even more!

34. Eating healthy is important for everyone. So, the Project 18 Challenge was good to
get kids started on a healthy eating pattern. I think most people today need a push to get
them started on healthy, good, and delectable fruits and vegetables. Before Project 18
Challenge, I thought fruits and vegetables were gross and I never ate them. But now I
know which ones I like and I am definitely happier and much, much, healthier. And if
you're one of those people who just don't like vegetables maybe you just haven't had the
right kinds. Try to be adventurous, and when you know your favorites, eat them.

Making Health Choices is what Project 18 Challenge is all about, and I've been making
healthy choices ever since.

35. I think my school; [NS] should be a Healthy Hoosier School because we serve fruits
and vegetables everyday. I like that we have the choice of fruits and vegetables. I think
everyday I see salads. These fruits and vegetables don't just go to waste, we eat them. I
know someone who gets two fruits and vegetables everyday. They did that during the
Project 18 Challenge and trust me; it just wasn't because it was a challenge. We love
fruits and vegetables! The Project 18 Challenge gave us the chance to do something fun
with what we love. We have salads and we make them fun by putting chicken nuggets in
them. Our lunch menu is healthy but fun. We have fresh steamed carrots, broccoli and
much more hot and cold. Our school is a great school to let us have fresh hot and cold
fruits and vegetables everyday. We like that they color the applesauce to make it fun.

We like that we have more than one choice so we can get what we want. I know that I
wanted a fruit. I didn't like mixed fruit. I was able to get pears instead. Teachers set a
great example by getting their fruits and vegetables too. They probably don't do it just to
 teach us a lesson to eat our fruits and vegetables. They do it out of their own will. So do
we. We eat our lunch with our fruits and vegetables then we go out to recess to run, jog,
walk and play it up. We not only eat fruits and vegetables but we get active too. If we
eat ten fruits and vegetables, we get an awesome hand token. Also if we run or walk a
certain number of steps in Gym, we get cool foot tokens. We try to be healthy all
throughout the year not just at a certain time. We have woods so we can walk through it
before and after school. We try to be a healthy school and we are working on our healthy
habits for a long lifetime.

36. [NS] provides outstanding opportunities for health to its students, which is why it
should be a Healthy Hoosier School. Our Multi-purpose Instructional Facility (MPIF)
consists of extra classrooms, a weight room/fitness room, and 4 full size basketball
courts. The fitness room includes 10 treadmills, 10 ellipticals, 10 bikes, and 2 recumbent
bikes. The weight room is accessible three times a week after school for students. We
have a full range of fitness equipment such as videos and heart rate monitors for the P.E.
classes. There are many P.E. classes students can choose to take. Among these classes are
Third Year P.E.: Team & Individual Sports, Lifetime Fitness, Aquatics, Sports Medicine,
Advanced Conditioning & Weightlifting. Current Health Issues is also an advanced
health class students can take. During sophomore year, P.E. students are trained in life-
saving CPR. The MPIF is available after school to accommodate club sports and other
activities. My school also holds open gym and open swim to anyone and has health fairs. This encourages people in the community to stay healthy as well. [NS] not only encourages students to be physically fit and healthy but also to eat right and drink water during the day. In the cafeteria, there are many healthy food options for students to get the right nutrition. We are also encouraged to keep a water bottle with us to drink during our classes. Every week our school nurse comes over the intercom for “Words of Wisdom Wednesdays.” Here she gives us tips on how to lead a healthier life. My school works in every way to keep its students and members of the community healthy and active beings. My Healthy Hoosier School has made a huge impact in the lives of its students and will continue to do so for generations to come.

37. I think [NS] should be a Healthy Hoosier School for many reasons. The first reason would be that all students have a chance to be in the school running club. Everyone in my class has joined and most of my class has gotten into the 9 minute club. Our P.E. teachers challenged us to join, and each P.E. day we spend the beginning of our class trying to beat our personal best time for running. All [NP], our P.E. teacher does, is keep track of the time, pushing us to the next level by running adding on an additional minute to our time. If we can run that length of time, we get to sign our name on the poster, joining the club. It is a really big deal to be in one of the running minute clubs. We will go around all day letting other kids know that we’re in the club. Kids really push themselves to go for the highest level club. Those kids that have asthma, or get dehydrated often stop and have trouble reaching the highest minutes, but they usually are on one of the clubs. Another reason we should be a Healthy Hoosier School is that our lunch ladies always have fruits and vegetables for lunch. We don’t have any fried foods at school. I go to after school care – BAC – and they always have healthy foods for snacks after school. During our midday time, even when it’s cold, nobody just sits around on the playground. We have lots of space and play equipment. We challenge each other to see who can race to touch the top of the pole first. Even when it’s cold, you won’t see anyone sitting around. We have to move around on the playground to be sure we don’t get too cold. When I am attending BAC – I see our teachers working out in the teacher weight room. I also see teachers who attend Zumba classes in our gym after school.

38. As fourth grade students we think [NS] is a very “Healthy Hoosier” place because we have very good fruits and vegetables lunch and breakfast. At school our school parties we have very yummy, healthy snacks that our parents bring. [NS] books and talk about things such as the food chain, Food Pyramid, and the foods we should eat, the foods we should not eat to keep us in shape and healthy. In fact, our P.E. instructor has a “Fit Club” during some of our recesses that helps us be more physically fit. We learn new and different games there and how to be keep from hurting ourselves when exercising. We do a lot of stretches and cool downs. Also, to keep all of us at [NS] thinking about fitness we have a school wide walk. Every year before we go on our walk through the neighborhood the teachers talk to us about the importance of fitness and why using drugs or alcohol keeps us from being healthy. We exercise at recess by running, jumping rope and playing on our equipment like many schools. But we also have a new walking path on our playground! A lot of us really like walking and talking on our path that is made of
recycled tire pieces. We are also healthy at [NS] because our teachers and staff make sure we are as clean as possible. Every day we wash our hands before we go to lunch. Also, our custodians put “elbow grease” into cleaning our lunch room and classrooms. All these are reasons why [NS] should win the “Healthy Hoosier” Award!

39. [NS] should be chosen for the “Healthy Hoosier” award for many reasons. Every day our morning school announcements that are shown on television. There is always a healthy fitness tip from the nurse that helps students and teachers throughout their life. We might be reminded to always stay active and eat healthy foods even for birthday treats. We try to bring in pencils or stickers instead of unhealthy treats.

Our gym teacher motivates the student to stay healthy and keep active. Every year he sets up an obstacle course and the Jump for Heart fundraiser which is a lot of fun. He makes up games so we can stay active and have still have a great time. In gym class we run laps and our teacher encourages us to keep moving. We also play tag or kick ball. He also plans a school wide activity day called “field day.” There are games we play with our class mates, eat healthy snacks and drink a lot of water!

Being active is so important at [NS] that we get recess two times a day. We can run, walk and play on the equipment and jump rope with our friends.

In our classes we study ways to be healthy when we use our health books. There are lessons on nutrition. In some classrooms there is a snack time every day. The teachers make sure the snacks are healthy. The school work is not overwhelming. The teachers understand we need exercise which helps to make everybody emotionally healthy.

At lunch, we are served a variety of fresh fruits and vegetables every day. We have low fat milk and even the milk cartons have health tips on the side. The milk gives all growing kids calcium.

[NS] also has sanitizers scattered throughout the school that are mounted on the walls. Being able to wash our hands keeps us healthy.

We are also emotionally healthy. There are people at [NS] to help with problems if one occurs.

These are the reasons [NS] should be chosen for the “Healthy Hoosier” Award.

40. My name is [NP] and I am a 3rd grade student at [NS]. I think [NS] should be a Healthy Hoosier School. There are many reasons why we should be a Healthy Hoosier School. The first reason is that our school provides us with a fruit or vegetable snack everyday! I enjoy eating the snacks because the fruits and vegetables have vitamins A and C in them and they help us get healthy. The second reason is that our school has a playground and fitness trail. It helps us exercise and makes our bodies healthy during the school day. We even get to use the playground and fitness trail after school during Boys and Girls Club. The last reason we should be a Healthy Hoosier School is that our physical education class is fun because we always get to do something different and interesting. It is a fun way to help our bodies. [NS] does so many educational and healthy stuff that we deserve to be a Healthy Hoosier School.

41. Ever since my freshman year at [NS], I have been educated more and more on the importance of my health. Groups at [NS] make it so that one's own personal health is something that is a crucial factor in everyday life. My freshman year, F.I.T. Club
Falcons in Training had a competition to see how well the school as a whole could become fit just in time for Spring Break. It was a real exciting and motivating way to lose weight for spring break. I learned that just an hour of daily exercise really makes a difference.

My sophomore year, there were different fitness tips each month and various organized events that F.I.T. Club held. Each month that year, reminders were available about the importance of being healthy and how to accomplish it. One month I received a magnet with 10 healthy tips on it and another month apples and granola bars were delivered as a healthy choice for breakfast. These were just two of the things done my sophomore year. [NS] has continued to be on a mission to educate the students on the importance of good health. In 2009, my junior year, [NS] won an award from Channel One for the school taking ACTION with making healthy choices and how we educate students about fitness.

In 2010, now my senior year, we organized a Health Fair, where students were able to come and have an enjoyable time while learning about how to make healthy decisions. The Indianapolis Fire Department can and showed proper escape routes, a WII was set up for student to participate in a fitness game, and healthy snacks were provided by a nutrition class.

[NS] staff has always been open to ideas and comments on improvements to the program and even allowed myself to teach a fitness class for the students and staff, ZUMBA! The students and staff were very receptive to the class and it has since become a huge hit. It means a lot to know that the teachers at our school are willing to take time out of their busy schedules just to help the students with special ideas and organizations such as Zumba. The attendance of the students at the class shows the leaps and bounds the students have come when it comes to their own fitness. Students are now taking time out of their lives to become more health conscience!

My name is [NS] and I am in the 5th grade at [NS]. I know the importance of working hard to be active by participating in soccer leagues and running track with Indy’s Racing Cheetahs. Our school encourages us in so many ways to be healthy and fit.

When we first come into the building we put our things down in our pods but we don’t unpack yet. First, we go into the gym with other grade levels for TEAM Time. Our physical education teacher stands on the bleachers and leads us in some dances, exercises, and stretches. We repeat patterns of steps and movements and sometimes freestyle where we can do whatever we want. We dance to the Cha Cha Slide, do skier jumps, rock forward and back, and much more. After we finish dancing, we stretch and relax. We leave TEAM Time in an orderly fashion to start our day.

In physical education (PE), we put our pedometers on to track our steps to challenge us to reach our individual goal of 2400 steps. After we get our pedometers on, we get right to work on jump ropes as part of the Jump Kids Jump Movement and combine strength training into our jump rope and fitness skills. Our games challenge us to remain at a high activity level to reach our goals.

In the classroom, we used pedometers to track our steps each day of the week. We wore the pedometers for two months to see our activity pattern over time and recorded our data on an excel spreadsheet in the computer lab. Our class also recorded food diaries to evaluate our eating patterns. Our school nurse and classroom teacher worked together to educate us on improving our food choices through Project 18.
43. [NS] is one of the healthiest schools in Indiana. Our [NS] staff always makes sure all the students are healthy. [NS] is one of the schools that knows how to use the lifeskill of self control. Most of the students know not to eat oil and food that will make them unhealthy. I guarantee that [NS] is a healthy school. A lot of students and staff like to get very active. Most of our students play in soccer or football leagues, which are very active and physical. Our gym teacher, [NP], sets up physical activities each year. There is a program called the Million Mile walk. It is a program which the [C] District sets up for people to get in really good shape. So every elementary, middle and high school are to walk up to one million miles in one school year. [NP] has each different grade levels and takes them outside and run 4 miles for a day behind our school playground, which is a big area. Our school provides the water and other things that are healthy for the body. Also our gym teacher takes all of the fifth grade students to a field during the last day of May. This field trip is called, "Field Day". This is when all 9 Elementary Schools, including [NS] is taken out to be very active and practice our sportsmanship. [NS] should be awarded for being on of the healthiest schools in Indiana. I think our school tries to keep the whole staff and students active as can be. So remember that [NS] is a very healthy school and that is a fact. So come to [NS], the healthiest school in Indiana.

44. We think [NS] should be a Healthy Hoosier School because we can eat breakfast everyday in class if we want, we have salad choices everyday for lunch, and outdoor recess when it's not too cold or rainy outside. Best of all, we do a lot of fun and healthy activities in gym. Our teachers teach us about having healthy bodies by eating right and exercising. Every year we have the Run for the Arts program which raises money for the Arts. We get pledges from family and friends then run or walk as many laps as we can. The winner gets prizes. We also take field trips to the National Institute of Fitness and Sports and the Lily Health Education Center where we learn about having healthy bodies. We also have dentists and eye doctors come to our school to check our teeth and eyes.

45. The Million Mile Walk has continued to be a school-wide event for [NS]. Using pedometers it is a friendly competition that all classes participate in to see how many miles they can complete for our school. Miles are posted in the cafeteria for students, teachers, and visitors to see.

Families will again be participating in a Family Fitness Walk in May. We will have a picnic and health screenings going on during this time as well. Students and families are encouraged to attend. At [NS] we value exercise and wellness and look forward to this annual event.

46. Here at [NS] we not only focus on academics but on health and fitness as well. [NS] has a variety of healthy food choices at lunch, a million mile walk program, and a very good physical education class. In this summary we will explain to you why we think our school should be considered a Healthy Hoosier school. We, [NP] and [NP], are sixth grade students at [NS] are writing about our healthy school.

At our school we have many choices for lunch. In the cafeteria we have three different lines that each holds a different healthy choice for whatever you crave. In line one we
have the sub station. In there you can get any sub you want, they have all types of
different vegetables and meat for a healthy lunch. In line two is the pizza line. Here you can get a
slice of wheat bread pizza with cheese or pepperoni and even a taco pizza. In the final
line you can eat the daily special. Most of the time it is normally something made of
white meat such as chicken and a fruit or vegetable is always offered. This line also
offers chicken salad, cheese burgers, and chicken patties.

[NS] along with other schools in the township is participating in the Million Mile Walk.
The way this is done is mainly by keeping track of how many miles we walk a day. This
sheet will tell you approximately how many miles you may walk to your mailbox, from
one class to another and even how many miles you walk from your bus stop and back!

[NS] is pushing for individual students to go above and beyond by asking them to walk
an extra three miles each week!

Another healthy activity [NS] provides for its student body is Friday Personal Best Days
in physical education class. We each keep a record of all the pushups, sit ups, and laps we
walk. Each week we try to improve our scores from the previous week. Lincoln also
participates in the Presidential Fitness Challenge. At the end of the year the students who
do the best will receive an award at the end of the year convocation. This keeps students
motivated to try their best. Circuit Monday has been added for us sixth grade students.
Every Monday we participate in many different stations to improve our fitness lever.

[NS] keeps us healthy in many ways. Whether it is giving us healthy choices at lunch,
motivating us to walk or do our best on with the President’s Fitness Challenge. We
believe [NS] is a Healthy Hoosier School.

47. [NS] should be a Healthy Hoosier School because there are so many efforts to help
kids be healthy. Many kids in school do not even know of all the ways Pike is trying to
help them stay healthy. Let me try to tell about many of them.

[NS] has great athletic teams and lots of kids participate. There are plenty of sports for
both girls and boys and many of our teams are often some of the best in the state. The
coaches work really hard and put in lots of time. We have three gyms, a cool new
stadium and track, a big weight room with a strength coach-[NP]. All of our teams work
extremely hard and are very successful. There is always a place for a student to be part
of a healthy team.

Our cafeteria serves a variety of foods. There is the tray lunch, sandwiches, salads, and
pick and go. Students can get a healthy breakfast in the morning before school too. I
have noticed that the snack machines have healthier snacks in them now and the drink
machines do not have as much pop as before. This is a healthy option for kids.

Kids get lots of opportunities to be active in PE classes. Everyone has to take required
PE everyday for one year. They do lots of different activities such as fitness, swimming,
basketball, tennis, aerobics and soccer. After you take the required class you can take an
elective like APC, aerobics, or fitness. They have classes all day long.

This year we are doing what is called the Million Mile Walk. Basically everyone is
encouraged to try and walk a certain number of miles per week to help us feel healthier.
All the [NS] schools are doing it, even the elementary schools. We are trying to get a
million miles for the year.

[NS] is trying to help our kids and teachers stay healthy and I think it is working. It is a
great school that just wants all of us to be healthy and happy.
48. Why does [NS] deserve to win a Healthy Hoosier Award?

As a student I think [NS] deserves a Healthy Hoosier Award because we have activities that not just get us moving but help us exercise in a fun way. As a student I hate exercising because walking can sometimes be boring but, when I go to [NS]’s gym class exercising is fun and cool. We have awesome exercising programs like Field Day, The Million Mile Walk, and a fun motivational activity where we can earn foot shaped charms for our shoes. We also have activities that parents can participate and help out in. We walk in a fun way too. We walk around the school and look at nature. It’s fun and exciting exercise.

We work at a fitness level appropriate for our level. [NS] exemplifies a school who truly promotes wellness. Whether it’s learning about the food pyramid, planting a garden, learning about why it’s important to take care of our body or promoting a healthy environment. Many programs are offered throughout the year that help advance community health. Who knew exercising could be fun and cool! We all try our personal best in gym hoping to make a big difference in our health. We all strive for a healthier school and a healthier us. That’s why I think [NS] deserves a Healthy Hoosier Award.

49. [NS] truly is a great place to go to school. They have fantastic teachers and an administration that really does care about the students and about making it the best school it can be! I will forever be a changed person because of my attendance at this wonderful place.

[NS] offers a lot of programs and “goes beyond the call of duty” when it comes to Health Education and Physical Fitness. They offer healthy alternatives at lunch and no longer offer the sugary sodas but rather the “diet” or “zero” versions. They have a vending machine that offers yogurts, cheeses, and milks which is frequented by a lot of the school population. On top of this they offer really fun P.E. classes like Lifeguarding and Strength Training and Conditioning. I have taken the latter for two years now and it’s a great class. I have only been in the class this semester for about eight weeks and have already noticed a change in my strength and ability to do what were once difficult tasks like lifting a tray full of food at work!

I know that without a doubt [NS] puts a 100% effort in every goal they strive for at the school. This most certainly includes Health Awareness and just making the right choices in life. I will always be grateful for the lessons the high school taught me and the values they have instilled in me and I will continue to carry out these things so that the memory of [NS] will be a cherished one.

50. Since receiving a Carol M. White PEP grant 5 years ago, [NS] has consistently provided a safe and healthy place for students to learn. The grant allowed us to purchase equipment that continues to be used daily. It also allowed our physical education staff to receive extensive training in improved techniques such as using small sided sports to allow more students to be active during class periods. [C] schools employ a Registered Dietitian as our nutrition educator. Her job includes classroom nutrition education, individual counseling, staff wellness, menu analysis, and more. She is always there to help students or staff when a nutrition related issue arises.
Recently our cafeteria has replaced the Styrofoam plates and bowls and plasticware with reusable, washable items. This switch has reduced the amount of waste going to our landfills and, in my opinion, provides a more enjoyable meal experience. The cafeteria provides many fresh fruit and vegetable choices daily, low fat and fat free dairy products and many whole grain choices. They recently created a flavor station with salt free herb and spice blends to help students and staff reduce their intake of sodium and increase their enjoyment of meals served.

[NS] consistently provides a safe, healthy, balanced center for learning and growing. We know that students who have the opportunity to be active, eat healthy meals, and have a safe place to learn are less likely to miss school due to illness, are better able to learn in the classroom, and are more physically and mentally fit.

51. In the morning, when you walk into the school you can smell a hot breakfast in the cafeteria. Inside the cafeteria you can see healthy options like fruit, granola, yogurt, breakfast sandwiches, and hot and cold cereals. Later in the day, the bell rings as we all rush into the cafeteria of [NS] with growling stomachs. As we take our seats, we wait to be called to get our lunch. When we walk into the lunchroom the smell of our school’s healthy food rises to our noses. We get in line and there are options galore. We have healthy choices like broccoli, carrots, radishes, celery, cucumber, sliced apples, oranges, bananas and pears. We also have peaches, pineapple, yogurt and salads.

After lunch, many of us have physical education class. Physical education is not all about sports anymore. Daily we learn about healthy habits such as how to exercise properly and how to get our heart rate up. Thanks to the hard work of our staff, we also have the opportunity to go into the fitness room, and work on the Total Gyms, treadmills, bikes and elliptical machines. On warm days, we go outside and walk or jog around our track. At the end of our P.E. class, our teachers encourage us to buy milk from the dairy vending machine!

In family and consumer sciences, students learn about preparing healthy foods and the food pyramid.

At the end of the day, athletes and students involved in extra-curricular activities have the opportunity to have a healthy snack before they start their activities. The cafeteria staff makes options such as baked chips, water, Gatorade, muffins and string cheese available to us. These snacks give us the energy to make it through our after-school activities.

Overall, being healthy is not a challenge at our school. Our teachers and staff always make it easy to learn how to take care of ourselves. Each year it is obvious our teachers work hard to keep us healthy. They have made it fun for us to live healthy lives!

52. [NS] has many different reasons to be considered a Healthy Hoosier School! The cafeteria offers many healthy food choices from well balanced meals with low fat/fat free dairy products and whole grains to fresh fruit and vegetable served daily. The cafeteria staff encourages students to try at least two bites of new foods before they decide they don’t like them. This encouragement has been very positive and motivational in getting students to eat more fruits and vegetables! The cafeteria staff work closely with the school corporation’s Registered Dietitian to provide healthy, colorful, well balanced
meals that meet all the government standards. The dietitian also provides classroom education and individual counseling to students and staff.

[NS] is also very proud of the physical education department that offers students the opportunity to become fit and healthy individuals. Our Physical Education Teacher, [NP] believes that students must incorporate physical activity and a healthy, well balanced diet if they want to be as healthy as they can be. He incorporates small sided sports in an effort to increase the active play time of students. [NP] has a unique job, in that, he works with students in kindergarten and first grade. As a positive male role model, he is forming a life long love of sports and fitness in these children. He encourages them to learn the basics of sports and fitness while teaching the skills that will last a lifetime.

These are just a few of the reasons [NS] should be considered a Healthy Hoosier School. We all work very hard to provide a safe, healthy environment for students that encourages fitness, healthy eating, and education for a well balanced lifestyle.

[NS] has many different reasons to be considered a Healthy Hoosier School! The cafeteria offers many healthy food choices from well balanced meals with low fat/fat free dairy products and whole grains to our fresh fruit and vegetable bar which includes mixed greens, fresh fruits and vegetables, cottage cheese and other homemade salads. Students are encouraged to take as much as they want from the fresh fruit and vegetable bar with the understanding that they should only take what they will eat. We find that students consume more fruits and vegetables when they are offered in this way. The cafeteria staff work closely with the school corporation’s Registered Dietitian to provide healthy, colorful, well balanced meals that meet all the government standards. The dietitian also provides classroom education and individual counseling to students and staff.

[NS] is also very proud of the physical education department that offers students the opportunity to become fit and healthy individuals. Our Physical Education Teacher, [NP] believes that students must incorporate physical activity and a healthy, well balanced diet if they want to be as healthy as they can be. She incorporates small sided sports in an effort to increase the active play time of students. Her job has been made easier with the addition of a rock climbing wall, pedometers, a sport wall, sharbade scooters, and other equipment that was purchased with funds from a Carol M. White PEP grant. [NP] also encourages students to use the outdoor walking track before school, during recess and after school to incorporate more steps into their day. She encourages them to wear pedometers and record the number of steps they take each day with the goal of increasing that number on a regular basis.

These are just a few of the reasons [NS] should be considered a Healthy Hoosier School. We all work very hard to provide a safe, healthy environment for students that encourages fitness, healthy eating, and education for a well balanced lifestyle.

Health and wellness, physical education, healthy lunches, extracurricular activities, sports, and clubs are just some of the things that [NS] offers to help us be our best. Our school helps by teaching us to stay active and eat healthy.

One of the many things our school has is a lunch staff that spends enormous amounts of time preparing healthy foods for our lunches. Every day the staff has at least four fresh cut fruits and baskets with oranges, apples, and bananas. They work with the school corporation's dietitian to come up with healthy meals that we will enjoy. The school also
offers a hot breakfast every day. The school offers different kinds of juice, milk, cereal and hot sandwiches. The cafeteria staff works hard and gives us many choices everyday on what to have for lunch. One of our many choices for lunch is that every Thursday they make a fruit plate. Every day there is also a choice of having salad as a main entree and we have a new salad bar.

After school the lunch staff offers healthy snacks that include bottles of water, Gatorade, string cheese, muffins, baked chips and low fat ice cream.

We also have physical education classes that teach us what exercises we can do to stay in shape. The teachers take us to the school fitness room that includes elliptical machines, treadmills, Dance Dance Revolution, and exercise bikes. The teachers also take us on walks around town, and have us play games like basketball, soccer, and dodge ball.

Overall our school tries to keep us healthy. They teach us what kinds of foods to eat and what to eat after workouts to help us regain muscle with the protein needed. The school and teachers try in any way they can to teach us how to be healthy. Our teachers do not just try to help us stay healthy, but they also try to model the ways of healthy living.

55. I am a fifth grade student in [NS] class. I believe [NS] is a Healthy Hoosier School. We are active, eat healthy food, are drug free, and try to prevent sickness. We definitely deserve the Healthy Hoosier School grant.

We are actually very active. Our school provides multiple sports such as volleyball, basketball,-for boys and girls, cheerleading, dance and are encouraged you to do sports outside of school. You're probably thinking, "What about the kids who don't do sports?"

Well, we have PE twice a week. There is still more. When we have we have recess, we can play on the blacktop, the playgrounds, the swings, or shoot hoops. What about the people who aren't active at recess? We have a walking program. We walk, earn points, and win prizes. Everyone is encouraged to walk. [NS] also does Jump Rope for Heart. Last year we won second in the state. Pretty cool, eh?

The children and employees eat healthy too. In each school lunch, there is always fruit and veggies. There is a wide variety of food in school lunches. Occasionally, there is a cookie, ice cream, cobbler or cake. Nothing to worry about, though, its all sugar free. When there's a birthday, the birthday boy or girl brings a treat. Luckily, we have the healthy snack policy. That means Nurse Jane or a teacher must approve of the treat.

Another thing [NS] has that is healthy is we are drug free. There are posters around the school that request no smoking. We also have a drug free day in our school.

Our school tries to prevent sickness as well. We wash our hands, and if forget, we have posters in each bathroom to remind us. Each classroom-especially the cafeteria-has hand sanitizer in it. When the H1N1 came to Indiana, our school had a supply of nasals and vaccines for children who had a parent signature-for free.

As you can see, [NS] is very healthy. If we won the grant, maybe we could be able to pass out fresh fruit and vegetables daily once again. Maybe we could become even more healthy-with your help.

56. [NS] is a Healthy Hoosier School! Our school does A LOT to help us learn how to be healthy. Some of the things that our school does are having walker’s club in the mornings for the kids who come to school early, offer fun and fitness activities in Lights On (our after-school program), and teach us about health and nutrition with the Organ
Wise Guys. Every day, nearly 75 students walk the hallways before school and then they play in the gymnasium. At recess, we get to play a lot of fun games that keep our hearts pumping! This year, we got a walking track added to our playground, too. Our PE teacher is really cool! She taught us how to use heart rate monitors this year to find our target heart rate and keep exercising at that rate. We also use pedometers to keep track of how many steps we are taking. She teaches us a lot of ways to stay healthy and active.

In our school cafeteria, we are getting better food choices. This year, [NP] made it so that we can have the salad bar twice a week and the sub sandwich bar twice a week just like the high school kids. She also switched all of our bread to whole grains. We get other good choices like turkey wraps, too. At our school, everybody works on being healthier. Even our teachers are walking more and eating better. They have a fun contest about losing weight, just like The Biggest Loser on television. Our school includes the whole community in being healthy. We have a big health fair, and we let everyone use our school’s equipment for exercising. [NS] is a healthy place to be!

[NS] does an outstanding job at educating the students, staff and community about how to live a healthy lifestyle. Our program pays attention to developing healthy habits, building healthy relationships and maintaining a healthy environment.

Creating a healthy lifestyle often means learning about our current state of health and developing habits which helps us maintain or improve that state. Blood pressure, height and weight are measured for each child on a regular basis. Heart rate monitors are used during physical education classes to be sure students stay within their target heart rates during exercise. A teacher-led walking club meets every morning from 7:00 – 7:20 in the morning which helps us stay fit and wake up! Last but not least, the Cougar Cross Country Club was formed this year. I participate in the club and it is a fun way to exercise with friends.

Educational programs continue to encourage us to learn more about choices which are good for our bodies. A nutritionist speaks monthly to students in grade K-4 about healthy food choices along with healthy recipes being found in our quarterly wellness newsletter. The fourth grade also took a field trip to discover the benefits of organic gardening. CPR training is offered to the 8th grade students of [NS], as well as the staff and community. Finally, our first annual wellness fair was held in March, and the entire community was invited to participate in the fun. It was a huge success because we had over 400 people in attendance and received great reviews.

Since building healthy relationships is part of living a healthy lifestyle, [NS] students participate in the PEERS Project during 6th to 8th grades. The project has had a huge impact. Students have learned a lot about abstaining from drugs, sex and alcohol. It has taught us how to keep our morals, values, and beliefs despite peer pressure. These activities (and others not mentioned) help our students learn about, build and maintain healthy lifestyles. [NS] is a model example of a Healthy Hoosier School.

[NS] is not only a healthy school but a school that dedicates itself to making the right choices for its students, staff, and community.

Instead of requiring only one credit in gym and health classes, the school demands all students take two of each to graduate. [NS] even offers advanced gym courses and weightlifting during flex for all students and student athletes. Emphasizing similar goals,
the health courses further examine how to make the right choices when it comes to one’s health by inviting speakers and even members of the local Margaret Mary Community Hospital to make healthy meals with students. Currently, sophomore health classes also teach students how to conduct CPR and other critical emergency skills.

However, the efforts of school members to bring healthy food choices to the high school has been the most noticed aspect of [NS]’s health status. After years of students bringing in liters of pop, the school-wide health committee worked with vendors to get rid of sugar packed drinks, candy, and other “guilty pleasures” and replaced them with water, milk, and more sustaining choices. Still, school members and the health committee have advocated reducing the portion size of vending machine items and brought into discussion the idea of not allowing students to bring food and drink items outside of the school, but such concepts have not been accepted by machine vendors or ratified by the high school as of yet. Ideas such as bringing local foods into the high school cafeteria have also been recently mentioned.

High school health policy also extends beyond, well, school policy. Clubs like SADD, CHOICES and Key Club within the high school have taken steps to help students recognize the right moral and health choices and have sponsored events like student versus faculty hockey and basketball games. In doing so, the school has grown into its own community.

[NS] not only uncovered the necessities to establish a healthy school at all levels but has earned the exemplary title of a school willing to go above, beyond, and ask how “we” can become even better.

59. [NS] is a school that is always working to be a Healthy Hoosier School. My school does everything to keep its students healthy. We do a lot of exercising and eating right.

My school gives us the right amount of each food from the food pyramid that we need. We get a choice of a fruit or vegetable, a meat, dairy, and bread. When we eat a meal the food is always the right temperature it needs to be. We can choose from salad bar, hot lunch, or our own lunch we packed. Salad bar has great toppings and sauces. We have too many toppings to say them all.

[NS] also loves exercise. We try and go outside as much as we can. The only time we don't go outside is when there's a lot of snow or it's raining. In the winter we always double check to make sure we have our coats. We run our track every time we go outside.

My school also does a lot of exercise in gym class. We go to the pool at the beginning of each year also when it starts getting colder we do swimming lessons at the YMCA. We also do the Presidential Physical Fitness and we always have great times for our mile. If we do an activity that we go outside for we run the track then too. When we do stations in gym we get out weights and a lot of other exercise equipment. We do the heart maze every year and we get a great workout from it.

For the morning announcements our counselor gives us a good stretch in the mornings before we get to work. We do toe touches, lunges, deep breathing, and the stretch wear you stretch your arm across your body. Before stretches we almost always hear a different activity going on to keep us healthy.

That is why [NS] deserves the Healthy Hoosier Award.
60. [NS] deserves to be recognized as a Healthy Hoosier School because the well-being of students and staff is a priority. We are so glad to have physical education class two to three times a week during the entire school year. This teaches us the importance of regular exercise in staying fit. Physical education class is fun and includes a wide variety of sports and activities where everyone is encouraged to participate to the best of their ability. Our heights, weights and body mass are taken and we do physical fitness testing in the fall and the spring. The results of these tests are shared with our parents. Our teachers encourage us to improve our performance on physical fitness testing by requiring us to set goals and work hard to reach them.

We also get checked for scoliosis, hearing, vision, and blood pressure at our school. A health fair was presented with a lot of different health care professionals. It was neat to get free stuff and learn more about each of their health care practices. We stood on a scale and the chiropractor could tell us if we had our weight evenly distributed on each of our legs. That was pretty cool. At another station, we wore goggles and tried to do tasks. This helped us to see how alcohol can affect our perception and delay reaction time. [NS] staff and students care about others. At [NS], we collected donations this year for Pennies for Peace. We had a competitive tournament raising $2,500. Every student is given instruction on life-saving skills including choking, rescue breathing, and CPR. It’s challenging, but we think it will be hard if we have to deal with a real-life emergency someday, too. Our staff participated in Active for Life sponsored by the American Cancer Society. [NS] won the competition, which proves that our staff values health and fitness. [NS] is a Healthy Hoosier School because we take every opportunity to measure and improve the wellness of our students and staff.

61. I think [NS] should be a Healthy Hoosier School. We do something every day to keep us physically fit! We are a CATCH school. We learn healthy habits in our classrooms, in music and through art, at the cafeteria, on the outdoor track and especially in our P.E. class.

On Fresh Fruit Fridays, I experiment with different fruits. My favorite is strawberries! At the Annual Heart Maze in the gym, I learn how the blood flows through my body and the importance of getting my heart rate elevated every day for at least 30 minutes. On our outdoor track, all our students walk or run a one-quarter mile lap daily!

My classroom tapes the TWLN newscast for the school. [NP], our P. E. teacher, leads us in ‘Minds in Motion’, getting everyone moving right at our desk.

Our cafeteria serves great nutritional food and has posters on the walls that are fun to read. I really like the one with Carrie Underwood and her milk mustache! The Go-Slow-Whoa foods poster helped my family make healthier choices, especially about french fries!

Three years ago, [NP], told a group of parents that jumping rope was great exercise and would help wire our brain for science and math. I began taking classes at the YMCA and recently participated in an exhibition to recruit other students! I participate in many other sports including basketball, baseball, soccer, swimming and snowboarding. I think I can do them well, because I keep fit. For the past two years, I have achieved the National Physical Fitness Award and have a goal to make the President’s Award this year!
My school is a fun place to learn. We are surrounded by ways to make great choices we can use forever. I think we learn so much, because everyone cares and set great examples for each other. They make me want to do the best I can.

62. Do you know why [NS] in [C], Indiana should get the Healthy Hoosier Award?

I do. I think we are a very healthy school! I think we are healthy in many ways, but I’m going to start out at lunch. At lunch we always have at least two fruits and two vegetables to choose from. Our main entrée is healthy too. We also have salad bar a couple times a month. The third Friday in every month we have Fresh Fruit Friday. On Fresh Fruit Friday we can bring in a fruit to snack on during a class period.

Once a week every class gets to have an hour of gym. In P.E. we are ALWAYS active. We play many games. We play hockey, basketball, soccer, flag football, and a lot more!

If you walk down hallways or walk through classrooms, you will see at least one bulletin board talking about good nutrition.

Some classes dance, jump rope and stretch. 3rd Grade does morning exercise.

Morning exercise is a fun thing in the mornings. At morning exercise you can dance, shoot basketball, stretch, hula-hoop, and jump rope.

I think my school is a healthy school and that’s why we should get the Health Hoosier Award.

63. [NS] is a very healthy school with many ways to help make its students healthy – not just Health and P.E. classes either!

[NS] has a Minds in Motion class for 1st-3rd graders. During this class, students have an obstacle course to go through. Each station has different exercises. Fourth and 5th graders have the choice to take part in the Running Club, organized by our P.E. teacher.

In the Running Club, everyone runs a mile each practice, and after several weeks, there is a big race in which everyone participates. Us 5th graders also can sign up to play basketball after school for a couple of months.

Every day at [NS], 50 minutes are guaranteed to promote health. Students go outside to run around and play games. After getting lots of exercise, students go to the lunch room. There we eat healthy food to get lots of energy. We can bring or buy lunch, but if we buy lunch we must have fruits and vegetables. If we bring our lunch, there is no fast food allowed.

This next thing that helps keep [NS] healthy is probably the students’ favorite: DDR. DDR is a video game where you dance to a song, then we take our heartbeat and see if we are giving our heart enough exercise. We use DDR in P.E. sometimes and as a special reward!

Another favorite of the students is Field Day. Field Day takes place once a year. On Field Day, there are many stations with fun games such as Flag Football, Capture the Flag, and Tug-of-War. It’s a whole day dedicated to exercising!

Not only do [NS] students stay healthy, but so does the staff. The staff is having two contests: “Biggest Loser” and “Walking for Wellness”. They are trying to take as many steps as they can and lose weight too. They can also participate in the Staff vs. 5th grade basketball game.
[NS] is a very healthy school - no doubt about it. Students and staff really do try to do their best at staying healthy.

64. [NS] deserves to have the title of being a Healthy Hoosier School for many reasons. We [NS] Spartans are presented with many opportunities to make our lives healthier. It’s very important that we are given these opportunities because when we are healthier, we become better learners and students. We will also develop healthy habits that will help us lead healthier, longer lives. These special opportunities consist of school sports, wellness classes, and school food drives.

   My school provides many sports that all students are able to participate in. We have football, cross country, basketball, wrestling, and track. By having all of these sports, our school promotes health, even though students are not required to participate in them. Students still realize that it is important to have some sort of physical activity every day.

   My school also expresses the importance of health through required health classes. In these health classes, we exercise in the gym and we also learn about nutrition and other healthy habits to practice like good hygiene. For exercise in the gym, we run for at least ten minutes every day, we stretch, and then we will do sit-ups and push-ups. We then have some sort of sport like football, basketball, soccer, or kickball. In the classroom, we use health book chapters to study things like the affects of alcohol, the affects of drugs, and nutrition.

   To help out the less fortunate and to help spread the word that a healthy diet is important, [NS] holds school food drives. For these food drives, every student in the school is allowed to donate healthy food to go to families in need. The food we collected in a food drive before Thanksgiving this year went to families of students who could not afford to buy food for Thanksgiving. By doing this, we really did help others while we still showed the importance of nutrition.

65. I am an eighth grade student, and I am proud to attend [NS]. It is a privilege to be encouraged by school staff to take part in a healthy lifestyle when it comes to physical fitness, a healthy diet, and a sanitary environment.

   [NS] offers several physical activities that all students are promoted to partake in. Twice a week, students are able to take part in intramurals. [NS] offers a wide variety of team sports, such as football, cross country, basketball, track, volleyball, and wrestling. At the end of the year, the student body participates in Field Day, a day fill with all kinds of races, games, and sports.

   Some mandatory physical activities that students perform includes running for five minutes at the beginning of each PE class. We also do strength training in our school's weight room during PE. All students participate in the Silver Mile training during their class, which is a race that takes place at [NS] High School each year.

   There are a few ways that the [NS] staff supports a healthy diet. Vegetables are offered everyday at lunch in our school's cafeteria. Lunch room attendants encourage students to choose the fresh fruits over an unhealthy item. There is no soda offered in our school's cafeteria or any vending machines. The only beverages offered are white, strawberry, or
chocolate milk or grape, apple, or orange juice. Another advantage of Grissom is that
they offer a healthy breakfast every morning to make sure that every student has an
opportunity to start the day off right. [NS] staff makes sure that the students have a clean and sanitary learning environment. All teachers have hand sanitizer in their classrooms to ensure clean hands among all. The school offered H1N1 and influenza vaccinations for all students this winter. Once a year, male and female doctors allow students to get their sports physicals. I feel extremely privileged to be attending a school that promotes such a healthy lifestyle. Students and staff at [NS] have taught me ways to live in better health that I will remember and carry with me throughout my whole life.

66. My name is [NP] and I am an 8th grader from [NS]. Our school is a Healthy Hoosier School because we are making an effort to be healthier than last year. This year, a new club started at [NS] to encourage students to exercise 60 minutes a day. I am a member of Fuel Up to Play 60 and make signs at meetings to hang in the cafeteria encouraging my peers to eat healthy. Also, I helped organize the 5th Grade Health Fair Play 60 restaurant where we made a healthy snack, pizza using an English muffin (whole grain), marinara sauce (vegetable), cheese (dairy) and pineapple (fruit). We served milk for protein. Our goal was to teach the 5th graders about the 5 food groups. If you visit our school you will see reminders to wash your hands and keep our school germ free. The teacher have hand sanitizers in the classroom and make us clean our classroom regularly with disinfectant. Our teachers want to make sure students stay healthy so we can be in class to learn.

The best example of how our school is a Healthy Hoosier school is in our cafeteria. The school serves a very healthy lunch and gives us energy. If I want, I can eat salad everyday and there are always colorful vegetables at lunch. My favorite time of the day is breakfast because I can eat with my friends before school starts. We have three different flavors of milk so I never get tired of drinking milk. This year I tried Kiwi for the first time because the lunch lady told me it was the fruit of the month. [NS] is a Healthy Hoosier School.

67. [NS] should receive the Healthy Hoosier Award because we exercise by doing a walking club in the morning. At recess we are always moving. We play basketball and football. We also play on the jungle gyms. We also play a game called "Clean your Room" in gym class.

Another reason [NS] school should receive the Healthy Hoosier Award is because of what we learned from Professor Popcorn. We learned about what fruits are good to eat and what fruits are not good to eat. We also learned what vegetables are not good to eat. Another reason is we learned what type of meat and beans are good to eat and what type of meat and beans are not good to eat too. We also learned about dairy and grains.

The last and final reason why we should receive the Healthy Hoosier Award is because of our healthy parties. We have healthy foods and snacks to eat. We have healthy drinks to drink. We also have fun activities and fun music. [NS] is a healthy school.
68. [NS] should be a Healthy Hoosier School. Everyone should eat healthy and take care of their bodies. If they don't, that could end up giving them very unhealthy results, which I guarantee they will not like very much. To begin with, most students at [NS] don't take care of their bodies. At lunch, they just hurry and eat their food. Then they go around asking people for theirs to eat also. You should always get an equal amount of servings a day from each food group. Following the food guide pyramid in the cafeteria and in [NP]'s room can help them.

A way to make [NS] a Healthy Hoosier School would be to eliminate unhealthy snacks all together. Sometimes students buy extra snacks like Doritos and this is very degrading to their bodies. No student should eat a lot of fat and calories in one day. To help, they should choose only granola bars, fruit, and other healthy foods for a snack.

People should care about their bodies, make good healthy choices, and care about the reputation of their school. What students do is a reflection on your school.

69. Obesity is a growing problem in the United States today. It is a serious issue that increases chances of problems such as cardiovascular disease, high blood pressure, high cholesterol, bone and joint problems, and many others. Living an unhealthy lifestyle can also lead to stroke, diabetes, heart disease, and several types of cancer in adulthood. It is important for kids to learn healthy lifestyle habits, and schools can play a major role in doing so.

[NS] is committed to excellence and bettering every student. [NS] offers a variety of different P.E. classes that attract all different kinds of students. The classes range from strength and conditioning to aerobic walking to team sports. Everyone can find a class that best suits them. If an athlete wants to get stronger or more agile for their sport, they can take personal fitness. If a student would rather learn about different types of sports, they can take team or lifetime sports. Any kind of exercise is good, and the gym classes at [NS] offer kids many opportunities to do so.

The students at [NS] are influenced in a positive way. The coaches encourage them to live healthy both in class and out in their everyday lives. Coach [NP] always has quotes of the day that promote things like working hard and striving for excellence, which can help motivate students to maintain their health. It is vital that [NS] continues to offer these courses so students can continue down the road of a healthy life.

70. Are you healthy Hoosier? I know my school is! I believe [NS] is a healthy school because I know we live up to the name. There are several reasons why I think my school is healthy. At our school, teachers are always encouraging and advising students to make healthy choices. We even have a program at lunch called "Fear Food Factor". A healthy food is given for students to try. When the lights are turned down, everyone tries the food together. Those who do are awarded with a sticker.

There is yet another reason why my school is healthy. In our lunchroom, we have a lot of posters that tell us about healthy foods and how to make healthy choices such as beans, nuts, and vegetables. We always have a selection of a fruit and vegetable each day at lunch.
We also have a physical education class. The teachers encourage kids to stay healthy. We arm up before we exercise by doing stretching, sit-ups, push ups, jumping jacks, and crunches. In physical education children can exercise and be healthy while having fun.

Since we know that exercising can help our brains think, we do a 2 minute brain break on some mornings. This is when someone comes over the intercom and tells us to do a certain exercise for 2 minutes. This helps everyone to be healthy at the start of the day and be ready to think. [NS] knows that healthy food and rest can help children to score high on ISTEP tests. On the day before the test, we have an assembly telling us to eat a good breakfast and get plenty of rest.

We even have after school programs that help children stay healthy and fit. Some of our programs are tennis club, basketball, volleyball, jump rope club, dance club and exercise clubs. We have a walking club at lunch and we keep track of our daily laps that students walk. It is fun to see how many laps we walk at the end of the year and to see who walks the most laps in our school.

I can conclude that my school is very healthy. [NS] is a great school that encourages healthy choices. It is a school where students can be happy and healthy.

[NS] was established in the late 1950s to relieve stress on other schools in the city due to a fast growing population. The school has always made an effort to give its students an opportunity to play a variety of sports. In the earliest years of the school, students had to journey to other schools simply to enjoy a game of football. Although this was an enormous struggle on both athletes and coaches, the challenge was always greeted with a strong Husky heart. The school has had many winning seasons through the years, and only continues to shine in the comfort of its own gym and field.

In the last few years, [NS] has taken a new initiative to become a healthy school. Vending machines that once served calorie filled soft drinks were replaced with milk machines and water machines. The snacks served in these machines were also removed and in place, students may now purchase baked chips and crackers as well as wafer bars and nuts. On a regular basis, students may choose between a wide variety of fruits or vegetables in the lunch room as well as salads and yogurts.

There is a wide array of physical education classes offered at [NS] as well. Students are required to take both physical education courses one and two as a start. After successfully passing both courses, students are then given the choice between many different physical education classes, all of which they may take as many times as they so choose given that their schedules agree. These classes include yoga, walking aerobics, strength and conditioning, lifetime sports and an assortment of others. No matter which class is decided upon by the student, they will become familiar with new and interesting ways to keep themselves fit and heart healthy. Examples include walking, yoga, kick boxing, Jazzercise and weight lifting.

Another way for students to gain physical activity is through the Fit Club now offered four times a week between 7:00 and 7:30 in the mornings before school begins. If a student so chooses to participate in the club, they may walk, play ball on the court with peers or go to the weight room to work on strength and endurance.

Throughout the entirety of it's history, [NS], has been a healthy and heart healthy school. Students are taught to understand their bodies and how to keep themselves in the best possible condition to better their lives for as long as possible. Sports help to keep
students in shape through football, basketball, swimming, volleyball, field and track. I would most definitely consider [NS] to be a Healthy Hoosier School.

72. My idea of a Healthy Hoosier school is one in which promotes a healthy lifestyle for their students and provides opportunities to live out a healthy, well-balanced life. I strongly believe that [NS] greatly exceeds these criteria of a health school.

At [NS], we strive to provide all kids with opportunities to make the right choices to improve their well-being. For example, at lunch we are provided with numerous amounts of healthful food to choose from. With all the fruits, vegetables, and entrees served we are guaranteed to eat a well-balanced meal. We’re not only given the chance to eat right, but we are also encouraged to stay active and physically fit. Teachers are constantly promoting the students to participate in after-school activities that involve being physically active. Track, cross country, cheer team, dance team, weight lifting, volleyball, basketball, and exercise club are some of the many opportunities we are given to be active.

Now you are probably thinking, “Don’t other schools also have some of these activities?” but at [NS] we have ways we go above and beyond. In gym class we have the privilege to exercise in a well-equipped fitness center with weights, treadmills, and stair steppers. Although most kids enjoy using this equipment, some kids may not be the “work out” type. Therefore we have activities for them like DDR, the Wii, Frisbee, and the rock-climbing wall to ensure they are staying active. One thing that sets [NS] apart from the other schools is our heart-rate monitors. We wear these during gym to help keep our heart rates up at all times. These help out tremendously because they inform us if we need to work harder to increase our heart rate. The monitors are extremely useful because they empower us to exercise during class rather than stand around.

[NS] best fits the criteria of a Healthy Hoosier School because our school and staff not only set goals for us to be healthy but provide opportunities and encourage us to reach them.

73. "[NS] is a healthy school. We all enjoy playing on our new playground. Sometimes we play tag and whatever we are doing, we are getting good exercise and like to keep our hearts healthy. Every class takes fluoride once every week. The fluoride helps our teeth stay strong and very healthy. Also, they make our teeth shiny. On Fridays, after spring break, we walk one mile every week. After every mile we walk, we keep track of how many miles we’ve walked. The school lunch ladies serve us healthy food. They give us choices to eat for lunch. Our teacher gives us healthy snacks. I think our school is the healthiest school ever."

"[NS] is a healthy school. Every week we have fluoride. After spring break we walk for healthy hearts. At lunch, we eat healthy food. Our school is healthy stuff! "[NS] is a healthy school. All the kids have fun exercising on the playground. The cafeteria serves healthy food. We eat a lot of healthy snacks like granola bars. We make our teeth healthy by using fluoride once a week. We walk and keep track of our miles. [NS] is a very healthy school!"

"[NS] is a healthy school. We get plenty of exercise outside on our new playground. We keep our teeth clean by having fluoride weekly. We try to have healthy snacks and have
healthy lunches. We also walk for healthy hearts after spring break. [NS] is for sure a
Hoosier Healthy School."

74. I think [NS] promotes lots of good nutrition, physical activity, and good protection
that improves in our school every year. There are many things we do to promote that.
One is that [NS] serves breakfast. I know lots of kids who do not have time to eat
breakfast because their bus comes early, but [NS] serves breakfast at school. Breakfast is
the most important meal of the day. It also helps everyone have more energy and helps
you to learn.

In gym, we do many different activities. They are always safe, but lots of fun. We
get plenty of exercise from the games we play. In gym, we learn new sports sometimes
too. The gym teacher also holds a mileage club. The mileage club is where we run laps.
Occasionally, we will do it in gym, but we mostly do it outside at recess. When you get
five miles, you get a foot and a chain. When you get 10 miles, you get another foot and a
certificate. We also have fitness stations in gym. Two of them are the bench press and
the knee push-ups.

In lunch I think we are improving in healthy foods. We have professor popcorn
people coming to [NS] to teach us about healthiness. During lunch, we have a no fast
food rule. We also offer salads in lunch daily. All lunch ladies wear hairnets and gloves
when handling food, which makes it clean.

There are many reasons why we are safe during recess. One way is that we always
have teachers outside to make sure no one gets hurt or damages anything. We also have
many rules to keep us protected outside: no more than five people on bars at a time, no
running on the blacktop, one person per swing, all people must swing in the same
direction, and no running between or through the swings. Another thing we are doing is
raising money for new recess equipment. This is because we have had the same recess
equipment for a long time, and want new and safer equipment for the school.

75. "[NS] promotes healthy choices for its students."

The following is a portion of a thesis written by [NP1] and [NP2].

[NP1] writes: Today many schools are switching to healthier choices. [NS] is one of the
many schools promoting healthy choices for its students.

These changes can lead to a healthier and better lifestyle. With [NS] promoting healthier
choices, students may get in a habit of eating healthier food and may carry this over to
their home life.

[NS] offers a wide range of healthy choices at lunch. Here is just a few things [NS]
does to encourage kids to be healthier. At lunch, [NS] offers a variety of foods, for
example in the ala-carte line we have a choice of either a variety of sandwiches or
pretzels. They also offer salads, apples, oranges, and soups. Other schools may offer
kids to buy pop or Gatorade, but at [NS] everything is diet and we only sell milk, water
and G2. Also, instead of regular Lays or Doritos, [NS] provides students with the
healthier choices baked Lays and Sunchips.

[NP2] writes: Eating the right food is essential to being healthy. Even though [NS]
sometimes provides pizza and fries for the students, they also provide healthy foods.
Healthy foods provided are salads, turkey and ham sandwiches, and baked chips. [NS]
also provides a healthy environment for individuals.
The schools all have drinking fountains and restrooms located all around the school. These certain things are necessary for a student. [NS] also has good teachers and students. Teachers help and care for individuals to make sure they can be the best student. [NS] promotes many healthy choices, whether it be food, or environmental. [NS] promotes healthy subjects so you can be a better person.

76. My school, [NS], should be a Healthy Hoosier School, because they take great care in offering a well balanced meal for us each and every day. Almost every day in the news, there are stories of obese children. Schools with lousy menus are shown with pop machines for students to gain access to and lunch lines feeding them cheap, high fat and high calorie foods. Kids love junk food and it is the simplest thing to feed us. But it's not what is best for us.

The lunch ladies here at [NS], take great care in making sure we get a well balanced meal at lunch time. Each entree has fruit and vegetables on the side. Pop isn't an option in the lunch line. In fact pop isn't offered anywhere in school. The pop machine we have actually has water or carbonated juice. Milk, bottled water, Gatorade and juice is usually what is served with our lunch. We also can choose a Chef's salad rather than the lunch entree. The salad is fresh everyday and there is a variety of dressings available for us. Every day there are fresh fruits available too, like apples and oranges.

Fatty potato chips are not available either. Instead they serve or offer a whole grain baked Sun Chip which has less fat and less salt than the regular chips. With the right balance of meat, vegetables and fruit students are easily reenergized for the second half of their day. This is why, my school, [NS] should be a Healthy Hoosier School.

77. I think my school should get the Healthy Hoosier Award because we are always doing something to get the students and their families motivated. We have our “Step Up” activity which is where all the students and some of the teachers walk in the morning. We walk Monday through Thursday from the time we arrive at school until the bell rings for class. We use to complain about doing this, however, now it’s just part of what we do and most of us enjoy it! Also on Fridays instead of walking we have different activities in the gym.

In October we have a health fair. All the students and their families join the fun and health screenings. We have a local band that plays to get the students dancing and having fun. The fair also serves as a showcase for projects made during Red Ribbon Week. These projects are usually pretty elaborate and all the students have a good time working on them. [NS] sends newletters to the homes of all the students each month. These newsletters talk about the upcoming events and have interesting health articles, health facts, fitness challenges, healthy meal and snack ideas. The newsletters are thoughtful because they don’t have to do it but it is a direct way of getting information to the parents and families of the students.

I’m part of a class that works on recycling in our school. We call it “Operation: Go Green”. We collect paper daily but also junk mail from the teachers and staff. The junk mail operation consists of contacting the companies by email to remove the address from
their mailing list to reduce the delivery of the magazine since it is unwanted. Once the
company has been contacted we also recycle that magazine.

At [NS] our activities are creative and specifically planned with the students’ health in
mind. All the things we do would have to take a lot of time, thought, and planning which
is why I think my school deserves to receive this award.

78. I believe my school, [NS], should win the Healthy Hoosier School Award. I believe
this because my school is very fit and in shape. My school promotes a lot of healthiness
and less obesity through Wellness Wednesdays, P.O.W., Physical Education, Music,
Pups Running, new playground equipment, and healthy cafeteria food.

First, Wellness Wednesdays promote less obesity and more healthiness since it allows
students to try out new healthy foods that are both interesting and healthy for them.
These foods have more nutrients than the ones they are currently eating. Wellness
Wednesdays are once every month. Each student is given a sample of the food unless
they choose not to get one.

P.O.W. or Patriots of Wellness is a group at our school that discusses the activities
that are listed above. The students of P.O.W. interact with each other to stop obesity and
bullying and plan some of these activities.

Additionally, in Physical Education, once a week each class goes there for a period of
50 minutes and plays many interactive games; some of them are Tinkling, Pacer’s Test,
Basketball and Dodge ball.

Furthermore, in Music class we dance a lot and are always on the move. The students
here at Cherry Tree enjoy music since it lets them be free in how they move and dance.

In Pups Running, students meet every week on our track course and we run and walk
laps around it and at the end we usually play a game similar to tag.

Next, our school has just received new playground equipment. Students extremely
enjoy the new equipment since you can run, slide, climb, hang, swing, and a lot of other
stuff on and around it.

Last but not least, our school has very healthy cafeteria food. Over the past few
years my school has taken away foods that made the worst impact on a student’s diet and
that way they are able to eat healthier, as well as, enjoy their meal.

Therefore, as I have explained in this essay our school is very healthy and deserves
the Healthy Hoosier School Award.

79. [NS] is a very wonderful and healthy school. We have many ways of keeping
students healthy. One of our favorite activities that we have done in the past was having
a Health Fair. We had kids go to the gym and learn about staying healthy and how
smoking can change your whole life. We also showed kids that candy can look like
medicine, drugs, and some alcohol. [NS] had clinics that kids can go to during lunch and
they teach you about asthma, allergies, or diabetes. We also have before and after school
clubs. After school, West Clay has a Pup’s Running Cross Country Team. Last season
we had over 50 kids on our team. Our wellness teacher teaches tennis to interested kids
at [NS]. This program is open to anyone age wise and experience wise. This is held
before school at [NS] Midle school’s tennis courts.

Another way [NS] helps their students stay healthy, is by feeding healthy and fresh
lunches provided by our wonderful Nutrition Department. Another program we had was
fruit tastings which gives students more experiences and chances to taste foods that they may have never heard of or tried before like when they served kiwi during fruit tasting that I found out that I LOVE kiwi now!

Some extra activities we have had for our 4th and 5th graders was Move It Night when some 5th graders volunteered to help 4th grade do some fun exercises and movements. Everybody had a blast and got exercise at the same time. This year we had a chance for any students, families and friends to go to our local park just to have a fun day outside and play. We also have a club for only fifth graders called the Wellness Wolves. People from each 5th grade class get together and think of ways to encourage healthy habits for kids. These are a few reasons [NS] would be honored to be chosen as a Healthy Hoosier School.

80. [NS] should be awarded with the Healthy Hoosier School Award because we have a lot of healthy programs that students can participate in.

Our Physical Education class has many activates that keep us active and healthy and are also fun too. Our P.E. teacher tells us how to be healthy and how to make right and healthy choices. In fourth grade we can participate in Track and Field. Pus our P.E. teacher is our coach. Also, we have after school basketball and soccer programs.

The lunch ladies provide us with delicious and healthy lunches. They have a main dish like chicken or turkey sandwiches. For the sides, they have vegetables like carrots and broccoli and fruits like mandarin oranges or mixed fruit. We also should get the award because our school makes sure that everyone isn’t sick or has a fever. Our nurse takes care of that. She has also taught us all of us First Aid.

The Before and After school program, (The YMCA) has hosted the YMCA Play 60 challenge towards the middle of the school year. Play 60 challenged kids and adults to exercise at least 60 minutes each day. Here at [NS] we spend 20 minutes a day to play at recess. Outside students play soccer, basketball, football and sometimes kickball. They also play tag or jump rope. In the mornings some children come early to get involved in dancing and movement. Some of the activities include Dance Club, Rhythm Stompers and Circle of Friends. We also participate in Jump Rope for Heart.

While jump roping and staying active, you raise money for people who have heart problems. Another fun activity that [NS] participated in was Red Ribbon week. It was to tech us a lesson to not do drugs. Each day had its own theme and was a lot of fun. I think [NS] is a very healthy school and I am very proud to be a [NS] Tiger.
Our school also hosted an H1N1 clinic. Because of this clinic, our parents did not have to take us to stand in long lines like lots of other people did. We are healthy because we work hard to get strong and prevent the spread of germs!

82. From the Green Team to healthy food choices, [NS] is always on top when it comes to being a healthy school. [NS] students and staff are always coming up with new ways to stay healthy and active throughout the year. Everyone takes great pride in our school and work to make it healthy!

[NS] has many extracurricular activities that include: sports (baseball, football, swimming, tennis, volleyball, wrestling, and cheerleading), healthy food choices, it promotes physical fitness, and takes actions to keep its students healthy and happy. [NS] has these activities to make sure its students are always active and in the best shape they can be. We also have offered H1N1 vaccinations, and they offer multiple gyms.

The school offers extra gym classes promoting physical health, as well as the many sport choices for all genders. Physical fitness test in gym have us work to keep ourselves healthy. Sports practices keep our heart-rate going by running, working out, and stretching.

[NP], the school cafeteria manager, has kept healthy foods in the cafeteria all year round. Skim and one percent milk are a part of our daily diet. Vegetables, salad, fruit, one meat choice, water, wheat bread, and baked chips are all part of her way to promote healthy living and eating. She is keeping the cafeteria clean and the students that eat in it.

[NP], [NS] gym teacher, is promoting healthy living throughout the entire school district. She has created, and is introducing, the Active for Life campaign. Teachers are coming together and exercising towards their goal. Everyone is keeping a log of minutes they are exercising each week in a competition to beat the other schools. Healthy competition is keeping our school districts staff members in shape!

[NS] is coming together to keep the students and staff in shape. [NS] is creating not only healthy bodies, but is creating healthy minds as well. We are working to make our school healthy and are prompting other schools to do the same.

83. I, [NP], believe that [NS] should be nominated for the Healthy Hoosier Award because in the school's cafeteria nothing is fried and there is always fresh fruit. There are posters promoting milk in diets and the staff are always encouraging us students in or outside of school to eat healthy. With the encouragement of some staff I was able to stop pulling ice cream out of the refrigerator and I started pulling out celery. In the class family consumer science, we learn about food content and it made the students think about what we were putting in our mouths, helping us for a brighter and healthier future.

Health isn't just what we put in our mouths it's also how we move. That's why every student gets to get up and move in physical education. In P.E. we get to do activities that make our muscles move, work, stretch and grow. Did you know that the school employed an improved health policy with the goal of improving the health and attitudes of students. As a member of student council, I have realized that the healthier the student the happier the student is too and when the parent and guardian sees their report card they will be happy as well.

As any school, we're not perfect but we are trying to get there. For example, we want to switch from coca cola reward to a less sugary resource and any student and many
teachers would say that at any grade we should be able to go outside. Going outside improves brain power and health. The school [NS] is a very happy Healthy Hoosier school that is going to stay happy and healthy, keep promoting and keep growing.

84. [NS] should be recognized as a Healthy Hoosier School for many different reasons. Not only do the students care about their health, they try hard to keep themselves fit. Here are a few of my opinions and also why I feel this way.

My main reason for why we should receive this recognition is because our school has a great exercising program called Walking Club. Every morning recess, all the students are allowed to (and many do) participate by walking briskly or running around the soccer field, then recording it. Running around like that can make you work up a sweat. In the end you get a prize, so that helps motivate the children. You get fresh air, and you can walk or run with anybody you wish to during Walking Club.

Secondly, many times throughout the year, we have different activities that go with Walking Club. Some examples would be three on three basketball, soccer tournaments, and softball. All these sports are fast-paced and they can be a real workout. All the students enjoy these too, because it’s a different exercise for a change.

Finally, [NS]’s lunch ladies try to keep the meals very well-balanced and fit. There is almost always milk and wheat bread available, as well as fruits and vegetables. Another thing is that the staff allows students to have water bottles. Kids need lots of water to do their school work and to be healthy. Believe me; [NS]’s students are very well hydrated.

So now you know why I feel [NS] should be recognized as a Healthy Hoosier School. As you can tell, all the staff and the students are doing their best to stay fit and healthy. The staff provides well-balanced lunches, they allow water bottles, and they got together an awesome exercise program, with lots of different sports and activities! We are all so proud and amazed by the positive results! So now, why SHOULDN’T we be considered as a Healthy Hoosier School?

85. [NS] should be a healthy school and always be one. For lunch they sell nutritious foods like water and milk instead of pop or Gatorade. We used to have Gatorade but our lunch workers changed that. Also we have good foods like fresh fruit, whole grain bread, and veggies like carrots and broccoli. They limited chips and candy. Now we only have baked chips and not candy. They also limited ice cream only a few times a week. At our lunch room they mostly sell good foods for you. They want you to get all of the vitamins and proteins you need and the right amount of it. Our lunch ladies help us eat healthy and pick the right choices to eat. I hope every school could be as healthy as [NS]. [NS] is a Healthy Hoosier School!

86. I am a fifth grader at [NS]. Have you noticed on TV what Mrs. Obama has been talking about? Healthier food choices for our students in our schools! Lots of schools serve fatty or sugary foods, deep fried foods and greasy pizza. First off, I bet half of that food doesn’t even taste good. Secondly, a lot of kids don’t exercise or play sports and this leads to obesity. If obesity gets worse, this will lead to juvenile diabetes. We have to think about kid’s health also. Too much TV and game playing and no activity are not healthy.
What is your favorite food? Ice cream! Soda pop! Candy! If so, what do you notice about the foods listed? They are all not healthy. We should have healthy food in our cafeteria. We can have healthier alternatives. How about fruits instead of salty, greasy chips? Kids will still like these choices; they are healthier and still delicious. We already have very many different choices in fruits and vegetables that are offered to us in our cafeteria. Do you like ethnic foods? Well, maybe we could have different kinds of food or even themed lunch day! On certain days, we could have Chinese food, such as orange chicken. We could have a variety of new and interesting foods. Physical education is also an important part of our day to keep us in shape. If we do not move around and exercise, we will become over-weight. Sitting in front of the TV and eating is not wise or healthy.

I know that [NS] does make a healthier difference in our lives. We have a very healthy school. Please consider this wisely. I know that our school is a Healthy Hoosier School.

As a student at [NS], I think that we should be a Healthy Hoosier School. Did you know that Indiana is ranked seventh for obesity? This statistic should be taken very seriously. We can do our part to change it here at [NS]. [NS] is a new school so we have a lot of tech but little exercise equipment. And, as a result, we need exercise, desperately! This need for exercise is growing and growing. We do our regular exercises in gym, but this is not enough. [NS] absolutely needs this exercise equipment.

Another issue at [NS] is the food. Instead of synthetic cheese, why not use real cheese? We should also have healthier alternatives for lunch. Instead of mashed potatoes, we could have apples. If you give [NS] this grant, we could eat much healthier.

We need to develop our athletic program. Our program is miniscule compared to other schools. Imagine if we had a soccer team, a baseball team, and maybe even a hockey team. That would be amazing! These teams would be a great benefit for our school. We could compete in more competitions against other schools.

Relating to our gym and athletic programs, the exercise we get in gym and around school could be doubled if we had the right equipment. Another idea is to have health specialists come to the school to teach students to exercise better and more often. And yet another possibility is to have a family exercise night at school. Students could bring in relatives to have a fun night and become fit, all at the same time. This program would not only benefit the school but other families in the community as well.

If we had a great fitness and nutrition program, students, families, teachers, and even principles could work out and be challenged to do their best. [NS] could be recognized for its efforts to make its school fit. So, please help us make the new [NS] a Healthy Hoosier School.

Hello, I am a student of [NP]'s 4th grade class at [NS]. I along with the rest of my classmates have written a brief summary of why our school should be a Healthy Hoosier School. Our number one reason why our school should be selected as a Healthy Hoosier School is [NP]'s enthusiasm to make us healthier students. He gives us a lot of information about nutrition and our bodies. He brings us new games, equipment that he borrows from other schools, and knowledge of fruits, vegetables, and reading food labels.
[NP] talks about initiatives all the time and bringing new things to our school's wellness program. Our school is now involved with Peyton Manning's Project 18, NFL's Play 60, and our school applied for the Fresh Fruits and Vegetable Program this year in hopes to have fresh fruits and vegetables available daily for all students. Our class has helped with hanging banners and posters around the school to show our support for the school's "Wellness Initiatives." We enjoy [NP]'s "Health Tip of the Day" each day during morning announcements. My teacher said she has learned some new facts from [NS]. My classmates want to make our school a healthier school. We enjoy playing four-square, jump rope, basketball, and kickball during recess.

As for the food we eat here at school is too small of servings. We want more for lunch, more vegetables, fruits, and milk.” I personally think we should have more options in elementary.” We have learned about the Food Guide Pyramid in Gym class. [NS] tells us all the time that you have to eat enough of each food group to maintain optimum body weight and health. We all understand that being healthy is up to us. We have to be responsible for our own bodies. Eating healthy foods, eating healthy snacks, and being active are stressed in our gym class. Our class learned about how the heart works and was active on the heart course in gym. Overall, our school should be selected as a Healthy Hoosier School due primarily to what my class has learned about the topics of health, nutrition, physical activity, and Action Based Learning (ABL).

89. [NS], [C] Public Schools, is a healthy school because we do not get junk food. The fifth grade has the Clarian Health Program, and we participate in Field Day. Clarian Health is a program that talks about becoming a healthy person by eating the right foods and doing healthy, active things. This is perfect for fifth graders because it makes them think and focus on their bodies and taking good care of them. [NS] doesn't give us junk food for lunch. We get healthy food like broccoli, carrots, cauliflower, etc. The food that we eat at school makes us healthy and strong. [NS] has Field Day every year. This activity is good for our hearts because we run, play games, and race. This teaches us that being healthy can also be a lot of fun! [NS] is a healthy and strong school.

90. Shouts and laughter fill the air as elementary students play outside in the warm spring air. They run and jump, gleefully playing tag around the play sets and monkey bars. They are full of healthy food--fruits, vegetables, and grains--and full of life and energy. The healthy food and motivation at [NS] spur students on toward living a balanced healthy lifestyle.

The healthy food choices available at [NS] are helps rather than hindrances for students who wish to live a healthy life. In the elementary school, students who order lunch from the school receive a full, healthy meal deal. This plan helps develop healthy eating habits for the future: because the students are given a balanced meal from the school, they are more likely to make those same healthy eating choices in life. Though middle and high school students can pick their own meals, healthy food options such as yogurts, fruits, soups, and salads are still available on a daily basis.

In addition to healthy food choices, [NS] has one thing that other schools do not have: a purpose for healthy living beyond sporting accomplishment or even a healthy body. [NS] views healthy living as a way to glorify the Creator. God has given each
person a physical body; one needs to be a good steward of that body by keeping it healthy. Healthy living also gives the Christian a parallel to his spiritual life. I Corinthians 9:24 (NIV) says this: "Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize." [NS] does not promote healthy living for earthly purposes; the school promotes healthy living to provide a model for the perseverance the Christian should maintain in pursuing God.

In conclusion, [NS] is taking daily action to stress the importance of a healthy lifestyle to its students. Every student has the opportunity to live well; all the student has to do is take the first step.

91. According to About.com: Pediatrics, “Experts estimate that 15% of children are overweight and another 15% are at risk of becoming over weight. And two thirds of these kids will become overweight adults.”

Good foods to eat are, three ounces of whole grain bread, cereal, crackers, rice or pasta. People should eat dry beans, and peas. A person should eat a variety of fruits that are fresh, frozen, canned, or dried. Also milk that’s low fat or fat free, and other dairy products are good and healthy for kids. Low fat, or lean meats, and poultry that are baked, boiled or grilled would be healthy.

As kids get older they don’t need as much snacks. Kids’ snacks need, fruits, and/or veggies. Look at labels and choose things that are low in sugar, fat, and salt.

When eating at fast food places, a person only needs one sandwich. To save calories only eat half of the bun. Avoid bacon, mayonnaise, and double meat. Choose water, diet soda, or low fat milk.

Families should eat meals together. If they do, they will tend to eat more nutritional meals. Parents should buy groceries in planning of healthy family meals.

The American Heart Association recommends, “Children ages two and older should participate in at least 30 minutes of enjoyable-moderate-intensity physical activities. If your child doesn’t have a 30 minute activity break each day, try to provide two 15 minute periods, or three 10 minute periods.”

Kids should walk, or ride their bikes instead of taking short distance car rides. They also should such a ride bikes, play tag, or build a snowman. Parents should park their cars at the end of parking lots for more walks.

Kids are going outside more. They’re riding bikes, walking dogs and some other things to. They are starting to exercise and eat healthier too.

[NS] is becoming more of a Hoosier healthy school. They are serving more healthy lunches and extras. [NS] has also built a new track, so instead of kids sitting in the café after their done eating, they go out and walk the track until recess.

92. Why should [NS] be a Healthy Hoosier School? Well, I’ll tell you why. First, our students have a selection of healthy lunches, mostly consisting of a meat or grain product, which means the students get protein and fiber, respectively. We also get a choice of two sides. These sides usually consist of a vegetable or fruit product (juice and fruit cups) which give us vitamins and fiber. Also, we can choose from four flavors of milk, all low fat varieties. The flavored ones are not as healthy but still have protein, plus they taste better!
Every once and a while, [NS] gives the students an open salad bar. It doesn't happen every day, but when it does, the students usually choose a salad. Any other day, we have an option of getting a vegetarian entree; a regular salad with a dressing of your choice. Our cafe also promotes health with posters. The posters line the walls of the cafe, and even out into the hall. The posters aren't the only thing that promotes healthy choices, some mornings, during announcements; they tell us something that could make us healthier.

These are all reasons why [NS] should be a Healthy Hoosier school, but there is one thing I don't like; only half of the year we have physical education. As a student, I think it is good we have P.E., but we need more. About two-thirds of the way into lunch we also have a "recess" which isn't really a physical thing, more like a social thing, so that doesn't cut it.

Finally, as a student, I feel it's up to the students to make their own healthy choices. [NS] provides healthy choices, but the students make the final decision. That is why we should be a Healthy Hoosier school.

93. My school, [NS] is a Healthy Hoosier School. That's what I love about it. We want the Healthy Kids Choice back next year!

First, we have an awesome recess. We go to exercise. We have great equipment. I'm glad it doesn't break. We get extra A.R. recess if we get our monthly goal and yearly goal where we get lots of exercise. It's always so fun! We get 20 minutes.

Next, we have yummy lunches. They're always healthy. We eat apples, oranges, and bananas. My favorite are the peaches. We also have cucumbers, carrots, peas, mixed veggies, milk, water and green beans. MMMM Tasty!

Last, we play fun games in gym. We play guard the pin, volleyball, and soccer. We get lots of exercise. It's all so fun I'm so happy we have gym!

In conclusion, I love my school because we have awesome recess, healthy lunch, and we play fun games in gym. We all want the Kids Choice Program back next year! We are a Healthy Hoosier School.

94. I believe [NS] is a healthy school because we have P.E. two times a week. We have a rock climbing wall for all students. Everyday in lunch we always have something healthy on our tray. Also when we go on field trips we have something healthy. We have jump rope for heart every year for all ages but you don't have to join if you don't want to. Every morning a teacher will walk with us in the morning if you are in the walking club. We also have a running club. We will have a triathlon every year were you run, bike, and swim and it is very fun to do and it is very good for your body as well. We will go down to the trail and we will walk for a while for some of the grades. I like it because you get a workout for the day and you get a little in shape. We also have were we will walk from [NS] down to the Joe Schaffer Park. We will have [C] Police department blocking the roads off for us so it is very safe. We have 1-5 basketball teams which is very good sport for someone to play in. We have a new sport that [NS] runs its a 3-5 soccer team that you can do which is also a good thing and healthy for your body. Also we have a 5th grade girls volleyball team. Thanks to all the coaches that help us with our teams and reperasints tell city for us. This is why I believe we are a healthy school.
"[NS] is a Healthy Hoosier School because of it's Workout Wednesdays, Brain Breaks, and Kids On the "Mooooooove."

Kids on the "Mooooooove" is where the students will wear pedometers, add up their steps, turn the steps into miles, and see how far Clara Belle "the cow" can get! Her goal is to get from [C], IN (here) to California! We only have 40 days so we'd better get moving!

Brain Breaks are stretch breaks which we do in between classes to get more oxygen to the brain.

And finally, Workout Wednesdays are days where students get out of their seats in the morning and workout.

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Do you have a healthy school? I go to [NS]. Our school is one of the most healthiest schools in the state, IN. We try our best to keep the school fit and eating healthier.

Many schools don't offer as much sports or clubs as [NS] does. For example some of our sports are football, basketball, wrestling, track, cross country, cheerleading, and many more. Just from that list you can see how many sports we have, and we have much more. When kids don't make a team or we don't have a sport they want to play, then they are allowed to make a club with the principal's permission. A few of the clubs are skiing, poms, weight training, DDR, and poms. All they have to do is get a certain amount of students that want to do it and find that teacher that is willing to supervise and you're on your way! The best thing yet we own a weight room and an indoor running track for any sports that need their fitness. Not many schools have amazing workout rooms like us!

Our gym teachers help us to be in shape and we have an outstanding time in gym. The whole school was thoughtful because everyone brought in five dollars to help pay for DDR. We all have a chance to have a fantastic time playing, while getting healthier.

Also, we get the opportunity to run the pacer and the mile, at least twice a month. I always try to get better and better everytime I run both of them to achieve my fitness goal. So far I have succeeded! Next, we do push ups or sit ups after we run. We have been working so hard that everyone usually gets pretty high scores. One of the best things we do are warm ups. Everyday we start fun gym activities we do warm ups. Warm ups are bunches of fun and we get to warm up before we do fun sports or games. As you can see we work hard in gym and become used to it.

[NS] has a health nurse. She trys her best to comfort us when your sick and make you feel like being at home. All around the school we have hand sanitizers. It's easy just to put it in your hand and your hand is sanitized - we have so many ways to keep healthy.

We also have a salad bar and are served fruits and vegetables at lunch. We study about nutrition in health class too.

You could never turn [NS] down for our healthiness. There's not many times you find a school as healthy as us! We deserve a reward!

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There are many reasons why [NS] deserves to be a Healthy Hoosier School. We are actively involved in healthy activities in physical education classes, in our daily school work, in after school opportunities, and in special events. All of these opportunities help keep us healthy.

Physical education classes:
flag football
obstacle courses
outside activities
physical fitness goals (pacer test, mile run, and presidential physical fitness awards)
Minds in Motion maze
Skate Time
Dance, Dance Revolution.
Jump Rope for Heart, sponsored by the American Heart Association, is a fund raiser
where students jump rope to raise money to help people with sick hearts.
Heart course: In the heart course, you are a tiny drop of blood flowing through a heart as
you travel through the obstacle course.
The Fire Safety Course is a course where students learn about fire safety.
Academic setting:
D.A.R.E.

We are allowed to eat healthy snacks each morning to keep our energy levels up.
recess outside, includes enjoying our sledding hill
physical activities offered as incentives/rewards
After school opportunities:
Fourth and fifth grade students can join basketball to be exposed to passing, shooting,
dribbling, and learning the basic rules.
Running club which is a month long training opportunity to prepare students for a
district wide mile race.
First through fifth grade students are invited to a jump rope club to learn the skills of
jumping rope.
The Jumpin' Eagles team performs at different places throughout the community.
Our after school care program, Kids Club, participates in many physically active
programs both inside and outside.
Annual special events
Fun in the Sun day is a full day experience organized by fifth graders and [NP]. After a
school wide opening ceremony, groups of students travel to different stations where they
enjoy physical activities.
Each fall our school hosts a community health fair and fun run. The purpose of the
Health Fair is to increase knowledge about healthy habits. host district wide "Running is
Elementary" meet for 4th and 5th graders in May. Now you can see why [NS] is a
Healthy Hoosier School.
98. Hi, I am a fifth grader at [NS]. [NS] has been a great school. It is well run and
operated. [NS] has some of the best teachers I have ever known. There are some nice
teachers and ones strict teachers. My community is a rural area. Nothing really happens
in my neighborhood. I see wild animals and watch cars go up and down the road.
[NS] Physical Education class is great. Our routine is to come in and either walk, jog
or jump rope. We usually listen to two songs on a CD. We then do Minds in Motion for a
while and then a game. We did the P.E. Challenge. Some people got gold medals, some
silver and others received bronze medals. I received a gold medal!
[NS] has some enrichment groups such as hip hop dancing, chess club, build it big,
easy to make snack and fun science projects. I participated in some of these classes. I
think [NS] should continue with these after school enrichment groups, especially for the
younger kids who haven’t had the chance to participate.

Field day activities are awesome! Some activities were cat and mouse, popcorn,
sharks & lifeguards, crab soccer and then there were outside activities such as potato bag
hop and blind-folded water fights. We also get to go to Bremen Bounce again this year
for field day!

Recess is very fun and it gives you a chance to get away from doing work for 15
minutes. I usually play kickball, but sometimes I play two-hand tap with my friends in
third and fourth grades too. I also play with one of my closest friends [NP] on the swings.

School lunches are great. My favorite lunches are breakfast day, make your own pizza
and breakfast day sandwich. I hope they keep on giving us good food and making it fun.

[NS] is an awesome school! I take with me many memories. I will miss the lunches
and the teacher most of all. I for sure know the teachers will definitely miss us!

99. I am a 5th grader at [NS] in [C], IN. I was asked to write an essay explaining why
[NS] promotes good health. I started listing things that I see and do each week that
would encourage us to live a healthy lifestyle. At first I wasn't sure I could think of too
many things, but it didn't take long for me to put together a long list.

Every week, each class gets to participate in gym, where we always begin with walking
to warm up, then we exercise and run laps before we play a game or learn a skill. I also
see health promoted at lunch where each day we are given choices of different fruit and
vegetables, plus drinks that are good for us like milk, water, and fruit juice. Many other
things made my list like health class, after school activities and sports, sanitizer in every
room, and only healthy snacks during class.

All of these things are great ways [NS] keeps us healthy, but I realized that every school
is probably doing these kind of things. When I started thinking of some of the special
things we do at [NS], two things came to mind.

The first is the Silver Mile. Our school district puts on an event where people from the
community gather at the high school for either a 5K run or one-mile fun run as a
fundraiser. At [NS], we have the Silver Mile Movers, who are an after school group of
kids that train for the run and get people excited about doing the event. We are all
encouraged to participate in the race and to bring our family and friends.

Finally, three days a week, we get to do something called Minds-In-Motion. We have a
special classroom set up with many different stations where we go through activities
designed to get our mind and body working together. Studies have shown that these
certain types of physical activities are like giving my brain a workout. My school is the
best!

100. How healthy is your school? Well, my school routine involves more exercise than
you could imagine. Waking early is a great start each morning for the body and mind. I
begin my day by waking early to participate in a safety patrol program that my school
provides for me. Some activity included is walking and protecting lives. Once I am done,
I head off to class to get another wrinkle in my brain. As we walk through the hall to get
exercise. During the day, we get “specials” classes. One of these classes is gym class.
Gym provides us with wonderful exercises. Our next long walk down the hallway is to
the cafeteria. This is where we get served delicious, healthy food. We have a choice
between some foods every day. Oh, did I mention getting to be active throughout recess?
At the end of the regular school day, I go back to safety patrol. After safety patrol, I
go back to the cafeteria to get a healthy snack and a low fat milk. Then we exercise and
play throughout cheerleading class. After cheerleading, I get to go home for the rest of
the day!

101. Do you guys and girls like being healthy? [NS]’s students do! Read on to find out
why our school should be chosen as a Healthy Hoosier School. Healthy snacks are
excellent for our bodies, our walking club gives us exercise, and Professor Popcorn
teaches us about nutritious foods we can devour.
First, healthy snacks are excellent for our bodies. If you drink milk, white is better for
you than chocolate because chocolate has sugar in it. We always have juice in our after
school programs. Do you like graham crackers? Well, we do! Delaware’s cafeteria
always offers fruits during lunch.
Second, our walking club gives us exercise. Do you want muscles as big as the
Incredible Hulk? Would you like to be in great condition? I know I do. The walking
club helps build our core.
Last, Professor Popcorn teaches us about nutritious foods we can devour. Some foods
make us healthier than others. Sometimes you need some fat, but not always. Did you
know that breakfast is the most important meal of the day? We learn about the food
pyramid, too.
Now you can see why [NS] should be chosen as a Healthy Hoosier School.

102. [NS] is a very healthy school, full of very strong students and the school staff helps
keep the kids strong by giving the students healthy food. We have food such as pasta,
apples, oranges, pineapple, green beans, baked fries instead of fried, turkey wraps and
whole wheat buns and bread. Even the drinks are healthy, like 100% juice and skim
milk. The lunches aren’t just healthy but they are good!
Our school’s PTA also loves it when kids are healthy! So they set up really fun stuff
to do. If you come back to school around 4:30 or 5:00 pm, sometimes there are
inflatables, games and much more to keep the kids active.
Everyday at recess there are games. Games that are active and fit. The games are
football, wiffle ball, Guard the Cookie Jar, Frozen Bridge Tag, basketball, soccer,
kickball and Frisbee. It’s a pretty big variety. We also have really fun playground
equipment. We have swings, slides, monkey bars, walking trail and many more.
In gym we have volleyball, tennis, Frisbee, Sink the Ship, Sink the Ship Two,
basketball, but there is still more. Here’s how you play some of the games. Volleyball:
there are four nets and you hit a ball to one of the four teams and you just follow regular
rules for volleyball. Tennis: you have a cushioned paddle and a birdie to hit and you hit
it back and forth with your partner. Sink the Ship: there are 4 mats that you stand in front
of when you throw the ball at the other teams bowling pins. You have to try to knock
their pins over.
Field Day is also a good way to keep you strong and healthy. Field day is May 14th
and I can’t wait!
103. Do you know why [NS] should deserve to win the Healthy Hoosier School Award?

Because they always make kids feel welcome. Also, they keep kids healthy and strong.

Then they have Family Fun Night! It’s when you take your parents to the school, eat scrumptious snacks, and play in the bouncy, humongous, blowups. Sometimes kids ride on the big, black bull. One time my teacher, [NP], rode the bull and fell off! She was OK, but she had a bump on her nose. Then [NP] gave her a bandana for trying.

Also, we have posters of healthy foods in our cafeteria. They always have different food posters for different months. The food posters they have are strawberries, apples, nuts and other healthy foods. The food in the cafeteria is marvelous!

Next, we have Field Day. At Field Day, we do lots of running, stretching, and exercise. Lots of kids do running because they’re so energized and ready to run like the wind. They are always ready to run.

Finally, we have the heights, weights, and blood pressures. We go to the gym and use a pump to take kids blood pressure. Then they measure your height with a big, long, stick. After that they use the weighing scale that takes your weight. [NS] is a stupendous school! Now do you think we deserve the Healthy Hoosier School Award?

104. [NS] is a very healthy school! We exercise and eat healthy. We are also very active!

Students at [NS] have physical education (PE) once a week. In PE we run, do stretches, and exercise a lot! We have a lot of fun exercising! In PE, we play volleyball, basketball, tennis and even some jump roping. I love PE! We also learn about keeping our bodies good and healthy,

Our cooks do an excellent job of making sure we get healthy food. They have really good food! For example, I can eat apples, oranges, and banana. Everyday I can eat a salad. For my drink, I can have milk or juice. I can pick from a lot of healthy things! As I’m picking my food item, I’m learning a lot about good food choices.

We have a school nurse that is very nice! She will make sure everyone is safe and not hurt. She makes everyone feel a lot better! She also teaches us about staying healthy. If we feel sick we can go see her anytime.

We learn how to clean. For example, we learn how to sneeze in a tissue and cover out mouth when we cough. We also learn to wash our hands a lot. In the classroom we have hand sanitizer.

Our school is a very safe school! It is clean because of the janitors and safe because of the awesome teachers! The teachers monitor recess so that nobody gets hurt. They also make sure we are safe in class and the cafeteria. The teachers and janitors help us learn how to be a safe, clean school.

I have been in this school for five years and I have learned a lot about being healthy and how to stay healthy. [NS] is a very clean and healthy school! I hope it will stay that way forever.

105. I think [NS] should get the health award because we do several healthy things here.

When we have P.E., we learn about several different sports, including basketball, hockey, and volleyball. We also learn about the right way to throw, how to jump rope in different ways, such as the double and single bounce, how to aim when throwing, and other healthy things. We also do a couple of programs too, such as Jump Rope for Heart. At
recess, we play with jump ropes, basket balls, and a couple of other balls. During lunch, we eat healthy things like ham and green beans, or turkey and mashed potatoes.

This is why I think that [NS] should get the award. We do many healthy things during the school day, in combination with regular school work. We do so many healthy things here that I can't count them all. [NS] truly is a healthy school.

106. [NS] should be a Healthy Hoosier School, because I believe that if our school became a Healthy Hoosier School that would be a positive mark for our school. Any school that has the chance to become a healthy school should try to become this way. Some kids just don’t know how to be healthy, but by education and example setting anyone can learn. Not only should our lunches be healthy, but we need to continue with activities to keep kids in shape. Healthy kids are happy kids and happy kids do better at everything in life, not just school.

Here at [NS] we as students have the opportunity to get involved in sports and other activities that keep us moving and in shape. I am a member of the dance team that can meet twice a week during our thirty minute LOP time during school hours and we meet at least once a week for practice. There are many other activities that go on during LOP time that include movement. We have a good physical education program. The teachers don’t care how good you are at something they just ask that you move your feet. I think this attitude takes a lot of pressure off the kids who just can’t or are not good at certain sports or movement. We have different intramural sports programs in which if we win the round robin tournament we get to take on the teachers. We have teacher creature flag football for the girls, teacher creature basketball for the boys and teacher creature softball for both boys and girls. Now come on who wouldn’t want to beat their teacher in something.

We may not be the biggest school or the wealthiest school, but we have a lot to offer and would appreciate this award for what we do to improve our school.

107. [NS] located in [C], Indiana should be chosen for the Healthy Hoosier School. We integrate healthy food choices with many fun selections of physical activities. Our cafeteria offers salad bar daily and fat free or reduced fat milk. Our vending machines consist of flavored waters and regular water and no pop. We also have baked chops in our vending machines instead of high fat potato chips, which are deep fried.

Activites students can participate in are Bigger, Faster, and Stronger. This is available as a class choice in school and after school and anyone can freely participate. In school we go into our weight room where we lift or we go out on our indoor or outdoor track and run. After school it is for 1 hour and 30 minutes. We have a program called S.H.A.P.E. This is operated in gym classes and everyone in the school is involved. We work in 5 events: running, jumping, benching, flexibility, and sit ups. If you get Shape in all these events you will get a t-shirt which most students enjoy. For every sport we offer there is a club you may participate in, including Run club, Volleyball club, Wrestling club, Basketball club, and many more.

In our health class we teach kids about fats and bad eating habits in our life and how we can make healthier decisions. We teach options you can use in your cooking that will make the foods healthier for instance, we baked cup cakes, but instead of oil we used
apple sauce and used fat free icing. We also watch videos on fast food eating and look up calories and fats for our top 5 favorite foods. These are the reasons we make our school healthy because [NS] believes that we can make our kids body smart and offer activities that let them use their knowledge about staying in shape. This is why our school is the Healthy Hoosier School.
Appendix I: 2010-2011 Nebraska Descriptions

1. (NS) = Name of School
2. (NP) = Name of Person
3. (C) = City/Community

1. A. Program Description:
The [C] School district entered the 2010-2011 school year with the completion of an eight million dollar construction project that increased activity facilities with the addition of a gymnasium. The additional facilities aid in providing a physical education program that exceeds the requirement set forth by the Nebraska Department of Education. Every elementary student is provided 25 minutes of physical education from a certified physical education specialist daily. The new gym guarantees daily recess activity, even during inclement weather. Beyond the required Jr/Sr. high physical education, the offering of elective classes provide additional activity opportunities. In the 2010-2011 school year, 71% of juniors and seniors took elective physical education classes. The school district has taken steps to create a healthier eating environment at school by addressing changes in the school vending machines and school breakfast/lunch programs. Pop machines, which are not available to students until 1 1/2 hours after lunch, provide only diet sodas, fruit punch, Gatorade, and various flavored waters. Vending machines are providing better choices for students such as granola bars, nuts, animal cracker, and baked chips. The school breakfast/lunch program is now offering students four milk options daily, skim and 1% in three flavors. Students are exposed to a wide variety of low sodium raw and cooked vegetable and fresh and canned fruit served in their own juices. Students are served whole grain white bread and are given a salad bar lunch option heavy in fruits, vegetable, and salads. The breakfast program has expanded to provide students a choice of a hot breakfast item daily as well as low fat yogurt, fruits, and low sugar cereals. Students are provided the tools that promote a lifelong healthy attitude throughout the school setting. All students are instructed on nutrition for a healthy lifestyle, which includes the Food Guidelines for America released in February and My Pyramid instruction in a required ninth grade health class. Additional nutrition instruction is provided in elective food and fitness offerings as well as other consumer science classes. Students see numerous nutritional guidelines with wall charts and posters on display at lunch and vending machines that have nutritional information posted. All students are instructed on the health benefits of three specific levels of activity: low-level, aerobic, and anaerobic in the required ninth grade physical education class. They use that information to select elective classes that are specific to one or more activity types as well as lifelong activity choices.

2. B. List measurable program goals and how they relate to your school wellness policy:
The [C] school district set goals to 1) increase the opportunity for physical activity available to students during the school day, 2) create a healthier eating environment at school, and 3) provide students with the tools to promote lifelong healthy attitudes. These goals relate to our school wellness policy.

3. E. Obstacles/challenges encountered and how you overcame them:
Our biggest challenge is scheduling. Although we have an extraordinary number of upperclassmen participating in elective physical education and consumer science classes,
there are still students that, due to requirements and class maximums, cannot fit their
choices into their schedules. Our guidance department does an excellent job of
accommodating as many students as possible.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
We feel our interventions for physical activity and nutritional awareness will have a
lifelong impact on the wellness of our students. We are assisting them in making good
lifestyle decisions concerning activity and nutrition.

2. A. Program Description:
[NS] has initiated four successful wellness programs this year. They are: "Walking
Wednesdays" and "Moving Mondays"; a monthly exercise calendar incentive for students
and staff; monthly open gym opportunities; and an eight-week after school wellness club,
Empower Me 4 Life.

B. List measurable program goals and how they relate to your school wellness policy:
Our Wellness Council has an ongoing goal to involve as many students and staff in
wellness opportunities as possible. The Walking Wednesdays and Moving Mondays have
been our most successful events with the majority of our students and staff having the
opportunity to walk for 10 minutes before the school day begins on Monday and
Wednesday.

E. Obstacles/challenges encountered and how you overcame them:
The main challenge was finding a location for students arriving in the early morning to
participate in a "moving" activity. Our school has a natural walking path through our
hallways (Gates is built around a courtyard area) which provided an easily accessed and
supervised space to move.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Students are excited about walking the halls and even arrive at school anticipating that
event with enthusiasm. We have noticed an increased number of participants recording
their monthly exercise efforts, finding new ways to move. The after school club has been
well received and is in its early stages of influence.

3. A. Program Description:
[NS] Community’s Running Club and Cross Country Team organized a Mini Fun Run.
Charts were made for each elementary classroom and the students were shown a "loop"
to walk on the playground. Students kept records for a few weeks of how many loops
each student walked; those students with the most loops received bracelets as a prize. The
final event was a Mini Fun Run where the elementary students participated in races led
by the high school students. The high school students also led cardio activities such as
jumping jacks. Medals were given to every student who participated that day.

B. List measurable program goals and how they relate to your school wellness policy:
School Wellness policy states that a goal is to promote student wellness by offering
suitable opportunities for students to engage in health-promoting activities. 100% off
elementary classrooms will participate in the event. Students will participate in something
activity related during every recess.

E. Obstacles/challenges encountered and how you overcame them:
It was difficult to coordinate the high school and elementary schedules.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

These high school students are very passionate about running and physical activity, serving as positive role models for the younger students. Teachers noticed that the program got kids moving during recess. Medals given to all participants improved self morale for some who otherwise wouldn't have been recognized for their efforts.

4. A. Program Description:
As part of our Destination Imagination Challenge – Project Outreach we chose to focus on obesity. We held a week long “Get Up and Move” program at our school. We encouraged our classmates to do various cardiovascular activities during their homeroom. We had an assembly where a pediatrician, [NP] from Methodist Health Systems, educated us on BMI and healthy living. Governor Dave Heineman was scheduled to talk to our school but due to bad weather he was unable to attend. He has rescheduled for March 16. We also held a “Junk Food Drive”. We encouraged our classmates to bring unhealthy food from home to get the temptation out of their homes. We will donate these food items to a local food bank.

B. List measurable program goals and how they relate to your school wellness policy:
Our goal was to bring awareness. We wanted our fellow classmates aware that many health problems start in the early teen years. Eating right and exercise can help reduce the risks.

E. Obstacles/challenges encountered and how you overcame them:
Our biggest challenge was the weather. During our scheduled week we had (2) snow days. This caused our classmates to lose focus and momentum. It also resulted in rescheduling the governors’ speech. On the positive side we were able to extend our challenge into the next week and were able to reschedule the speech.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Many of our classmates were excited and were eager to participate. We are planning to continue our DI healthy living project next year. We plan to work with our health teacher, [NP], to discuss new programs to promote cardiovascular activities. One item that we would like to do is make healthy lunches the same price as the regular choices.

5. A. Program Description:
The SWC has been working on After School Obstacles since January 2011. This is an after school activity that focuses on physical activity, and a little fundraising to purchase incentives/prizes. Tickets are awarded to participants based on effort and performance. The cost to participate is 25 cents per trial. For example, for a quarter they get to bowl one frame of bowling. A strike awards them four tickets, a spare equals three tickets, knocking down a total of 6-9 pins gets them two tickets, and one ticket for knocking down 1-5 pins. The students collect their tickets throughout the year to earn prizes. The prizes include: 40 tickets to earn a basketball, 30 tickets to earn an i tunes gift card, 20 tickets to earn a resistance exercise stretch band, etc.

B. List measurable program goals and how they relate to your school wellness policy:
Our school wellness policy includes School Activity Goals. The first goal states: The Public Schools will create a total school environment that provides consistent wellness messages and is conducive to eating well and being physically active. Our Student Wellness Committee implemented the After School Obstacles. The goal of the After School Obstacles is to promote physical activity. The SWC’s goal is to involve students who would not normally be active after school.

E. Obstacles/challenges encountered and how you overcame them:
One of the challenges at our school is space. During basketball season, it was a challenge to schedule ASO's while basketball practices and games were taking place. The basketball coaches at our school were understanding of our mission. On most ASO days, we were wrapping up our activity as basketball practice and games were getting started. F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
On any given day, one or two students will ask, "what are we doing after school next week?", or "when are we going to do the football throw again?". We are glad to see that physical activity is on students' minds, and that they are not thinking about video games or television the minute the school day is over. Sixth and seventh grade students who cannot participate in after school sports are excited to be physically active after school.

6. A. Program Description:
This year we have taken a few procedures to ensure our school is healthy and physically active. In our first step we worked with the school cooks and suggested having more fresh fruits and vegetables available. Our second action was to restock our pop machine with healthier beverages such as diet pop, tea, and fruit juices. Lastly, our physical education teacher has offered a bootcamp for the staff and students who want to be involved allowing them to be physically active and fit. These steps have not only affected students and teachers but some community members as well.

B. List measurable program goals and how they relate to your school wellness policy:
We are currently working with our high school administration and physical education teacher to change a weight lifting class to a lifetime fitness class. This gives students the opportunity to not only lift weights, but do other activities that will help them throughout their lives to stay active and fit. Changing this class applies directly to our other school activities area of our policy by allowing students to have other suitable opportunities to engage in health promoting activities. This class would also qualify as a curriculum that meets state regulations that relates to our physical activity section of our policy.

E. Obstacles/challenges encountered and how you overcame them:
Not having a money fund has limited our council to the activities and programs we have to offer students and also the staff. Despite this issue we have managed to have a successful bootcamp ran by our physical education teacher and are working on a new class for students.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Our school beverages became compliant with state regulations and many students have chosen to not drink pop at school. Teachers, students, and other community members are active in the bootcamp and have seen positive outcomes. The cooks have offered fruit and yogurt parfaits along with an available salad bar.
7.A. Program Description:
A [NS] School Wellness team goal for this year is to increase fruit and vegetable consumption. A sample of fruit or vegetable will be served to each student as they enter the building. An announcement is made, over the intercom system, describing the foods origins, how it is grown, the nutritional value and ways to increase consumption. Students will be able to participate in a game where a laminated picture of the featured fruit or vegetable will be placed in a couple of places in the school. Students who find the picture turn it in to receive a fruit or vegetable snack. Students are rewarded for Random Acts of Eating when “caught” enjoying a fruit or vegetable.

B. List measurable program goals and how they relate to your school wellness policy:
1. Increase the % of elementary school students reporting eating more than 3 fruits and vegetables a day from 8% to 15%. 2. Increase the % of secondary school students reporting eating more than 3 fruits and vegetables a day from 10% to 20%. The [C] Public Schools wellness policy states “…offer suitable opportunities for students to engage in health-promoting activities.” Being able to show an increase in fruit and vegetable consumption demonstrates the value of nutrition initiatives and provides feedback to the School Wellness Council. Having outcomes for previous programs provides stimulus to providing more activities.

E. Obstacles/challenges encountered and how you overcame them:
Serving food samples to a large number of students coming in different doors will be accomplished with the help of the students participating on the wellness team they also will help prepare the food. Allowing for samples of several different foods will be accomplished by serving one food once a week for two months.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Students K-12 will be able to sample fruits and vegetables that they may not have ever tasted before. The short nutrition less on each food provides some fun facts and give the important health benefits of each food. Random acts of eating rewards emphasize the promotion of fruits and vegetables the school want to convey daily.

8. A. Program Description:
The [NS] School Wellness Council provides a day of nutrition, physical activity, safety, and general wellness for all of their students. Wellness Day activities are provided by community organizations such as the health department, YMCA, YWCA, police and fire departments, [C] College, UNL Extension Office and 4-H along with other individual community volunteers. The activities this year include aerobics, bullying, dog safety, good choices at fast food restaurants, sportsmanship, healthy snacks, when to call 911, and smoking. Wellness day has been held for several years and is one of the highlights for the year for [NS] students.

B. List measurable program goals and how they relate to your school wellness policy:
Goals for this initiative are: 1. Increase the opportunity for physical activity during the school day. 2. Provide nutrition information to help students make better nutrition choices. 3. Provide information to help make students safer at home and in the school environment. One [C] Public Schools wellness policy goal is to provide health promoting
activities. Wellness Day is just one of the [NS] School Wellness Council activities that meet that goal.

E. Obstacles/challenges encountered and how you overcame them:
Keeping the activities and information fresh every year can be a challenge. The School Wellness Team has been successful in identifying subjects that need to be stressed each year, and have been able to provide different programs for nutrition and safety to help keep the students engaged and enjoying the day. Getting staff actively involved was a big obstacle in the beginning (the first couple of years). With Administrative support and encouragement, staff has become involved by participating and being role models during our Wellness Day and All School Recess.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
This initiative has increased the staff participation in school wellness efforts and is an event that staff and students look forward to every year. Wellness Day increases student physical activity, provides more nutrition education and emphasizes relevant safety issues that students face each day.

9. A. Program Description:
Every Friday during the last period of the day the school nurse meets with a group of students from the 7th and 8th grade as part of our club time. The club is named Wacky Wellness. We spend approx. 20 minutes talking about wellness (physical, emotional, spiritual, and social wellness), and 20 minutes doing some type of movement. The group learns about diet and exercise. They taste a new food every Friday and try a different kind of exercise. The types of exercise include yoga, pilates, aerobics, line dancing, and playing games.

B. List measurable program goals and how they relate to your school wellness policy:
The students will be able to make more informed decisions on food choices and healthy life styles. They will be able to identify what foods are part of what food group and what is a better choice regarding food. They will have experienced different types of movement and be able to tell why exercise is important to a healthy lifestyle.

E. Obstacles/challenges encountered and how you overcame them:
No budget. School nurse supplies different foods and occasionally students bring foods from home.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
The students are making healthier decisions regarding their diet and exercise. They are also more informed regarding the importance of sleep and positive peer pressure, family relationships and spiritual health.

10. Program Description:
Wednesday’s have been designated as a wellness day at [NS]. The fitness/exercise schedule as to what groups are participating alternate from week to week. The rotations is: Non-Core Departments Social Studies Language Arts Science Math Students and teachers are encouraged but not required to participate. Students and staff were asked to log their fitness/exercise time during the week. Students will then turn in their logs to their homeroom teacher. A point system was established and those students/staff that
reach the designated point totals will receive prizes. The culminating activity will be a walkathon for Juvenile Diabetes.

B. List measurable program goals and how they relate to your school wellness policy:

Goal - 70% of Plattsmouth High School students and staff will attain the fitness goal of six points (90 minutes) of exercise per week. For students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. [NS] believes that a student’s experience in school should be a total mind/body experience. It is expected that all members of the [NS] family will engage in at least ninety minutes of wellness activity a week. Having 70% achieve the goal of 90 minutes a week is a step toward all.

E. Obstacles/challenges encountered and how you overcame them:

The biggest obstacle were those who do not like change. We took a positive approach with a lot of data. Perseverance and drive would best describe how we overcame challenges.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The staff and students are making better food choices in the cafeteria, staff and students are connecting on a different level, and our building is much more upbeat and positive on Wednesdays.

11. A. Program Description:

We started a 54321 week to promote the 54321go initiative. We did this the week before winter break so that kids would consider how they ate or exercised before they went on vacation. Each day we had a different activity and had kids self-monitor consumption of fruits and vegetables, water, dairy, screen time viewing and activity.

B. List measurable program goals and how they relate to your school wellness policy:

Our measurable goals were for a majority of students to record how many of the 54321 items they were able to do during the week. One of our wellness goals is to provide a healthy learning environment by bringing education about healthy choices to all students.

E. Obstacles/challenges encountered and how you overcame them:

Teachers did not turn in recording sheets for the class. We encouraged them through email but winter break came up and it was forgotten by most. One hour of exercise was not possible during the day, but we got Hy-Vee to donate balloons for a movement activity.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Our students are more aware of healthy choices. I still see water bottles on the desks of at least half the students. Teachers made an extra effort to limit screen time on the "2 or less hours of screen time" day, and noted how much they had relied on "screens."

12. A. Program Description:

The [NS] School Wellness Council identified a problem with many students not eating a healthy breakfast before coming to school. They utilized National School Breakfast Week as an opportunity to promote healthy breakfast consumption. Breakfast Week is designed to encourage students to eat a healthy breakfast every day. The initiative provides a free healthy breakfast food item for each student all week. Activities include coloring and
poster contests, parent information on the importance of breakfast and student activity sheets. Breakfast Week uses the School Nutrition Association’s National School Breakfast Week resources.

B. List measurable program goals and how they relate to your school wellness policy:
1. Provide healthy breakfast information to parents and students. 2. Provide a healthy breakfast food item each day of the program. 3. Decrease the number of students complaining of stomach aches and not feeling well midmorning.

E. Obstacles/challenges encountered and how you overcame them:
Food purchasing and preparation was provided by health department staff. School staff participation was extremely helpful for promotion and classroom time to provide nutrition information and to work on activity sheets.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

13. A. Program Description:
1. Our wellness committee has been given the responsibility to monitor our school's vending machine. We have made the changes necessary to meet the competitive beverage and food guidelines. In order to accomplish this task, we have had the responsibility of ordering the appropriate-sized drinks and purchasing the appropriate snack that our machine now offers. 2. Our school breakfast/lunch program has made significant gains to complement the wellness program. Some of these include offering at least 10 different fruits and 10 different vegetables monthly. Ten fruits and vegetables are offered daily. We offer only 1% or skim milk.

B. List measurable program goals and how they relate to your school wellness policy:
1. Our goal with the vending machines was to evaluate what was being offered and determine what changes needed to be made. We made the changes necessary to match the machine with the competitive food guidelines, with offerings that appealed to middle school students. This matches our school policy 508.13.2 JGD. 2. The goals with the school lunch program are to meet or exceed the USDA standards. Our goals include offering a whole grain food daily, continuing to lower the fat in our salad dressing usage and offerings.

E. Obstacles/challenges encountered and how you overcame them:
1. By checking labels, we came up with vending foods that were nutritional, yet appealing to middle school students. 2. The lunch program let bids to be able to find/offer whole grains by challenging vendors. Recipes have been modified to decrease fat and replace salt with other spices.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
1. The students in our school can now walk away from the vending machine feeling good about making nutritional snack/drink choices. 2. The breakfast/lunch program provides a
more diverse selection of nutritional choices for our students. We are a program that other districts call upon for advice.

14. A. Program Description:
“We like to Move-it, Move-it, we like to Move-it, Move-it.” This year at [NS] every student was given the opportunity to participate in the “Move-It Challenge” each month. The Wellness Team’s goal was to get as many students as possible moving everyday. The primary goal of our building Excels Team Wellness program is to offer opportunities for students to experience a variety of physical activities and to teach the value of a consistent fitness program for better health, academic success and general personal well-being. At [NS], we offer a vast variety of physical activities before and after school. Some of these programs include: Walking club, [NS] Direct Walk-a-thon, Hip Hop Dancing Club, Running Club, Girls’ Volleyball Teams, Girls and Boys Basketball Teams, Built-in Extra Recess, Ballroom Dancing, healthy cooking club, Field Day, Yoga Club, and built in physical activities during transition times within the classrooms. At [NS] we offer so many physical activities after school that our Wellness Team wanted to concentrate on the student’s activities at home.

B. List measurable program goals and how they relate to your school wellness policy:
During the 2010-2011 school year, our team decide that we would increase the amount that each student was moving at home and each student was given their own personalized “Move-it Challenge” calendar. The students were asked to track and record their physical activity at the end of each day on the calendar, by indicating their activity and the time spent completing this activity. The activities that students completed ranged from walking their dog to running up their apartment stairs thirty times. At the end of each month the students returned their completed calendars that were signed by their parents/guardians. On the first of each month, five [NS] “Wellness Winners” were randomly selected from the hundreds of returned calendars. As the “Rocky” theme played in the background, their names were announced over the school’s public address system. “Wellness Winners” prizes included free tickets to an [C] Public Schools sporting event, t-shirts donated from a local sporting goods store, extra recess on our newly constructed playground and free time in the gym with some friends. Every month, a picture of the winners is prominently displayed by the cafeteria to be viewed by the entire student body.

E. Obstacles/challenges encountered and how you overcame them:
Throughout the next couple of years, our goal is to get 100% of our calendars returned. At this point in this overly successful program, the only challenge that we are facing is keeping up the positive momentum and participation.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Many of the prizes awarded to our monthly winners have been donated by high schools and local businesses in the community. We have received over $950 in grant money from local organizations that support our aspiration for educating youth on staying active. With the money granted, we plan to continue our “Move-it Challenge” program for years to come.

15. A. Program Description:
Our committee hosted an [NS] Family Wellness Night that promoted nutrition education and increasing physical activity as a family. Informational booths shared resources that are in the community to promote physical activities such as Woods Tennis, YMCA, [C] Public Libraries, and Health Dept to blood pressure checks and safe bike riding activities.

We promoted nutrition through food tastings and recipes. Physical activities were set up in the gym for families to participate as a unit, such as jump roping, hula hoops, and yoga. Special topic presentations were shared, How to Pack a Healthy Lunch and How to Read Food Labels.

B. List measurable program goals and how they relate to your school wellness policy:

1. To promote wellness education through nutrition education opportunities. Provide families with food tasting opportunities to try healthy foods, provide easy recipe preparations, and information in how to determine what is healthy in cold school lunches and how to read labels.

2. To increase physical activity of students, parents, and staff members during the winter months. Provide activities that families can participate together and have the same resources at available at home.

E. Obstacles/challenges encountered and how you overcame them:

We wanted to provide a free event and provide a light meal for families. We had posted Fund-A-Need but did not receive any money. We turned to our donations through Funds for Excellence - teachers donate to this fund and we felt this would impact the majority of our students.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Participants’ feedback was positive as they found the information to be diverse, enjoyed the variety of food tasting, and how easy it can be to be physical in the home setting. Parents requested that we continue this on a yearly basis.

16. A. Program Description:

[NS] has created a culture of wellness in our community that is ever changing, ongoing and collaborative. We live, the Live Well [C] Kids 5-4-3-2-1 GO! mission, for all [C] children to achieve measurable improvements in nutrition, physical activity, and healthy living supported by community collaboration and the environments in which they live.

The 54321 GO! song says: “OK, [C] get off the couch!” Yes, we are about physical activity and quality physical education. Live Well [C] Kids sponsored a Go! Dance Challenge. This video contest was open to kids ages 5 through 18 with videos submitted in December, 2010 and voted on for two weeks in January, 2011. Dances were choreographed by students and their physical education teacher and the videos for two of the age divisions were filmed by [NS]HS students in a TV production class. Students choreographed and practiced the dances during P.E. and recess. [NS] submitted videos to the 5-4-3-2-1 Let’s Go! song in three age divisions: 5-7 years old K/1/2, 8-10 years old grades 3/4 and 11-13 years old, grades 5/6. After voting was completed, we found out that we won 1st place in every age division we entered! It was amazing! Since our win, we have had opportunities to be on [C]’s KMTV, channel 3, The Morning Blend on February 2, 2011 and we had a fantastic 54321 Go! Celebration Assembly later in the month, featuring [NP], talking about the meaning of 5-4-3-2-1 of healthy eating, nutrition and physical activity. It’s been an incredible experience for our students and school! We also hosted [NS]’s First Annual Turkey Trot. On a chilly Saturday morning in November,
bundled in hats, coats and mittens, families gathered to walk, strut, trot and run a 1.8 mile course around our [C] Park. A former student was even dressed in a turkey costume and we cheered participants crossing the finish line. A breakfast of pancakes and fruit followed the Turkey Trot. You are what you eat is another message of 5-4-3-2-1 Go! We participated in the Let’s Move in School Recipes for Healthy Kids Challenge. The challenge was a nationwide competition to create healthy recipes for inclusion in the school lunch menus. Five [NS] students were selected to join our [C] Community Schools culinary team. The team of five students, director of nutrition services, chef and a nutrition specialist met over the course on one month to create a healthy kid approved recipe for use in schools across the country. The final recipe entered was a chicken taco blended with white beans and white bean salsa. The recipe was served to our [NS] students and has been submitted to compete in the national cook-off competition. Life’s a dance and we at [NS] are continually striving for a culture of wellness in our community through collaboration and participation.

B. List measurable program goals and how they relate to your school wellness policy:
The goals of [NS] School Wellness are to develop ongoing sustainable initiatives and programs to align with our [C] Community Schools Wellness Policy and Action for Healthy Kids mission. We believe, as does Action for Healthy Kids in their Progress or Promises 2008 report that, “school wellness...must promote and encourage healthy eating, physical activity, and nutrition and physical education as a part of the solution to the obesity epidemic...is an issue that impacts and engages a variety of stakeholders who have a role in leading, advocating for and implementing wellness initiatives.”

E. Obstacles/challenges encountered and how you overcame them:
It’s interesting that two of the main programs we participated in this year had the word CHALLENGE in them. One of our great challenges is the time it takes to participate and be on the cutting edge of school wellness.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
A school Wellness Committee whose mission is to support and create wellness opportunities while continually seeking input from students is vital to success. Through community fitness and fundraising events that [NS] supports such as, Susan G. Komen Race for the Cure, American Heart Association (Jump Rope and Hoops for Heart), M.S. Walk, etc. students said, “It’s a great feeling to have felt like you have helped somebody, and you are giving back to causes that you might touch your life along the way.”

17. A. Program Description:
Moving recess before lunch! This program involved all grades in our K-6 school (more than 90 students) and cost nothing to implement. Best of all, it helped us achieve several goals established by our wellness committee. Recess monitors reported kids began recess ready-to-move and stayed active throughout their allotted time. They also reported fewer stomachaches. Lunchroom monitors said kids were more relaxed and ready to fully attend to their meals – that resulted in less waste, and less rushing through meals to get out to recess. Teachers observed that when students re-enter the classroom they are relaxed and ready to begin class. In general they described it as a much easier transition from lunch to the classroom, than from recess to the classroom (playground adrenaline has time to naturally dissipate during lunch). This change created minimal administrative
obstacles. Scheduling of teachers, recess monitors, and lunchroom staff was all that was necessary. The greater challenge was the attitude of the students. In the younger grades the change was barely noticed. But in upper elementary, the new routine initially felt foreign. Staff was simply instructed to fully explain to the students why the change was made (less waste, less rushing, kids are less likely to want to be active right after they have eaten, etc.). In upper elementary health classes it was further explained that protein is better absorbed after exercise. The kids responded well to the information that the new routine was to respond to science, not a random tinkering with their schedule. Overall, the shift has been a huge success. Establishing an expectation of healthy snacks at classroom parties and school wide celebrations. This program also involved all grades in our K-6 school (more than 90 students) and cost nothing to implement. It too helped us achieve several goals established by our wellness committee. In previous years parents and teachers have been progressively encouraged to bring healthier snacks when celebrating birthdays or holidays with classmates. Special handouts were made and distributed to staff and sent home to parents that listed numerous healthy snacks that were likely to be low in fat and sugar, higher in fiber, and avoid common allergies while still (here’s the tricky part) appealing to kids. Even non-food items, like temporary tattoos, stickers, and silly bands were given as alternatives. Next, we led by example. School wide celebrations stopped serving high sugar treats and school programs stopped offering sweet treats as rewards. Instead, choices like popcorn, fruit juice slushies (available in our lunchroom), pretzels, and trail-mix-type munchy options were provided. This program presented a significant challenge early on. Parents raised on bringing cupcakes, licorice, and birthday cakes were hesitant to embrace some of the new options. They seemed less “celebratory,” they told us. Amazingly this obstacle was overcome primarily by our students. Valentines Day, one of our school’s two annual exceptions to our firm healthy snacks rule, presented eye-opening evidence to our parents. By the February celebration students were used to the new rule and when presented with an “exception day” many still chose to bring healthier choices. Others, when presented with their Valentine treats, were clearly expressing preferences for the popcorn, pretzels, and lighter snacks. Since many parents are on-hand during these celebrations, it went a long way toward their acceptance of the new policy.

18. A. Program Description:
The Wake Up Call: The defining moment of [NS]’s wellness revolution came during a staff meeting when we learned our BMI results indicted [NS] was the most overweight/obese school in the district. Suddenly, this was personal, sweeping changes were needed, everything was on the table and everyone was on board. The [NS] wellness council expanded its membership, reviewed the district wellness policy, and wrote an action plan to improve nutrition and increase physical activity during the school day. We identified unhealthy practices that needed to be stopped or modified.

B. List measurable program goals and how they relate to your school wellness policy:
Classroom teachers and specialists agreed to stop using food, especially junk food, as an incentive for academic success or a reward for behavior modification. PTO officers were provided with the Center For Science In The Public Interest "Sweet Deals" fundraising guide and began searching for alternatives to the annual fundraiser and monthly after school snack sales, both of which consisted primarily of high calorie, non-nutritious
foods. Students relinquished their daily snacks from home for a daily vegetable/fruit
snack provided through a U.S. Department of Agriculture grant which includes quarterly
nutrition lessons with the [C] Extension Agency. Classroom parties with non-nutritious
foods are now limited to two events per school year. Candy bars disappeared from the
staff lounge snack basket and were replaced with limited calorie snack bags while the pop
machine converted to 80% low calorie drinks and bottled water.

E. Obstacles/challenges encountered and how you overcame them:
[NS] is a Title 1 school with 2/3s or more of its students qualifying for free or reduced
lunch. Parent availability to volunteer and student participation in before or after school
activity programs is limited so our marathon was held during school recesses with
paraeducators tracking distances. Support of the [NS] Wellness Program will be an
important question as our school interviews for administrators since [NP], an avid
supporter of our efforts, retires at the end of this school year.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Highlights from [NP]'s UN[C] Human Performance Lab Director, 2010 BMI data
summary for [NS]: • In 2006, 42.8% of students attending [NS] were considered
overweight or obese. Over the last five years, this trend has decreased as 35.2% of
students currently attending [NS] are overweight or obese. • This represents an 17.75%
decrease in prevalence rates of overweight and obesity. Congratulations for being a Gold
Star School! • Children attending [NS] are gaining 13.5% less weight each year
compared to 2007/2008 and 6.52% of the children actually decreased weight status
during the last year! • Five years ago, [NS] had the highest prevalence of overweight and
obesity with the district average at 31%. Today, although the average is still above the
district mean, the efforts put in place to enhance physical activity levels and decrease
unhealthy eating habits should be commended.

19. A. Program Description:
[NS] offered several student physical activity opportunities, healthy snack sales and staff
wellness programs this year. The programs were implemented to help offer physical
activity during non-school hours, sell only healthy snacks to students and increase staff
wellness opportunities. Through 5 years of BMI tracking, [NS]'s wellness efforts the last
5 years have resulted in a 25.3% overall decrease in student prevalence rates of
overweight/obesity! The School Wellness Policy is kept readily available to the
community and school on the district website. One prized wellness program consisted of
a student running club three days a week for two months, either before or after school.
Many parents supported the program through volunteering or cheering for their children.
Healthy snacks instead of chips, cookies or candy or soda, as an after school once a
month fundraiser, were enjoyed with minimal complaints and supported the school at the
same time. “Healthy snack” advertising increased awareness of nutritious choices for
snacks at school and home. [NS] quarterly reading rewards celebrations included a
couple of fun fitness stations plus a healthy snack station (including information first
quarter from the school nurse on healthy snack ingredients). Staff had several
opportunities to increase wellness over the year, including a miles ran/walked
competition between students and staff during the fall running club. The importance of
staff members being aware they are health, nutrition and physical activity role models for
students is also noted in the School Wellness Policy. September, 2010 a wellness display was set up at parent-teacher conferences and “Be Well” books were available for parents to take home.

B. List measurable program goals and how they relate to your school wellness policy:

Goal #1: Students will commit to the goal of physical fitness through a before and after school programs. -86 kindergarten thru 5th grade students participated. 77 of those students completed a half or full marathon. One student alone ran a total of 65 miles!

- Distance accumulated twice a week for 8 weeks from August 31st - October 29th, 2010.
- Students ran a combined total of more than 1994.5 miles. 15 parents planned and supervised the running events. A chart was posted for students plus one for staff, to track miles. - Our Wellness policy states students are to be given opportunities for physical activity through before and after school programs and this program supported the policy.

- $606 covered student participant’s t-shirts and $190 for medals, donated by a grant. A medal was given to each marathon finisher and a group photo of finishers with their t-shirt was displayed. - The weather, change of seasons and morning darkness were a challenge. - The running club allowed students an extra fitness opportunity in their school day and involved family support. Students were alert and began their school day ready to learn. The program tied into the school counselor’s lessons on student commitment and responsibility. It also tied into the physical education teacher’s goals in accordance with Nebraska Physical Education Standards on engaging in physical activities specifically related to each component of physical fitness and participating in physical activity that results in the development of health related fitness. It also fit the PE active lifestyle standard on participating in physical activity in both school and non-school settings. - Additionally, a two day a week “Girls on the Run” motivation, exercise, self-esteem, and healthy living program started February, 2011 and will end May 7th for 3rd, 4th and 5th grade girls. The program is taking place on [NS] school grounds and run by parent volunteers who took special training in this program. A mini grant and participation fees are funding the program, which costs $75/girl. Scholarships are available so no girl is turned away due to financial need. - A six week students and staff “Gladiators Get Going” pedometer tracking, fitness program is planned for March 29th-May 6th. Motivation, tracking sheets, pedometers and volunteer support will be used. Shoe tokens will be given to each for every 50,000 steps, a shoe cut placed on the locker of each participant and a sticker on it for every 50,000 steps. A certificate will be given to each at the end of the program. The Costs will be approx. $1400 for quality pedometers/cases. Grant funds will be used to fund the program. The pedometers will be used for other wellness programs in the future. Challenges include pricing decisions, initial start up costs, time, and deciding on fairness in class tracking of steps due to unequal classroom numbers. Goal #2: Healthy snacks and drinks will be sold during end of school day fundraiser. - Healthy snack/drink items were assessed for nutrition/fat/sugar/calorie content. Students were allowed to purchase 2 items, once a month. - School Wellness policy encourages school fund-raising efforts, including parent support groups, and booster clubs, to be supportive of healthy eating. - Parents brought the pre-packaged snack items with no other cost involved. - Educating parents on the type of snacks to provide and monitoring nutritional content was the challenge. Notes were sent home recommending appropriate items to bring for sale. Students were given opportunity in class identify healthy and unhealthy snacks and drinks for kids. - Students and families were exposed to healthy snack advertising as they
supported fund raising efforts. The snacks tied into school nurse and teacher lessons on healthy versus unhealthy food/drink choices. Through education and policy nonfood classroom rewards are encouraged and unhealthy classroom rewards and snacks discouraged. Goal #3: School Staff will engage in and set an example for students by participating in health and fitness opportunities. -[NS] staff participated in various aspects of the fall school running/walking club competition as well as “Walk Out on Your Job”, “Live Healthy Nebraska”, local University “Loper Women’s Walk” and PATH “Physically Active Together for Health” walking opportunities this year. Staff will also be invited to participate in the “Gladiators Get Going” program this spring. -Friday staff treat days were reduced to once a month with an emphasis on incorporating healthier staff snacks on those days. -A staff wellness needs assessment was completed for planning use. - School Wellness policy states we are to create an environment that provides consistent wellness message, conducive to eating well and being physically active.

Efforts to keep school physical activity facilities open for use outside school hours and providing opportunities for staff to serve as role models for healthy eating and physical activity are to be encouraged. -Grant funds were used (approx $10/participant) for incentives, depending on which program staff chose. -Planning, communicating and encouraging staff participation, given their time constraints, was challenging. -Staff wellness activities foster and set an example regarding wellness, physical activity and healthy choices in the school community.

20. A. Program Description:
Our Student Wellness Council has taken on the Fuel Up To Play program. We meet 3 times a week and have: read daily announcements for better nutrition and fitness; displayed physical opportunities in the community; held three food tastings for healthy Latino, Arab, and Asian foods; purchased new Wii equipment; had a teacher Appreciation Healthy Breakfast; held a cafeteria campaign to vote in healthy food choices; working on a campaign to get fitness equipment; sent postcards to kids from teachers recognizing their fitness and learning accomplishments; started a walking club; and will hold a Wellness Carnival in May to celebrate 5 weeks of improved movement outside of school.

B. List measurable program goals and how they relate to your school wellness policy:
We have more students involved in our Student Wellness Council this year than in previous years and the number of students enrolled in Fuel Up To Play has more than doubled this school year compared to last year.

E. Obstacles/challenges encountered and how you overcame them:
Time is always a problem when we can get all of the council together. Nearly 500 of our students ride a bus to and from school as we are in a temporary middle school location. [NP]meets with students on Wednesday mornings and [NP]meets with students at lunch on Tuesdays and Thursdays.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
We have students involved with the promotions of better nutrition and fitness that would never have had this chance if not for the devoted teachers and students sharing their goals of a healthier lifestyle. As a member of the Healthier Schools Generation, we are seeking many opportunities to promote better student, teacher, and family health.
21. A. Program Description:
[NS] is a pilot school for Coordinated School Health. This year we have evaluated and centered our wellness activities around the areas of Health education, Physical education, Health services, Mental health and social services, Nutrition services, Healthy and safe environment, Family and community involvement, and Staff wellness. The wellness team updated our School Health Index and used this tool to focus our efforts.

B. List measurable program goals and how they relate to your school wellness policy:
One of our wellness policy goals is to offer other suitable opportunities for students to engage in health-promoting activities. We chose a nutrition goal to provide every student in grades K-12 with portion control lessons. A goal for staff was to offer every staff member the opportunity to participate in a walking program. A physical activity goal was to increase the number of students who walk or bike to school.

E. Obstacles/challenges encountered and how you overcame them:
School representatives attended workshops enabling implementation of CSH. It was difficult finding a team who could attend each workshop together. Three of us were able to commit to each workshop and it was hard to bring back the wealth of information we received to the rest of the wellness team.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
There is an overall enhancement throughout our school. Students participated in Walk To School Day, new bike racks were placed outside, 25 staff members participated in walking programs, portion presentations got students talking about portion sizes. A 30+ mile bike ride and a fun run are planned for upcoming months.

22. A. Program Description:
[NS] offered a student running club, healthy snack sales and staff wellness programs this year. The programs were implemented to help offer physical activity during non-school hours, sell only healthy snacks to students and increase staff wellness opportunities.
[NS]’s wellness efforts the last 5 years have resulted in a 36.4% overall decrease in the prevalence of obesity! The School Wellness Policy is kept readily available to the community and school on the district website. One prized wellness programs consisted of a student running club 3 days a week, before school, over a two month period. Parents supported the program through volunteering or cheering for their children. Healthy snacks instead of chips, cookies or candy or soda, as an after school, once a month fundraiser were enjoyed with minimal complaint and supported the school at the same time. “Healthy snack” advertising increased awareness of nutritious choices for snacks at school and home. Juice of any kind was eliminated from the sale, due to sugar concern, with a change to water as the only beverage to be sold. Staff members had several opportunities to increase wellness over the year including the “Live Healthy Nebraska” challenge. The importance of staff members being aware they are health, nutrition and physical activity role models for students is noted in the School Wellness Policy.
September, 2010 a wellness display was set up at parent-teacher conferences and “Be Well” books were available for parents to take home.

B. List measurable program goals and how they relate to your school wellness policy:
Goal #1: Students will commit to the goal of physical fitness through a before school program. 110 kindergarten-5th grade students (40% of all [NS] students) participated in the running club. 90 of those students completed the 26.2 mile Marathon and 10 completed a half marathon. Distance accumulated twice a week from August 23rd - October 29th, 2010. Students ran a combined total of more than 2570.5 miles. 29 parents planned and supervised the running events. -Our Wellness policy states students are to be given opportunities for physical activity through before and after school programs and this program supported the policy. -$700 covered student participant’s t-shirts, donated by a grant. Students also had their name written on a brick of the “Building Healthy Bodies” wall display. Certificate and bulletin board photo were also given to students. -How to find dollars for use in purchasing incentives for next year’s club and how to come up with activity ideas for programs before and after school in the winter months. -The running club allowed students an extra fitness opportunity in their school day and involved family support. Students were alert and began their school day ready to learn.

The program tied into the counselor’s lessons on student commitment and responsibility and tied into the physical education teacher’s goals in accordance with Nebraska Physical Education Standards on engaging in physical activities specifically related to each component of physical fitness and participating in physical activity that results in the development of health related fitness. It also fit the PE active lifestyle standard on participating in physical activity in both school and non-school settings. Goal #2: Healthy snacks and drinks will be sold during end of school day fundraiser. -Healthy snack/drink items were assessed for nutrition/fat/sugar/calorie content. Students were allowed to purchase items, once a month. -School Wellness policy encourages school fund-raising efforts, including parent support groups, and booster clubs, to be supportive of healthy eating. -Parents brought the pre-packaged snack items with no other cost involved. -Educating parents on the type of snacks to provide and monitoring nutritional content was the challenge. Notes were sent home recommending appropriate items to bring for sale. Students were given opportunity in class identify healthy and unhealthy snacks and drinks for kids. - Students and families were exposed to healthy snack advertising as they supported fund raising efforts. The snacks tied into school nurse and teacher lessons on healthy versus unhealthy food choices. Through education and policy nonfood classroom rewards are encouraged and unhealthy classroom rewards and snacks discouraged.

Goal #3: School Staff will engage in and set an example for students by participating in health and fitness opportunities. -[NS] staff participated in various aspects of “Walk Out on Your Job”, “Live Healthy Nebraska”, local University “Loper Women’s Walk” and “Physically Active Together for Health” opportunities this year. -35 birthday celebration staff days a year were reduced to 10 a year with an emphasis on incorporating healthier staff snacks on those days. -A staff wellness needs assessment was completed and tabulated for committee use in planning. - The School Wellness policy states we are to create an environment that provides consistent wellness message, conducive to eating well and being physically active. Efforts to keep school physical activity facilities open for use outside school hours and providing opportunities for staff to serve as role models for healthy eating and physical activity are to be encouraged. -Grant funds were used (approx $10/participant) for incentives, depending on which program staff chose. -Planning, advertising and encouraging staff participation, given their time constraints,
was challenging. Staff wellness activities foster and set an example regarding wellness, physical activity and healthy choices in the school community.

24. A. Program Description:
FUN FITNESS Youth/Adult Running and Walking Program
This is a youth/adult running or walking program for all [NS] Students. We will start on Feb 2nd and end on April 29th. Monday through Friday on days we have school only. There is no cost to participate. This is for all fitness levels. You can walk/run/skip etc at your own pace. Times will be 3:45 pm to 4:30 pm – you can do any or all of the time. There will be a staff member present. We will walk in on the High School track (weather permitting) or in the halls at school; dress accordingly. First time you do not follow the rules you are out—no exceptions. You will need to have the adult supervisor sign off on your time sheet each time you participate-sheets will be kept at the High School in a notebook. You will sign in when you arrive and when you leave. You are to be moving the entire time. No resting unless you check out. This is a “get moving” time – not a time to rest or visit. No tripping, pushing, shoving. In general keep your hands, feet and your comments to yourself. No texting and walking (sorry). There will be accompanying awards for enhanced physical activity. Along the way there will be special incentives and promotions presented by your [NS] BUZZERS and CARROT MAN! You will not want to miss this so plan to make yourself present often. The purpose of this is to encourage our young people to participate in a fun and rewarding way to get off the couch and get to moving! The excitement, fun and joy of powerful peer support to train, and perform the actual run/walk and the resulting satisfaction of a job well done is contagious. Everyone is a winner! Let’s move and get physical [NS] Students!

B. List measurable program goals and how they relate to your school wellness policy:
We have a log book. Walkers sign in and out. Pedometers are given to those who choose to use them. All are urged to track their success. Rewards will be NON FOOD based E. Obstacles/challenges encountered and how you overcame them:
Getting kids past the stigma of walking is not cool. LEAD BY EXAMPLE MAKE IT FUN
F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
2 very inactive kids in Jr. high are now walking. That was #1 success

25. A. Program Description:
[NS] joined the Alliance for a Healthier Generation the fall of 2009. Since then we have participated in the Federal Fresh Fruits & Vegetable Program, Eliminated the distribution of juice and unhealthy snacks at monthly birthday celebrations and now serve 8 oz bottles of water and assign healthy snacks to be brought by parents. [NS] allows no candy, gum or sweets on Valentines Day. Students walk Laker Laps each noon, have brain breaks and Jammin Minutes. The PTO/School/CLC sponsor a Pumpkin Walk, Family Fitness night and pay half of each students Mayors Race registration.

B. List measurable program goals and how they relate to your school wellness policy:
Staff Wellness has been a huge emphasis in 2010-11. [NS] teachers are wearing pedometers, recording total miles each week in an attempt to walk around the world. Information has been shared with related to breast cancer awareness, tobacco free,
Staff participation in the Pumpkin Walk and Family Fitness night have increased. [NS] staff has two volleyball teams participating in the LPS league. Monthly parent newsletters stress eating more fruits and vegetables and increasing student activity. [NS]'s after school club offerings have increased the number of activities that promote physical activity (bowling, rec/sport, yoga, jump rope, boot camp-lead by two parents, basketball, step club) and healthy snack and breakfast preparation.

E. Obstacles/challenges encountered and how you overcame them:
Parents are very supportive of increasing physical activity and healthier consumption of food. Challenges have been decreasing pop sent in cold lunches (last week I have a student report to me his classmate had pop for lunch—see kids are starting to be aware). We weren't sure what would happen when we eliminated sweets from Valentine's Day but we were pleasantly surprised at how creative parents were in what they sent instead; glue sticks, erasers, stickers, tattoos, pencils, etc. If sweets came to school we made a phone call to the parent and sent the sweets home.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Everyone is more aware of eating healthier. The impact of the Fresh Fruits & Vegetable program impresses visitors when they are in classrooms and observe students eating and learning at the same time. Students are selecting more fruits and vegetables from the lunch line because they have tried something they didn't think they liked and found out they really do like it.

26. A. Program Description:
[NS] continues to try new ideas as we work toward wellness in our school. This year, we have offered an indoor fitness recess to K-3 students when its inclement weather. It involves Kindergarten and 1st grades (63 students); then 2nd and 3rd grades (49 students). The younger students eat lunch at 11:30, then divide their recess at 12:00, into 15 minute periods. One group exercises to the Wii on our stage, while the other group plays quietly (as much as they can!) in their classrooms. At 12:00, the 2nd and 3rd graders come from recess, and eat lunch.

B. List measurable program goals and how they relate to your school wellness policy:
The measurable goal is to provide an opportunity for students to burn energy on days when the weather is inclement. We have seen that students are more alert in class the rest of the day. They have also gained confidence in learning new exercise activities.

E. Obstacles/challenges encountered and how you overcame them:
The major obstacle that we face is limited space. One group has lunch in our multipurpose room, while the other groups split their recesses on the stage. The stage is not large enough for the students to spread out and take full advantage of the exercises.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
The students are so excited when it's a "Wii Day." All students are involved in the group activity. They don't have to pick sides or worry about being left out. They perform at their own level and don't seem to feel the need to compete. You can see their eyes actually sparkle and they perform the cutest movements!
27. A. Program Description:

At [NS] we have been increasing the fiber and vitamins in our breakfasts and lunches. We offer Mini Wheats in 3 varieties at breakfast. This allows 6 grams of fiber per 8 squares. This means our students are getting 10-12 grams of fiber for breakfast alone. If they have toast, they get another gram of fiber. Another addition is that Romain lettuce is now served daily. Not only is this a good source of fiber, but is is high in vitamins A, K, C, and Folate. Sliced fresh fruits are incorporated weekly, as well.

B. List measurable program goals and how they relate to your school wellness policy:

The Dietary Guidelines for Americans encourages consumption of a variety of whole grains, fruits, and vegetables daily. As part of an overall healthy diet, we are taking steps to help reduce cholesterol levels and maintain digestive health by increasing total dietary fiber at school. The vitamins provided in our fruits and vegetables help our students stay healthy in many ways. We hope we are helping students take ownership of their eating habits, so that they feel eating well is a choice, rather than something they have to do.

E. Obstacles/challenges encountered and how you overcame them:

Getting students to try the new items we were offering, was a slow process. Now these items are among favorites chosen by our students.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Romaine lettuce is actually cheaper and lasts for longer periods of time than iceberg lettuce. Compared to iceberg lettuce, romaine lettuce has significantly more potassium, Vitamin C, folate, Vitamin K, Beta carotene, and lutein & zeaxanthin. Romaine lettuce is clearly a better choice for students and staff.

28. A. Program Description:

[NS] has incorporated sustainable, ongoing professional development in various facets of coordinated school health by making it a standard part of staff development time and allowing the steering committee of the School Wellness Council to provide input which shapes the staff development offerings. We have instituted a Coordinated School Health model based on district policy by convening a School Wellness steering council on an ongoing basis to oversee the process.

B. List measurable program goals and how they relate to your school wellness policy:

Our school wellness policy is anchored in physical activity and nutrition education across the curriculum, and includes other components that emphasize curriculum development in physical education and health ed. The measurable goals: *Eliminate exposure to food allergies and increase education around preventative measures related to food allergies. *Increase physical activity and build understanding of the connection between PA and allergies and increase education around preventative measures related to food allergies. *Increase academic achievement.

E. Obstacles/challenges encountered and how you overcame them:

There have been a variety of challenges we’ve worked to overcome throughout the year. At first, simply incorporating physical activity minutes was a challenge due to time, training, and reorganizing our day. We have also faced serious allergies and making adjustments to ensure all students' safety and well being.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Some positive impacts on our school have been reported improved moral, education and awareness about healthy issues, and motivation to be a positive role models. The overall culture of our school has caused us to develop healthier classroom policies and beneficial partnerships with local food producers.

29. A. Program Description:
At [NS], we have worked in all three schools to accomplish a better understanding of wellness. We felt it was important to work with our staff and help them understand and achieve more wellness as well as work with our own students. Our focus this year for staff has been to incorporate more wellness into our professional development days. For our students, we tried to better our offerings for breakfast and lunch, and in a few classrooms, provide exercise balls in place of the regular classroom chairs.

B. List measurable program goals and how they relate to your school wellness policy:
We had two main goals we wanted to achieve - one for staff and one for students. We feel if we have a well staff, that will reflect on our students and we can gain from that. A piece to the [C]SD wellness policy is staff. We wanted to teach staff the importance of incorporating wellness into each part of education, so we needed the time and resources for this. For our students, we needed to work with nutritional staff as well as our teaching staff to educate and get resources provided to them so they could incorporate a greater breakfast and lunch, and for some classrooms to incorporate the exercise balls.

E. Obstacles/challenges encountered and how you overcame them:
Change is hard - no matter the age. Students will change their preferences positively if they have other choices. We are still adjusting to smaller portions and less desserts each week. Our staff, while some are wellness gurus, others would rather not hear about wellness nor partake in group activities. We challenge our staff to participate in our activities, from our Run at Work Day to our Fat, Fiber and Friendship Mini Session, to our staff’s mini-presentations at our all staff wellness professional development day. The real challenge is to get everyone on board and not leave a few stragglers!

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
We are excited for what has been done and what is yet to happen at [C]SD. Our staff programs have allowed our staff to work together, outside each department. We have found a common ground. Our students, though love larger portions and more desserts, have adjusted to the changes because we didn't just delete something, we added more. Promoting what we are doing, highlighting the positive, and giving staff and students options, has allowed our high school and all of [C]SD, to see wellness as part of our life, not something in addition to what we are already doing. Communication, a common language and educating our staff and students have benefited our school immensely.

30. A. Program Description:
At [NS], we provide students with healthy options to exercise before, during, and after school. Our Running Clubs offered options to run or walk, and there was also an opportunity to join a Jump Rope Club. Our Wellness Committee supported students in their challenge to run 50 laps through Storm Hockey. The Committee also provided students with active indoor recess choices through their purchase of exercise videos and
dance games. Many staff members have been trained to use “Take 10” in their classrooms. Healthy Snack Sales, rather than Bake Sales, have also been implemented.

B. List measurable program goals and how they relate to your school wellness policy:
Our goal is to promote student health through physical activity and healthy eating. Our Wellness Policy states “students are to be given opportunities for physical activities through before and after school programs.” To support this, we offered two Running Clubs and a Jump Rope Club. All programs had high rates of participation, with over 60% participating in the Marathon. In addition, many students completed a 50 lap Hockey challenge. Healthy changes have occurred during school hours which include changing fund raising efforts to support healthy eating and implementing Health Snack Sales only. Several children’s exercise videos and games have been purchased for recess alternatives.

E. Obstacles/challenges encountered and how you overcame them:
Some challenges included finding adults to supervise activities, facing inclement weather, and managing a large number of participants. We decided to ask PTO members to help supervise the activities. When bad weather affected an activity, a “Connect Ed” call was made to notify parents. To accommodate our large number of participants, we split the group up into smaller groups and assigned each group a certain day of the week.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
This initiative has raised the awareness of our wellness message of living a healthy lifestyle through being physically active and eating well. Our before, after, and during school programs have increased the activity level for our students. One of the most notable outcomes is the BMI of our students has gone down district wide.

31. A. Program Description:
[NS]'s wellness program consists of projects that couldn't have taken place without our newly formed wellness committee. This year, we implemented an activity club five days a week for thirty minutes before school staffed by volunteers. We also have many events throughout the year focusing on wellness: student/staff volleyball night, primary field day, walking schools buses, and bike rodeo. We were able to double our playground size and add fitness-based equipment. [NS] also focuses on social/emotional wellness. Lunch groups meet weekly with our guidance counselor. We partner with a local mental health agency to provide counseling for students and families during school. Again, we were able to host the Summer Stars Program where students work on social skills and conflict resolution. We're fortunate to have a cook who educates students about healthy eating. We provide a grab-n-go breakfast bag for students every morning. Our school district also contracts with local farmers to provide fresh fruits, vegetables, hormone-free beef, and cheeses. We introduce new foods through taste tests.

B. List measurable program goals and how they relate to your school wellness policy:
[NS]'s goals: increase physical activity, educate students about healthy food choices, and decrease office referrals.

E. Obstacles/challenges encountered and how you overcame them:
Obstacles encountered included finding volunteers to staff activity club. Another obstacle was the early childhood program provides care during morning activity club. With careful scheduling, planning, and communication, these obstacles were overcome.
F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

[NS]'s school wellness has increased tremendously with the implementation of our daily activity club and healthier breakfast and lunch program. More fruits and vegetables are being eaten daily and more kids are attending activity club and fitness events. Parents applaud how [NS] focuses on the whole child and not just the academic well-being of each student.

32. A. Program Description:

[NS] offered a student running club, healthy snack sales and staff wellness programs this year. The programs were implemented to increase physical activity during non-school hours, sell only health snacks to students and increase staff wellness opportunities.

Through 5 years of BMI tracking, the current prevalence of student overweight and obesity at [NS] is 19-21%, well below the national average! The School Wellness Policy is kept readily available to the community and school on the district website. One prized wellness program consisted of a student running club 4 to 5 days a week, before or after school for 8 weeks. Parents supported the program through volunteering, cheering, or running with their children. Healthy snacks instead of chips, cookies or candy or soda were sold as an after school twice a month fundraiser and enjoyed with minimal complaint and supported the school. Advertising increased awareness of nutritious choices for snacks at school and home. Juice of any kind was eliminated from the sale, due to sugar concern, with a change to water as the only beverage to be sold. Staff had several opportunities to increase wellness over the year including a “Live Healthy Nebraska” challenge. The importance of staff members being aware they are health, nutrition and physical activity role models for students is noted in the School Wellness Policy. September, 2010 a wellness display was set up at parent-teacher conferences and “Be Well” books were available for parents to take home.

B. List measurable program goals and how they relate to your school wellness policy:

Goal #1: Students will commit to the goal of physical fitness through a before and after school running club. -154 first through fifth grade students participated in and 108 (approx 70%) completed a 26.2 mile Marathon. Distance accumulated four times a week from August through October, 2010. Students ran a combined total of more than 3200 miles. Many parents planned and supervised the running events. Medals and certificates were handed out. -Our Wellness Policy states students are to be given opportunities for physical activity through before and after school programs and this program supported the policy. -$600 covered student participant’s t-shirts, donated by a grant. A group photo of finishers with their t-shirts was taken to recognize those students. -The weather, change of seasons and morning darkness were the challenges in this program. -The running club allowed students an extra fitness opportunity in their school day and involved family support. Students were alert and began their school day ready to learn. The program tied into the counselor’s lessons on student commitment and responsibility. It also tied into the physical education teacher’s goals in accordance with Nebraska Physical Education Standards on engaging in physical activities related to each component of physical fitness and participating in physical activity that results in the development of health related fitness. It also fit the PE active lifestyle standard on participating in physical activity in both school and non-school settings. Goal #2: Healthy
snacks and drinks will be sold as an end of school day fundraiser.

- Healthy snack/drink items were assessed for nutrition/fat/sugar/calorie content. Students were allowed to purchase 2 items, twice a month. 
-School Wellness policy encourages school fund-raising efforts, including parent support groups, and booster clubs, to be supportive of healthy eating. 
-Parents brought the pre-packaged snack items with no other cost involved. 
-Educating parents on the type of snacks to provide and monitoring nutritional content was the challenge. Notes were sent home recommending appropriate items to bring for sale. Students were given opportunity in class identify healthy and unhealthy snacks and drinks for kids. 
- Students and families were exposed to healthy snack advertising as they supported fund raising efforts. The snacks tied into school nurse and teacher lessons on healthy versus unhealthy food choices. Through education and policy nonfood classroom rewards are encouraged and unhealthy classroom rewards and snacks discouraged. 

Goal #3: School Staff will engage in and set an example for students by participating in health and fitness opportunities. 
- [NS] staff participated in various aspects of “Walk Out on Your Job”, “Live Healthy Nebraska” and local University “Loper Women’s Walk” and “Physically Active Together for Health” opportunities this year. 
-Friday staff treat days were eliminated and an emphasis on reducing unhealthy treats. 
-A staff wellness needs assessment was completed and tabulated for committee use in planning. 
- The School Wellness Policy states we are to create an environment that provides consistent wellness messages, conducive to eating well and being physically active. Efforts to keep school physical activity facilities open for use outside school hours and providing opportunities for staff to serve as role models for healthy eating and physical activity are to be encouraged. 

- Grant funds were used (approx $10/participant) for incentives, depending on which program staff chose. 
- Planning, advertising and encouraging staff participation, given their time constraints, were a challenge. 
- Staff wellness activities foster and set an example regarding wellness, physical activity and healthy choices in the school community.

33. A. Program Description:
The first activity of each day is walking before school for about 15 minutes. Elementary students did a walk for cancer awareness in October. Hula hoop contests are held during recess. We are planning a community walk through downtown in April and also an afternoon fun and activity with an inflatable obstacle course. Some of our activities that address healthy eating were a watermelon seed spitting contest, Fruit Friday, and making posters to show what a healthy meal looks like. On most Fridays, students are given a fruit to try along with written healthy benefits of eating that particular fruit. We are having an [NS] Healthy and Wellness Fun Night on March 10, 2011. We have activities planned that will address physical activities (games), a MyPyramid meal will be provided as well as medical professionals from the community providing information and assistance. We have a dentist, optometrist, and EMTs who are providing informational booths. 

B. List measurable program goals and how they relate to your school wellness policy:
One goal for our students is to educate them to many different kinds of fruits and vegetables that provide them with nutrients and vitamins that contribute to their overall wellness. We strive to give the students information about making healthy choices for their meals and snacks. Eighty-eight students sampled 12 different fruits. Another goal
involves all movement throughout the day. Under a new program in our school all
elementary students begin the day with a walk and talk period before school. The
physical activity of walking helps them to be ready to learn. All elementary students
participate in this program.

E. Obstacles/challenges encountered and how you overcame them:
Our biggest challenge is finding the time to plan and implement programs. It takes time
to purchase the food, locate nutritious facts, and present the information to the students. I
found teachers are willing to have me come into the classrooms on Fridays and the
students definitely look forward to the different fruits and vegetables. They like to see if
they can guess which food they will get to taste.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Teachers and students alike are becoming more conscientious about what they are eating.
We began the school year with an inservice that helped us become more aware of the
content and value of product labels. Since that time the faculty has participated in weekly
food challenges encouraging them to make food choices based on the food pyramid. As a
direct result both students and teachers are reading labels, discussing nutrition and
making better food choices.

33. A. Program Description:
We have named our program “Wildcat Wellness”. One of the advisory groups has created
an “Excel” matrix for us to use to track our steps or time walking, and/or running. They
have also created an “Excel” guide for use as a food diary. The Health teacher uses the
“My Pyramid” web site to figure the nutritional content and calories from the food diary.
Part of the “Wildcat Wellness” plan was to offer healthy vending. Policy states that pop
and unhealthy drink machines are turned off during the school day and only water and
juice is available. (These vending machines are turned off during meal times.) We have a
closed campus and students are encouraged to eat in the cafeteria but there are times
when students don’t care for the entrée or salad options. Another problem identified is the
lack of a breakfast program. Students came up with the suggestion of putting in a vending
machine with healthy options. Students and the school nurse did research. A healthy
vending option has been found that provides healthy snacks, protein, energy, and fruit
bars; trail mix, dried fruit and nuts plus milk and healthy drinks. The vending machine
also has healthy messaging options. Implementation is in process for this part of the
wellness program. We have also started a walk on Wednesdays program where
participants are allowed to spend the last twenty minutes of the day walking either inside
or outside depending on the weather. Recognizing the importance of modeling healthy
lifestyle for students, the treats during teacher in-services has been changed from donuts
to fresh fruit and healthy snacks. The goal of “Wildcat Wellness” is to increase activity,
measured by increased steps and/or distances walked and ran. Challenges encountered
were overcoming the lack of a breakfast program and limited healthy lunch options.

34. A. Program Description:
There are several facets to [NS]’s wellness initiatives for this year. The top three new
additions are: Adoption and implementation of the SPARK PE curriculum, adoption and
implementation of the "Take 10" physical activity in the classroom curriculum, and
initiation of the fresh fruits and vegetables offering 4 days per week during mid-morning
milk break. The first two included teacher in-service training provided by the school for
the new curricula.

B. List measurable program goals and how they relate to your school wellness policy:
Program goals addressed were to increase student physical activity during the school day
and to improve nutrition by offering samples of a variety of fresh fruits and vegetables to
the students, thus raising awareness of the importance of fresh fruit and vegetable
consumption and encouraging them to eat more of these essential foods. Both physical
activity and nutrition for students are addressed in the school wellness policy and these
programs help fulfill the policy requirements.

E. Obstacles/challenges encountered and how you overcame them:
1. Money for SPARK equipment - Affiliated Foods Register Tapes for Education program
will provide approximately $600 worth of equipment. We also have grant applications
submitted. 2. Time for 20 minutes of physical activity in the classroom - Take 10
incorporates movement into the regular curriculum. 3. Space for additional refrigerator for
fresh fruits and vegetables - We used PE storage room and moved PE equipment to
different storage area, and plan to build an addition to the kitchen this summer so the
refrigerator can be placed there.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
Student are more active every day. They are offered 15 min. of recess before school, 20
min. of noon recess, 20 min. of activity during class time with Take 10 or class walking
breaks, 25 min of daily PE/Health. The 1 day per week of health class includes Take 10
activities. Teachers indicate that when the students have had activity time, they perform
better in the classroom. Students are trying a variety fresh fruits and vegetables 4 days per
week. Students and teachers indicate that these foods are well-received and enjoyed by
students.

35. A. Program Description:
This is an annual competition that invites students in each Elementary Schools to enter
healthy snack recipes to compete in a District-wide cooking competition. These
Dieticians are asked to make their selections based uniqueness as well as Nutrition. They
try to go beyond “Smoothies and Yogurt Parfaits” and look for Kid-Friendly, economical
and easy to prepare snack items that Elementary aged children can make at home by
themselves. The Students begin the competition with a food and kitchen physical safety
briefing and then work with a [NS] staff member in preparing their recipe for judging
within a 60 minute timeframe.

B. List measurable program goals and how they relate to your school wellness policy:
The Goals of the Culinary Contest is to gather Kid-Friendly, economical and easy to
prepare snack items that Elementary aged children can make at home by themselves. The
contest teaches Children to look for Healthy options for between meal snacks at home as
well as how to prepare them safely with hands-on food and physical safety training.

E. Obstacles/challenges encountered and how you overcame them:
The biggest challenge now is picking the most healthy snack entry for each school as a building finalist. The upcoming contest is our third contest we have done and each of the previous competitions provides a means of continually improving the event.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The program gets a lot of exposure locally and throughout Nebraska and the country. The children continue to get more creative with their healthy snack entries and excited about being the “Top Chef” in town and benefit from the media coverage the healthy and nutritious educational piece the contest provides.

36. A. Program Description:

[NS], as a whole school event, is excited to be participating in lunchtime food tastes along with “Let’s Move” physical activity promotions. We are working hard to incorporate good nutrition and physical activity for all students as we strive to make our school a healthy environment. This year we focused on offering fresh fruits and vegetables that were in season and highlighted if the items could be locally grown. Our student wellness council provided input in selecting the food taste items, as they sampled a variety of produce to be offered prior to each food taste day. Our students have experienced: apples, bananas, Bartlett pears, Clementine’s, pomegranates, honey roasted soy nuts and asparagus. In addition to our food tastes, we also promoted increased physical activity minutes by offering several school wide events: The December Dash—Held the last week in December. Classroom teachers lead their students in a 400 meter walk/run. Students recognized themselves for their participation by decorating a snowman, which they placed in the central hallway. It’s Heart Healthy—February—Let’s Move—Students participated in a physical activity assembly that showcased 10 minutes of music, movement and fun! It proved to be a great way for students to benefit from increased activity while having fun.

B. List measurable program goals and how they relate to your school wellness policy:

1. Conduct food tastes for all students that reflect the diversity of our school. Students engage in physical activity both in and outside of the classroom.

E. Obstacles/challenges encountered and how you overcame them:

Time Weather Staff commentment Space

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Making healthy living connections will all students. Encourage local the promotion: 5, 4, 3, 2, 1, Go. Connecting nutrition and physical activity. Making school wellness come to life - being an hands on experience for all.

37. A. Program Description:

Some of the milestones in our school’s journey to improved wellness include working to devise healthier snacks for celebrations and rewards, conducting a staff wellness survey and incorporating individual water bottles for students in classrooms. We also have a group participating in the Live Healthy NE 100 Day Challenge this spring. Additional efforts include the Fairbury Community Back Pack Program, Jump for Heart, Walking Challenge, and partnerships with Public Health Solutions and Jefferson Community Health Center for various activities and health screenings. Central Elementary is working
closely with Alliance for a Healthier Generation to identify action steps to further promote nutrition, wellness, and physical activity in our school.

B. List measurable program goals and how they relate to your school wellness policy:
Increasing physical activity at school and within the classrooms is a priority for our school as well as communicating and developing nutritional awareness with students, staff, and family members. Improving the nutritional value of food consumed at school (e.g., healthy and nutritious snack for pre-school and kindergarten students, school meal program's vegetable/fruit bar, healthy celebrations and incentives).

E. Obstacles/challenges encountered and how you overcame them:
Communication has been an obstacle that we have been able to overcome by having parent involvement through diversified membership on our Wellness Council representing different socio-economic and cultural groups. The issue of time continues to present itself as a challenge, whether in relation to scheduling, training or implementation. We have planned creatively to delegate responsibilities to work groups that include family members. We have also prioritized Wellness Council meetings that take place at times when all members can participate. Our training efforts have also evolved and often take the form of brief snapshots of information and presented skills in contrast to day-long events.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
As a school community, we have developed a greater awareness of the value of nutrition, exercise, and healthy options for students and staff members. We are beginning to collect data that indicate our students have begun to incorporate these values and skills into their daily lives and are closer to implementing them at home.

38. A. Program Description:
The largest change we have made for the students is they now have P.E. forty minutes every day. We have also switched recess to before lunch for our students, and scheduled our P.E. classes around lunch recess so the gym is available to every class for recess.
There is also time available to our preschool program. Twice a day at 8:10 and 2:25, the Jammin' Minute is announced, leading the entire school through various exercises.
Everyone drops what they are doing and joins in this minute of exercise. We have also launched a staff wellness program, to help our staff track eating habits and exercises. They receive points in other categories, which look at total mind, body, and spirit wellness. Our food service staff have made changes in food preparation using turkey products instead of beef, offering fresh fruit and vegetables daily, with a large salad bar available for fourth-sixth grade, and staff. In addition, they have begun making a large amount of food items from scratch to avoid using processed foods. Finally, they use all whole-grain bread products.

B. List measurable program goals and how they relate to your school wellness policy:
Our school wellness policy dictates that our physical education requirement meet or exceed standards, and by changing physical education to everyday, we have gone beyond the state standard of 150 minutes per week, and our students are receiving 160 minutes of physical activity each week. In addition we have continued to open our facilities to community activities i.e. little league basketball, wrestling, soccer, etc., in order to offer other suitable opportunities for students to engage in health-promoting activities. Finally,
our food service program has been looking at federal and state law and are continually updating their preparation and foods used in order to exceed this standards.

E. Obstacles/challenges encountered and how you overcame them:

One of the largest obstacles/challenges we have encountered included implementing the Jammin' Minute, and making everyone realize the importance of everyone doing this, and what it will do for our students and their attention spans. We were consistent with our times in which we had this done, and helped everyone to realize how important that quick stretch can be to re-focus. The other obstacle was getting students used to P.E. everyday. For the most part now, they all enjoy and look forward to it, as it has become a part of their routine.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The numerous items which we have added to our school to enhance overall wellness, has helped our students to be more alert in school, and to eat healthier meals while at school. In the halls we hear students talking about the Jammin' Minute, having P.E. everyday, and the different choices offered in the lunchroom. Teachers have seen inattentiveness drop, with the two scheduled breaks for the Jammin' Minute, and the P.E. everyday.

39. A. Program Description:

Before school walking and healthy fruits and vegetables are just some of the things our school provides for our elementary students. Before school walking is when the elementary students can be found walking around the gym. The students do this instead of sitting and waiting for the bell to ring. This gets their blood pumping so they are energized and ready for their school day. Our elementary also participates in a fresh fruits and vegetables snack. The students receive this snack each and every afternoon. It introduces new fruits and vegetables to students while they also enjoy their favorites giving them the extra boost to get through the day.

B. List measurable program goals and how they relate to your school wellness policy:

A measurable goal for the elementary students that relates to our school wellness policy is to continue encouraging students to get up and be active. As a council we would like to make this fun and challenging whether that be through other school activities such as intramurals, walking in the mornings, or finding ways within the day to get students up and moving while learning. Showing, modeling, teaching, and finally implementing this in students is our hope in cutting down the rate of childhood obesity.

E. Obstacles/challenges encountered and how you overcame them:

We have found it difficult to get all of the students motivated to walk in the mornings. We have around an 80% participation while the other 20% choose to sit. Also some students may not like the choice of fresh fruits and vegetables snack and choose not to participate.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The positive impacts from our programs are fantastic. The walking seems to get students the jumpstart they need to begin their day ready to learn when they walk into the classroom. Also, the healthy snack in the afternoon is showing and allowing students the opportunity to make healthy choices when they hear the word snack!
40. A. Program Description:
The [NS] Walking Club is currently in the second year and continues to be an extremely popular initiative. The students walk for 25 minutes on Monday, Wednesday and Friday mornings each week. When the students arrive, they check in with a parent volunteer, provide the name of their teacher and begin walking. Each week, the teacher with the most walkers gets to keep the golden shoe trophy. Also, once a month, the students who participate receive a special foot token to place on their backpack.

B. List measurable program goals and how they relate to your school wellness policy:
Although our Wellness policy does not address specific goals regarding physical activity, we set a goal for students to walk for 20 to 30 minutes, two to three times per week. We do not require students to walk every time but strongly encourage them to walk for 25 minutes each day of walking club. The students know that 6 times around the outside or 20 times around the inside of the building is approximately one mile. If a child comes late, they are still encouraged to walk.

E. Obstacles/challenges encountered and how you overcame them:
The biggest obstacle for walking club is the weather. The students walk around the building but are required to stay close for safety issues. Part of the path is not paved and therefore presents a problem when it snows. When the weather turns cold, we change the route to a smaller square in front of the building that is completely paved. We added information to the weekly newsletter stating that children will walk outside unless it is really cold. We did move the walking club inside during the really cold months and encouraged the children to use their inside voices.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Although we have not formally evaluated the program, teachers and school staff have reported excitement from students upon entering school on walking club days. Parents have also been very appreciative and supportive of walking club. Families are invited to come and walk with the students anytime. Parents are not only grateful for the exercise their children are receiving but have expressed appreciation for dropping students off at school 25 minutes early. The students are extremely well behaved while walking and enjoy socializing with their friends. Teachers and the principal also enjoy less traffic congestion on walking club mornings and report less discipline problems.

41. A. Program Description:
Parents, teachers and students of [NS] have made several wellness program changes this year. Parents and students of [NS] have began the process of doing away with high calorie chocolates as a birthday treat or reward and are now focused on providing healthy items such as reduced fat crackers and baby carrots for these special events. We have also discussed as a staff different options besides food to reward students. Teachers are now encouraged to offer extra recess time, give a no homework pass or sit by a friend time instead of rewarding children with candy bars and pop.

B. List measurable program goals and how they relate to your school wellness policy:
The above program changes have helped address the following goals. 1. Increase the consumption of healthy foods by students and staff. 2. Increase student knowledge about healthy eating habits. 3. Increase parent and community involvement within the school in regards to wellness.
E. Obstacles/challenges encountered and how you overcame them:

Communicating new ideas and programs with staff, students and parents has been challenging. Time and scheduling of wellness events and workshops is also challenging. Recruiting parent involvement on our wellness team has increased communication and knowledge about what we are trying to do in our school.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

We now have a greater awareness of eating healthy foods and understanding the importance of eating right. We have also seen increased participation of eating healthy foods by students and staff.

42. A. Program Description:
The [NS] Wellness Program is a comprehensive program encompassing Physical Education, Health, Nutrition and the district Food Service to provide and encourage positive health habits.

B. List measurable program goals and how they relate to your school wellness policy:

This school year the district is participating in the "Fuel Up to Play 60" initiative that promotes activity and increased consumption of healthy snacks/foods.

E. Obstacles/challenges encountered and how you overcame them:

Established bad habits and kids not being physically active.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

The students responded positively to activities promoted by national names (NFL Players). Students are aware of good choices.

43. A. Program Description:

A School Wellness Council was formed. This group planned "Family Fitness Night", an opportunity for the parents to be a kid! The Council was introduced & reported that they revised the wellness policy; raspberry bushes & strawberry plants were planted at school. The FuelUptoPlay60 DVD was shown so the parents had a clearer insight to the program & how it works. [NS]'s "Chef to Schools" was introduced. [NS]'s PE teacher had the group warm up as she does for PE classes. The group was divided into smaller groups to begin the challenge of the eight fitness stations set up in the gym. The groups of families had a chance to work around the gym at the stations to do exactly what the children do in PE daily. Door prizes were given away - including FuelUptoPlay60 gear - & a chance for a family to visit the Training Table at UNL to eat lunch with the Cornhusker athletes.

B. List measurable program goals and how they relate to your school wellness policy:

With the parents getting a "hands on" experience with the PE activities their children do at school, hopefully they will encourage their children to do more outdoor play & activities & eat healthy. Hopefully, the parents will take some time to involve themselves with their children in being active.

E. Obstacles/challenges encountered and how you overcame them:

Finding an evening that could be agreed on by the Council & school administration. Insisting that this is an important event to bring a closer relationship between parent & child & showing parents the importance of eating healthy & keeping active - and have fun doing it!
F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

Everyone had a good time and a lot of laughs! Finding out that you maybe can't get that hula hoop going like you used to! Parents said they had a good time & commented on how PE has changed from when they were in elementary school.

44. A. Program Description:
[NS] has implemented a student Physical Education Ambassadors club. The students are in grades 4 and 5. The Club meets once a month and on an as needed basis. Our goal was to involve students in the decision making about Health and Wellness at [NS]. The students choose to have a all school Walking Club two times per week at the [C] Community Center. The club members helped to advertise the club and to encourage students to take part in the club. Many of the members walk each day. The Ambassadors have helped to implement the Staff Wellness, students vs. teachers Volleyball Game, Jump Rope for Heart, healthy eating posters, and Walk-A-Thon.

B. List measurable program goals and how they relate to your school wellness policy:
1. Walking Club-80 students per day participate. 10-12 parents per day. Two days per week for 30 minutes. 2. 20% of the 4th and 5th graders are members of the Ambassadors Club. 3. Staff had two teams formed for the 100 Challenge. 4. Staff is meeting twice a week for exercise. 5. Jump Rope/Hoops for Heart participation was 100% of students.

E. Obstacles/challenges encountered and how you overcame them:
The Fitness Ambassadors (grade 4-5) had to narrow the scope of what they wanted to accomplish. We choose the Walking Club, Walk-A-Thon, Jump Rope for Heart as our main focus for the year.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
We believe that the [NS] Community is more engaged in the Health and Wellness of its students, staff, and families as a result. The Fitness Ambassadors have made the students aware of the good that they can do in the school.

45. A. Program Description:
[NS] is in its second year participating with the Alliance for a Healthier Generation. Starting the year off was our first ever FUTP60 pep rally to kick off the program for our school and to encourage the students to stay healthy by eating nutritious food and be active at least 60 minutes a day. In our school newsletter, we have started "Food for Thought", a column on health and nutrition. This year, our teachers have been educated on the benefits of integrating physical activity into the complete school day. They have been introduced to the "Energizers" program and are encouraged to use it throughout the day. And for the [NS] staff, we have started an on campus after school Pilates/Yoga class. This year our [NS] P.E. instructor has started a before school program for the 4th and 5th grade called "Fitness for Life" and this spring we will be starting the after school program "Girls on the Run". We are looking forward to having an all school healthy cooking/tasting demonstration in the spring. And for the outside, we are currently working on raising funds for a permanent walking track.

B. List measurable program goals and how they relate to your school wellness policy:
Our goals are to continue to educate the importance of fitness and nutrition in our school setting in such a way that the children will carry this knowledge with them throughout life. To continue to encourage our teaching staff to make "Energizers" part of their teaching day. To maintain a strong participation in our [NS] family walking club, Fitness for Life, Girls on the Run, and Yoga/Pilates for our staff. Our successes will be measured by the sustainability of the programs that we currently have in place.

E. Obstacles/challenges encountered and how you overcame them:
Some teachers have been challenged to find the time in their day to incorporate physical activity into their schedule. And of course funding is always a challenge. We have been able to maintain good enthusiasm by introducing many different and fun activities to our school and staying visible through our column in our bi-monthly school newsletter.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

We feel, as a committee, as though these initiatives, along with what we were able to achieve last year, is only going to enhance the health and well being of all parties involved.

46. A. Program Description:
Our wellness committee is a collaboration of principals, teachers, physical educator, school nurse, para professionals, and parents. Throughout the last year we have been very busy working with The Alliance for a Healthier Generation. In doing so we were able to achieve bronze status on the national level! It has been an overall success.

B. List measurable program goals and how they relate to your school wellness policy:
Our main goal for this year is to have a school wide policy on outside foods, and implementing an indoor walking trail. We have been in discussions, and finding resources. With luck we will have both into place by the end of the year.

E. Obstacles/challenges encountered and how you overcame them:
Finding space for an indoor walking trail has proven to be the most difficult, however, those challenges are on their way to being solved.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?

We feel, as a committee, as though these initiatives, along with what we were able to achieve last year, is only going to enhance the health and well being of all parties involved.

47. A. Program Description:
[NP] initiated a running program for the 4th, 5th, and sixth grade students. This group has ran, participated in Zumba and indoor activities when the weather was frigid and basically just been very aerobically active three times per week after school. They started with a one, two and three mile club and now some of the larger kids are working on the six mile club. It has been very successful and they applied for a grant from KIDS RUN THE NATION for t-shirts and wear them proudly.

B. List measurable program goals and how they relate to your school wellness policy:
The ultimate goal was to increase physical activity in a group of kids not included in organized school sports. This is measured by the one, two and three mile clubs. Secondary goals was to teach kids activities that can be utilized for exercise throughout the lifespan without needing equipment. This was measured by activities with each station lasting 5-10 minutes and each station consisting of an exercise or activity. Then a certified Zumba instructor came to teach them Zumba.

E. Obstacles/challenges encountered and how you overcame them:
The first challenge was getting children to come and run. But if they came once they returned and brought other kids with them. The cold weather was the second challenge but Tami had a cold weather plan and then a community member asked the Zumba instructor. Zumba was a hit with the boys and girls.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
The kids have definitely learned that it is fun to run. It has motivated many parents to participate as smaller kids can only participate if a parent is present. The teachers and para professionals have joined and really enjoyed the activity.

48. A. Program Description:
Based on the survey results, a goal of the [NS] School Wellness Program for the 2010 – 2011 school year is “Provide students with opportunities to increase physical activity”. Last year, the April Wellness Walk was very successful with ---70% of elementary students participating. And participant walking a total of …. miles (add any other information you would like them to know). The April Wellness Walk will be held again this year to provide students with a chance to increase their physical activity. Each participant who turns in their walking log will be able to watch their progress on a huge map that is available on the hallway wall. Students are rewarded for participation and for reaching milestones.

B. List measurable program goals and how they relate to your school wellness policy:
Goals for this initiative are: 1. Increase the % of elementary school students reporting that they participate in 30 or more minutes of physical activity 5-6 days a week. 2. Increase the number of participants compared to the 2009-2010 school year. 3. Increase physical activity for the students K-6th grade.

E. Obstacles/challenges encountered and how you overcame them:
The surveying asking how much physical activity that students get is self reported and it will be difficult to repeat with all students at the end of the year. Repeating the student survey questions for select classes at the end of the year will be easier to manage, knowing that self reported surveying has limitations.

F. Positive impacts or outcomes of your program—Describe how this program/initiative has influenced your overall school wellness environment?
Positive outcome - was that our Presidential award recipients increased this school year and that at least all of our students participated.

49. A. Program Description:
Our school district's most prized wellness program is our breakfast program that is offered and attended by the majority of elementary students. Our breakfast program is a
healthy choice in the morning for the elementary students by providing them with a well
balanced meal, low-fat milk and a selection of fruits.

B. List measurable program goals and how they relate to your school wellness policy:
Our school is currently in the process of getting recognized a Bronze Award for its efforts
in providing a healthy environment for all students. Some major items for this award
entail having a healthy lunch/breakfast program, non-competing beverages, active health
education classes, and the implementation of a staff wellness program. This initiative is
with the Healthy Generations organization for Healthy Schools.

E. Obstacles/challenges encountered and how you overcame them:
Our first obstacle was to offer students a healthier meal at breakfast and at lunch. Our
district hired a food service manager, [NP], who has been instrumental in minimizing the
kinds of unhealthy foods that students eat. Our elementary physical education instructor
has also done a great job in restructuring the elementary physical education curriculum to
accomodate a more active curriculum.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
The best impact that our efforts toward a healthier school is having the students come to
school wanting to eat a healthy breakfast and have the energy and awareness to get them
through the day. May instructors have commented that students are much more attentive
in class and also have a better attitude towards learning because they feel healthier.

50. A. Program Description:
"Fit Friday" was launched January 2011 at [NS] School. All [NS] students (and often
their teachers) are on the move through out one of their Friday recesses. Third, Fourth,
and Fifth graders walk or run the quarter-mile sidewalk loop around their playground for
the entire 20 minute recess. Kindergarten, First and Second grade students walk one time
around their quarter-mile loop and then continue active play throughout that recess.

B. List measurable program goals and how they relate to your school wellness policy:
Our school falls short of the recommended number of physical education minutes. To
ramp up physical activity minutes, to promote a life-long activity plan, and to participate
in an activity that does not increase the budget, we have offered a walking program which
includes all students and teachers. [NS] has a safe quarter-mile paved path around each
playground that students and staff walk or jog around for one recess each Friday. [NS]
families and students are supportive of this program. This promotes student wellness in
accordance with Wellness and Nutrition FILE: 508.13.1 JGD.

E. Obstacles/challenges encountered and how you overcame them:
The 3-5 teachers readily bought into the concept of walking/jogging for an entire recess.
The K-2 teachers, feeling their students were already active at recess, were more
reluctant. We compromised by having those grades walk the loop one time and go back
to active play.

F. Positive impacts or outcomes of your program—Describe how this program/initiative
has influenced your overall school wellness environment?
The kids have been fired up. Students you would have thought would be the walkers are
going all out. Students have asked if they can go "Fit Friday" on Thursday when they
know they are going to miss a Friday.
Appendix J: 2010-2011 Indiana Descriptions

Section J1: Staff Descriptions

[NS] = Name of School
[NP] = Name of Person
[C] = City/Community

1. This year [NS] is participating in the JAM (Just-A-Minute) School Program. This program is run by [NP] R.N., the school nurse, but is carried out by a teacher and 4 six grade students. The JAM School Program brings physical activity and health education into the classroom. It is designed to teach kids and adults healthier lifestyle habits. The exercise routine helps improve strength and conditioning and provides each student with more energy to start each day. Currently, we have 4 students and a teaching assistant show/do the exercise on our morning announcements that are televised. Every student and teacher in the building must get up and get moving with the exercises. We do this for 2 minutes each day which equals 10 extra PE minutes a week. With this added time our students get 60 minutes of PE time a week. The goal of the program is to get the kids up and moving and to help decrease the obesity rate in our school, and we have done that. During school year 2010 we had 24% of our 630 students obese and in year 2011 we have 21% obese. There is no cost to this program. I receive an email from JAM School Program every week with a new set of exercises. Challenges to this program are few. One of the challenges is to get our student leaders to not be silly on the TV and to motivate the rest of the students to “Get Moving”. Some students wish they lasted longer than 2 minutes. Overall the students and staff have been very supportive of this program. The teachers say that having students focus on the exercise routine first thing in the morning helps the student to hear the rest of the announcements and are then ready to focus on their school work. I think this has been a great program for the students and staff at [NS]. We are a Healthy Hoosier School!

2. “Hey, we have choices! Yes, we do! [NS] has choices! How about you?” [NS] has fitness, nutrition, and makes healthy choices! [NS]’s students and staff have been working harder and smarter to improve our overall health. Exercising is one of the most important health factors to maintain a healthy lifestyle, and [NS]’s BMI’s, fitness test scores, monthly mile runs, jumping rope skills, running for “Toe-Tokens”, and our other fitness activities, reflect our fitness growth. Therefore, we are continuingly challenging ourselves to achieve higher goals by assessing the strengths and weaknesses of our current health/fitness programs. A sampling of [NS]’s new programs include: JAMmin’ Minute: [NS] increased its daily exercise minutes using this program over the intercom at the beginning of each day directed by [NP], the PE teacher, and Principal, [NP]. [NS]’s School Library purchased hardback books about the Food Pyramid. (Kids love reading them!) 5-2-1-0 posters for all classrooms, hanging next to the Food Pyramid poster. (Healthy Hoosier award money was used to purchase these teaching aides.) [NS] formed a partnership with the Muscatatuck Urban Training Center’s Patriot Academy. Soldiers worked with PE Teacher, [NP], to organize a Military Fitness Boot Camp. These same individuals will be working with us during [NS]’s end-of-year Health & Fitness All-
School Field Day. Black Pearl Fitness Club is a teacher/staff fitness group that meets throughout the school year. Activities this year include Zumba dancing, the Holiday Challenge, a walking with a pedometer contest, aerobics, tracking sheets, and Hip-Hop Hustle, another pedometer challenge. Students use water-weighted hula-hoops of different weights. These awesome fitness tools are used safely. Healthy Hoosier Award money purchased the hoops. Each student received a copy of the recently revised [C] Consolidated School Corporation's Wellness Policy booklet, creating more awareness to parents. [NS] received a grant for vegetable/fruit tasting. The students love it, and we discuss serving size and why it is healthy. Boomer, the Indiana Pacers mascot, presented his Fitness Boot Camp to the whole school. Boomer emphasizes fitness and nutrition [NS] students participate in community fitness events, such as the Mill Race Race and the local Buddy Walk, to honor a classmate with Down Syndrome. Other walks for disease awareness are planned. [NS] has been selected to receive a mini-grant thru the Healthier U.S. School Challenge to create a better nutrition and physical activity environment. [NS] received this distinction in February 2011. [NS] stakeholders are very excited with our new fitness programs. In addition to what we already do on a daily basis, our enthusiasm and personal drive is always striving for more! GO [NS]!

3. Our school is [NS], home of the bears. We have a fitness walking program in our physical education classes. I take my class out one day a week in the fall and spring to walk on a quarter of a mile walking track. For every 3 miles for grades 3-5, 2 miles for grades 1-2, they get a walking charm to put on a chain. After the students have walked 10 miles they get a #10 charm and so on for each 10 mile interval. We are out on the track for approximately 30 minutes so we encourage them to walk at least a mile for the older kids and 1/2 mile for the younger ones. There are approximately 375 students involved in the program. The cost of the program is about $300. The program is funded by box tops and the physical education budget. Some of the challenges faced was weather, some late students do to intervention classes, its a public walking track so we have to share space with community and some discipline problems. The students are excited about walking outside. They take pride in how many laps they get in. Definately gets competitive. Some enjoy the socialization they get. We hope to promote fitness at home. They enjoy getting the chains and charms they earn. Overall, the students love the program. The students are extremely proud when they tell others how many laps they have completed.

4. [NS] has a few most prized school programs that support some well-known organizations. Some of the prized programs implemented are the whole grains products, the fruit and vegetable bar, the GCCS Mileage Club-pedometer program. All of these programs help students become more conscious of a healthier lifestyle. One of the most popular programs is Jump Rope for Heart. JRfH program supports the American Heart Association by raising money to help educate children to be more heart healthy. For many children, this is the first time they have been in such a noteworthy endeavor. We started JRfH program a week ago and hope to do it the next few weeks. Each day I will educate students on the heart by having weekly 5-10 minute health lesson on the heart and what causes diseases of the heart. On the last week of JRfH our goal is $3500. If our students raise $3500, our principal will kiss a goat. The top student earners will jump
rope with our principal and have crazy hair day. About 300 students will participate.
The cost of the program for students is free and the program is funded by many sponsors.
The overall results have been successful in previous years. The second program
implemented is the new fruit and veggie bar offered to all students during their lunch
time in the cafeteria. It is an exceptional way to offer healthy foods to students who may
never have this opportunity at home. They can get most of the recommended daily fruits
and vegetables here at school. The whole grain menu is another incentive provided to
students to help them with heart healthy foods. The last most exciting thing offered to
the students is the use of the pedometers. I think this program will get students motivated
to exercise more because they are visually seeing their progress. For example, when
students are educated about how many steps in a mile and they see they have reached a
certain stepping goal, I think that will motivate them to continue with more movement.
This is an awesome program implemented and I am very excited to be a part of this
GCCS Mileage Club program. The programs mentioned above are some very heart
healthy programs educating and promoting better ways for students to choose a healthier
way of living. There will always be challenges in trying to promote something new, but I
think with a positive attitude you can overcome most challenges. Challenges are a part of
everyday life. I am a strong believer in how physical activity, as well as proper nutrition
promotes better behavior, and academic achievement in the classroom."

5. [NS] offers a wide variety of activities after school to keep the students in grades 3-5
healthy and active. From the time the students enter school in August we are off and
running competing in cross-country after school. Then throughout the year other
activities that are offered for the students include boys' and girls' basketball, track, and
cheerleading. Wrestling is offered for the boys in 2-5th grade. Traditionally the largest
number of students participate in volleyball intramurals. Maple has approximately 50-70
students a year who participate in volleyball for 3 weeks after school. All of these
activities help keep students healthy and active. Elementary athletics are offered for all
of 33-5th graders. These programs are offered at no cost to the students since it is funded
by the school corporation. There are some challenges especially when it comes to the
sports versus intramurals. With sports only a few students get picked whereas everyone
can play in intramurals. Limitation on time is another challenge. The staff at [NS] make
sure that our students are given the opportunity to participate in a variety of healthy
activities after school which we all know makes a healthier and happier child."

6. I, [NP], at [NS] under the authority of [C] Schools have been instructed to implement a
data base using pedometers in Physical Education classes, extra activity time and staff
involvement for a cooperation wellness program. I will use my curriculum/units to
record my student's steps. Their steps will be documented once per week for a period of
45 minutes. This record some 350 students. I will then randomly select 5 students at
each grade level to total their steps and submit the number k-5 to Asst. Superintendent at
administration. At presentation of this program to the faculty of February 15, I will ask
for volunteers to help in an "extra steps" program. This would possibly be an activity
during class recess and afterschool. Such activities could be a walking club, a jogging
club, a dance club. The only cost is that of the pedometers that the school corporation
purchased. Also, at this presentation I will ask for any faculty members that would like
to record their steps to participation in a student challenge of steps. Challenges is staff
participation with their schedule and equipment breakage.

7. [NS] is a Title School with approximately 400 students. Students receive physical
education for 40 minutes each week along with a daily 20 minute recess. The school has
just recently implemented a Grab and Go Breakfast program which is provided to all
students in the building without cost. For the past 5 years, our school has participated in
the American Heart Associations Jump Rope for heart event. Nearly 90 students
participate each year. Students are educated on the benefits of exercise for the heart and
how the heart works. Jump Rope for heart involves raising money and donating that
money to the American Heart Association to help battle heart disease. Students who
participate receive prizes and have a day of fun jumping rope with other students. The
event is funded by the American Heart Association at no cost to [NS]. Over the past 5
years, our school has earned as much as $4400. Because of the poor economy and the
social-economic status of our school, last years earnings were only $2000. [NS] students
look forward to Jump Rope for heart each year. It has been a great way to educate
students on the benefits of exercise."

8. [NS] provides five intramural programs for students in grades 1-5 throughout the
school year. Various teachers participate in leading intramural sports; however, the
contact person is Lori Gavin, physical education teacher at [NS]. The programs are held
after school and are free for the students. The intramural sports included are gymnastics,
boys and girls basketball, soccer, and wrestling. Approximately 200 students participate
in the various intramurals. The intramural program is designed to introduce and teach
skills necessary to play the sport. The environment is positive and non-threatening for
students. Parkwood's intramural program is funded by ECA monies (extra curricular
account) and PTO. The overall cost is approximately $1500 for instructor pay and supply
money. Our biggest challenge is more students would like to participate in the programs
offered but space is not available, or more sessions are not offered. Our results are huge!
Kids have productive programs to participate in after school. They are getting additional
exercise and they leave feeling good about having learned a new skill or enhancing their
current skills. [NS] is proud and fortunate to offer so many free intramural programs to
our students."

9. At [NS] we have implemented a program called Walk-Tall-Jog for our students. Two
days per week, during recess time, our students walk at different locations on site for the
twenty minutes instead of going to our playground. We implemented this program as a
way to talk with students about healthy choices and how they need to stay active. While
they walk, the students are able to talk and interact with each other in a relaxed
atmosphere. For those students who wish, they may jog or run during this time. Every
class keeps track of their miles. After the first mile that is walked, students receive a
chain and a foot token. Then a new foot token in a different color is given every time you
walk another five miles. The classes keep track of their miles and set goals for
themselves and for the class. When the class goal is reached, a celebration of healthy
snacks is given. Some of the obstacles faced by this program are the collection of data
and keeping track of who has feet or who should have feet. We have worked with grade
levels to make the record keeping easier for all. This program is very low cost to implement. We spend about $100 for the feet and have parents send in donations for the healthy parties. We have seen some positive results from our program. One, recess time has fewer discipline incidents when doing the walk-talk-jog. Students are able to be with friends, moving, in a non-competitive situation. Another positive result is that some students are exercising or walking with family members at home and then coming to school and reporting the progress.

10. [NS] has many healthy school programs. We do Jump Rope for Heart, GCCS Mileage Club with pedometers. We have a program called Die of Fitness. It is like a circuit training program. There is jumping jacks, push ups, jogging, sit ups, shuttle run and broad jump. They exercise for a minute, rest a minute and then go to another area. The funding for Jump Rope for Heart comes from American Heart Association and the kids really enjoy doing it. The funding for the pedometers was done by school corporation. The challenges for some of these programs is equipment breakage (pedometers). There are 547 students at [NS]. We also have sports such as basketball, volleyball and track. The programs have been very successful and the kids enjoy doing them.

11. Six years ago, I was instructed to have the students walk or jog at the beginning of their PE classes based on tips from the Wellness Committee. At that time, I saw students twice a week for PE. Students started out with a small amount of time to jog or walk. Each week the time was increased a few minutes until the walk/jog time was a total of 15 minutes. It was very easy for a few and many increased their time each week. My first year doing this, I was amazed at how first graders could eventually jog the full 15 minutes. The first two or so years, this was done in the gym. Then Lansden Park, which is next to [NS], had a walking path put in. One nice days, in the fall and spring, students would go outside to do their 15 minute walking and jogging. This allowed the students to get outside and to track their distance, as well as their time. Six laps is one mile. My first two years, 1st-5th graders participated in this. Now kindergarten does too. Their time is less than 15 minutes. Currently, when the weather is good, all 215 [NS] students (K-5) participate in this activity. The program initially didn't cost anything. I posted a running figure on the gym wall with each student’s name and moved it along the wall for how many minutes they could continue to jog before needing to walk. I had heard about plastic feet that some PE teachers give their students for miles completed, so I made laminated paper feet that they could put on a necklace. The next year I purchased carabineers for students to place their feet on. They were very excited to receive those feet. The funding for those necklaces and carabineers came from the limited PE fund or Box Tops Money. It was difficult to see buying the plastic feet, when I could purchase needed PE equipment instead. That's why I laminated feet, cut them out, and punched holes in them myself. That would be one of the challenges I faced with this program. The other one was the lost, broken, or stolen necklaces, carabineers, or feet. I then started offering Spring Hill's reward system, but that did not seem to receive as much enthusiasm, as receiving something that one could see his/her improvement.
Unfortunately, I only see the students once a week for 45 minutes this year. The other PE teacher has the students 30 minutes on another day. I believe the results of the program are somewhat healthier children and children getting outside and being active. We could see their weekly progress. They encouraged their friends who needed a little help continuing the jogging. Some students who never thought they could jog one lap, eventually jogged one plus laps. It also readied students, who enjoy jogging and running, for Cross Country and Track. One particular student that comes to mind was a heavy set, stocky boy. He was friends with the athletic students. He tried his hardest to keep up with his comrades and did it! He even decided to be on the track team that year. He was not fast, but he was successful in completing his run. That had to be positive for his body and his mind."

12. [NS] is a school on the cutting edge of efforts to improve the fitness, wellness, and nutrition of our American school children. We are one of 30 schools in the state of Indiana to be chosen as a "Game On" school by the Indiana Department of Education and the United States Dairy Association. My name is [NP] and I am the coordinator of the Game On program at [NS]. We have currently held three events to promote fitness and nutrition and we have been awarded $6000 to do so. The first of three events this school year were: a Family Fitness Walk and Health Fair in September, Jump Rope for Heart in November, and Fitness Extravaganza in January. Our fourth event will be our annual Field Day shortly before the school year is over. The goal is to administer and use the Game On grant initiative to promote the life-long development of healthy habits and ensure each participating individual makes a continuous effort to better equip themselves to become responsible for their own health and for parents-the health of their children. Preventative Health Care has to be what Americans put much of their attention towards as we go farther to improve our nation's health and productivity. The number of [NS] staff, parents and children that have been involved with our Game On events has been remarkable. Almost all students have participated in at least one event of the Game On program."

13. Nutrition: A fresh fruit and vegetable bar offered to students at no additional charge. Students participate in nutrition education classes provided by a registered dietitian. Parents are encouraged to provide nutritious meals and snacks. During celebrations no more than 20% of food and drink shall be of minimal nutritional value. No more than 50% of food offered in fundraisers are to be of minimal nutritional value. Student vending machines only provide water. Physical Activity: Utilizing pedometers we measure and track students in physical education in a district competition. Staff using pedometers in a competition and are provided incentives. RN measures student body mass index annually. Opportunities for students for outside the schools include a walking club, intramural activities and eight team sports. All students have opportunity for at least 20 minutes of daily physical activity time in addition to PE classes. Wellness: partnered with American Heart Association, educating all students about heart health. Local newspaper supports the pedometer program through weekly publications. [C] Hospital provides smoking cessation programs for staff and students. The district host a
health fair for its staff providing free health screening and consultations from community organizations. Measurable goals: Improve nutrition and physical activity opportunities. Educate students on nutrition. Provide daily physical activity for all. Educate students about personal wellness. Population: 531 students Program funding: school district provides pedometers Obstacles: funding for incentives, equipment and operation Results: The fresh food bar has created excitement for fruit and vegetables. Students and staff have increased their activity levels by average of 53% and 45% respectively with pedometers Students have improved knowledge about nutrition through nutrition classes. Parents are aware of their child's health through wellness assessments."

14. Program Description and measurable goals: Basketball intramurals are offered to boys and girls in third, fourth, and fifth grades at [NS]. There were 55 girls and 58 boys participating. This program consist of instruction in basic basketball fundamentals. Students work on passing, dribbling and shooting. I demonstrate man to man defense, which includes offensive and defensive spacing. Good sportsmanship is reinforced on a daily basis. The students work on fundamentals for two days. The third day I form teams for competition. The game consist of two ten minute halves with a running clock. I am the referee. Parents may attend games to cheer, but they are not allowed to coach. All students are guaranteed to play in one half of the game. Every player is given the opportunity to dribble the ball up the floor at least one time to ensure that one person is not dominating the ball throughout the game. The score is kept during all games, but won lost records are not recorded. Once the game has been completed the teams line-up to shake hands or "high fives" is an excellent way to signify that the contest is over and the students must display good sportsmanship. There is not cost to the students. Students supply their t-shirt to wear during the game. I referee a game at no charge. The parents are not charged to attend the game. [C] pays the person who runs the program $348. Obstacles: Allowing parents to attend can be a challenge. I announce the rules to the parents over the loud speaker before each game. They are not to coach or yell at the referee. This is the first time some of the students have played in a basketball game. I officiate by talking, not blowing my whistle. Some parents struggle with this concept. I have had to warn some parents about their behavior. The second obstacle is having students picked up on time. It has become a huge problem at Wilson. Overall results: The intramural program at [NS] has been a huge success. Students with various types of abilities and talent come out to participate, exercise and have fun. Parents are given the opportunity to watch their children compete in basketball games over a three week period. I feel this helps create a greater bond with the parent and the school."
from anyone. This made every one laugh. It was really neat to see what we could build. This event was put on by the Family Career Community Leaders of America (FCCLA). It was sponsored by Citizens Against Substance Abuse (CASA). CASA paid over two hundred fifty dollars for this event. We had presentations and statistics of how important it is to take the time to eat healthy, and get plenty of exercise. We had very positive feedback, and plan on doing it again next year. [NP] also had a Trojan Cooking Camp here at the high school. This was the tenth year for this event. It was also sponsored by CASA. They spent two hundred fifty dollars on this event. The Future Farmers of America, Student Council, and FCCLA all came together to teach around ninety elementary students the importance of eating right, and the benefits of making healthy choices and why exercise is so important. The students taught the young people how to make sandwiches, and why whole grains are good for you. What a grapple is, and how delicious fresh fruit tasted. If we can get them started young enough, they won’t even know that are eating healthy. This program finally came together on the third date, with the last two being canceled because of the weather. We are moving into the future and would be honored to receive the Healthy Hoosier Award."

16. [NS] has implemented several wellness initiatives over that last several years that are continuing to improve the overall wellness of our students, staff and community. Our cafeteria has focused on healthy choices for breakfast and lunch (including whole grains, dairy, fruits and vegetables) as well as giving parents monthly ideas on how to incorporate healthy choices at home. [NS] students have the option of joining our walking club that meets in the mornings. Last year our students logged over 1,400 miles during the year. It is a great way for our students to start the day. This program is open to all students. We have an average daily attendance of 50-60 students. Teachers have also logged miles with their students during recess time. [NS] was awarded a grant from our local Health Department that will provide incentives for those students who log miles during walking club. The grant will also be used to pay for a healthy breakfast celebration for those students who have participated in walking club throughout the year. Parents and students are given ideas on how to lead a healthy life-style during several of our Food, Fun and Family Nights that we have periodically during the school year. We have started collaboration with United Way and Open Door to provide access for our families to enroll in insurance services, participate in health screenings as well as other community services. This collaboration has enabled us to strengthen our relationship with others in our local community to support our families in many ways."

17. GAME ON is the name of the health and nutrition program at [NS]. We have received one of the “Game On” Mini Grants for the past two school years. Because of this, the students identify with “Game On” name and they understand the concepts. In our program we have a walking club for all middle school students to participate in during the course of the school year. We provide an intramural program for our middle school students throughout the school year. In the spring the students participate in the “Scooter 500”. The students have a team of 4 to 6 students, they choose a fruit or vegetable to represent their team. Before the event they decorate their scooter like their fruit or vegetable. At the conclusion of the event, all students are provided fruit and vegetable snacks. During the lunch hours the high and middle students participate in
taste tests with fruits and vegetables. In February, the student participated in a healthy food cooking contest. In the fall the students participated in a “Walk with the Ball State Women’s Volleyball team”. The middle school students had the opportunity to walk the track with the student athletes who encouraged the importance of eating healthy and exercising. At the conclusion of the event the students enjoyed a fruit parfait. Success of our program is measured by involvement and increased sales of nutritious foods in our cafeteria and vending machine. The total number of students in the middle school is 193. Total cost of the program is $5000.00. This is funded through the “Game On” grant and the Healthy Indiana Grant. A few of the challenges we have experienced are facility space, time to prepare the food and whether conditions. Overall the students have been very receptive to the different activities within the program. They look forward to not only the activities but the snacks as well."

18. [NS] is proud of its Coordinated School Health Program (CSHP). Our CSHP has been in existence for 3 years and gets bigger and better each year! We are learning which programs the students seem to love, which ones the staff enjoy, and which methods are most effective in improving parent / school interaction. Continually building on and evaluating existing programming is one way that our CSHP is attempting to improve. A useful tool has been using the responses from last year’s Healthy Hoosier Report Card. We considered the recommendations for areas of weakness and tried to make improvements based on those recommendations. Our areas of focus, based on the Report Card, were Implementing Wellness Policies, Physical Education/ Health Education and Nutrition. Although our district does have a Wellness Policy, it has not been re-evaluated since it was written. This past year, the district steering committee for CSHP formed a subgroup to work on re-writing the policy. [NP] from the ISDH visited our district to help with this process. The re-write is ongoing and the subgroup hopes to have a new policy completed by the start of next school year. Another area of weakness that we are addressing was PE/ Health Education. Two of our CSHP members attended a Minds in Motion training seminar, returned to the school and implemented this program in our 1st and 2nd grades. Our hope is to increase minutes spent in physical activity and integrate this activity into the classroom environment. Many of our teachers have also been attempting to use more classroom-based physical activities such as “Energizers”. To improve nutrition, our cafeteria began offering whole wheat wraps and using whole wheat pizza crusts and buns. They have also been trying to increase the frequency of fresh, raw vegetables – green pepper strips, raw cucumbers and cauliflower florettes are some of the new offerings this year. Also, our CSHP began hosting a “tasting table” every other week where kids get to try a new healthy food. We tie in our current topic (healthy breakfast ideas, making snacks more nutritious, exploring a rainbow of fruits and vegetables), with morning announcements so that the kids get to learn all week about what they will be tasting. If for some reason we happen to miss a week at the tasting table, the kids all complain! They LOVE it! I wish I had space to mention our after school jump rope club, our recess walking club, our staff 10,000 steps program, our staff bootcamp classes, our Families First parenting classes – we have so many amazing programs going on at this school! We can’t wait to see what next year will bring…”
19. [NS] started a walking program for our 4th and 5th graders during the fall of 2007 for various reasons, the most important one being student wellness. The physical education teacher, [NP] and the school guidance counselor, [NP], collaborated on this project to produce a program that would build and develop both physical and social/emotional skills in our students. The program is voluntary for all 225 students and takes place during lunch recess on Mondays, Wednesdays and Fridays throughout the school year. The city walking trail borders our playground property so it is the perfect opportunity for our students to utilize this facility. Each year, the students set goals for themselves and we discuss these goals during PE classes and guidance lessons. They complete a survey at the beginning of the year which includes setting a goal for a set amount of miles they plan to walk that year. All students receive a chain at the beginning of the year and when they hit certain milestones, they are rewarded for their efforts with charms to decorate their chains. The charms are feet, milestones numbers and monthly motivators. At the end of the year, the top 40 walkers get a special trip to the “Bounce House” for 2 hours of physical fun! Along with the tangible reward, we have a wall in the school hallway which students move their “tennis shoe” to the mile marker as they increase their miles. During morning announcements, students are recognized for their achievements. All students who reach the 100 mile point earn a t-shirt. Miles are recorded each week and parent volunteers help monitor the walkers outside at recess. The program costs vary but are estimated at around 500.00 per year for charms, chains, incentives and rewards. Our PTO has funded this program for the last 3 years because of our success during the initial year. Discipline referrals at lunch recess decreased and math scores have increased steadily. Math is taught after lunch. The biggest obstacles would be weather issues and time management recording miles.

20. Opening [NS] Fitness Center has been an outstanding attribute to enhancing our youth’s health and morale. Since January 2011 the entire student body (136) has been trained to use our Fitness Center equipment which includes universal machines, ellipticals, treadmills, stability balls, dumb bells, ab/dip station, and aerobic area. Over fifty staff and faculty members have also been trained and many use the facility daily. Since the students have been trained and the physical education classes incorporated the center into the curriculum, the overall morale of the students has gleamed with pride and responsibility for their health. Although times are made available for students to use the center other than classtime, many students have requested more time be available. The requests alone speak loudly to [NP] and [NP], coordinators of the program responsible for funding the life of the Fitness Center at [NS]. Approximately thirty students have repeatedly used the facility before or after school to burn their desire of improving their health. Students truly enjoy the individuality the room allows while working out. A true measure of success lies in the students’ reflection of their desire and passion to use the Fitness Center. The Fitness Center equipment totaled over $22,000 which was funded through Welborn Baptist Foundation health initiative grant. Other costs and labor to prepare the facility has been provided by [C] School Corporation. To get to this point of success has taken perseverance through the challenges of remodeling, funding, space, labor, weather, and planning what would fit our students best. Although we are in the beginning stages of using the facility, the results have been well worth the obstacles
during the development. There are many levels of use we plan to incorporate throughout the incoming years. The facility space allows growth for additional equipment in the future."

21. The school year began at [NS] with a Wellness Committee initiative: “Back to Football Friday—a countdown to better health” for all 570 students. All students received a COLTS CRAZY FAN CLUB CARD and were encouraged to complete the card by writing their name and making the pledge! [NS] Colts Crazy Fan Club A Countdown to a Healthy Life Wallet Card I, ________________________________, pledge as a [NS] student and a Colts Fan to live a healthy life each day in the following ways:

- Eating 5 fruits and vegetables
- Drinking 4 glasses of water
- Eating/Drinking 3 servings of dairy
- Less than 2 hours of “screen time”
- Exercise 1 hour throughout the day

For a week [NS] students performed live announcements every morning. Students were either “sport announcers” or “Colts football players”. Morning interviews were personal messages on how to live a healthy lifestyle. Here is the interview between [NP1] and [NP2]: [NP1]: Dallas we wanted to talk to you today about health and what we should do to improve or maintain our good health. [NP2]: It’s great to think about ways to improve your health. One way is to remember the dairy. You should have 3 servings of dairy each day. So you can pick your favorites like milk, milkshake, cheese, yogurt, cottage cheese, pudding or ice cream. Keep adding them up until you have 3 each day.

The lunch menu for the week was renamed to add excitement in learning about nutrition and added a football theme. Here is an example: Friday, September 10, 2010 *First down Fish Nuggets, *Touchdown Turkey and Cheese on Bun, *Touchback Taco Salad with Baked Chips. Our music teacher wrote and choreographed an interactive song titled: “Whomp and Stomp”. The lyrics explain how to eat right, get enough sleep, “play 60” everyday. All students in all grades learned the song. See the video on our website! Every classroom decorated their door using the “countdown to better health” information. Personal essays with goals were a main feature on doors. Everyone started the year learning of healthy choices!”

22. [NS]’s Wellness Committee, chaired by [NP], P.E. Department Chair has been busy this school year. The focus to improve staff and student wellness in all areas; physically, mentally, spiritually and socially. In the fall, a 5K walk/run was held in conjunction with Homecoming. Over 60 staff and 500 students participated. Each class chose what charity they wanted their donations to go to. Staff also chose a charity collectively. A community Wellness Fair sponsored by the [NS] Wellness Committee was held late October in conjunction with the [C] Education Foundation’s 5k/2k run/walk. Over 1200 people participated and over 40 vendors were present. The Professional Development Committee provided a day in February for the Wellness Committee to have staff attend a Wellness Fair during their prep period. Various screenings were held and over 200 staff attended. In March, a dermatologist was scheduled to provide free skin cancer screenings for staff. Dance Marathon was held in February. $230,600 was raised with 1200 students and 50 staff participating. This is an event with a lot of physical activity. Wellness tips via e-mail are sent to over 350
staff weekly. These include fitness and nutrition information for staff to use personally, and in their classroom. Various parts of the school building are used for staff workouts. Pilates is offered weekly for a small fee. A variety of intramural activities are held after school for students. Over 500 students are involved. Students may also choose to take a Physical Education elective. Nine different courses are offered and over 1600 students are enrolled. [NS] also has a wellness page on their website. Wellness tips, class offerings, nutritional information, and committee members are listed.

23. [NS]’s most prized healthy school program is a spirited basketball tournament called “Cougar Madness”. Correlating to the “NCAA’s March Madness”, “Cougar Madness” is a successful, competitive basketball tournament for all 400 6th graders. The tournament is organized by the school’s Wellness Department. It is an annual event in which students learn the game of basketball in a fun and unique way. They also learn organizational skills, team cooperation, and have opportunities to gain leadership experience with good sportsmanship stressed throughout. Leading up to the tournament, the entire PE/ Wellness department prepares the students by developing the basketball skills of dribbling, shooting, passing and pivoting. In the second week, the students play games that include “steal the bacon”, “king of the court”, and “basketball golf”, all of which prepares the participants for tournament play. The rules are explained to the students, including basic offensive and defensive strategies used in basketball. The teams are selected and include two boys and two girls per team. Each team is given a college name and the opportunity to make their own team tee shirts sponsored by [NS] PTO funds. This is the only cost incurred by this program. The teams are then placed in a division and play against other teams of equal record and skill level. After division play, the teams are seeded based on their record and strength of schedule. Then the “Madness” begins….twenty-four teams competing in a single-elimination tournament with the winner being crowned, “Best in their Class”. This Healthy School program encounters very few obstacles. Gym space occasionally becomes difficult to find which requires juggling with other wellness classes. We believe the overall results of the program create positive, enthusiastic students who enjoy being active and may be inspired to participate in other healthy sports activities in school and their community. We feel this program offers an inexpensive way for students to learn important life skills, create friendships, foster leadership and teamwork skills, and provide healthy exercise in a fun and safe environment. Thank you for considering “Cougar Madness” for the Healthy Hoosier Award.

24. [NS] is constantly buzzing with healthy activities. We began this school year with our main wellness event, the second annual [NS] Challenge. The [NS] Challenge is the only PTO fundraiser we hold. Since it was such a success last year, it was decided we do it again! The students asked for pledges from family and friends for them to run or walk around the school’s track for 30 minutes during their wellness class. They raised $14,000. Teachers, support staff, administrators, parent volunteers and all 1200 [NS] students participated over a three day period. Most of the funding for water bottles and T-shirts was donated by sponsors. There are many other healthy programs besides the [NS] Challenge that [NS] offers such as hosting a blood drive for the whole community, having a contest after the winter break called “Watch Our Weight” where those who want
to lose weight before spring break compete to win a monetary prize, and the Great
American Smoke out for sixth graders. We have an ongoing program called the “[NS]
Way” where students receive a coupon from the staff in recognition for them being
respectful, responsible and ready to learn. If a student receives a [NS] Way ticket they
can spin the wheel during lunch time on Friday of that week. The possible rewards are
free homework passes, IPOD during lunch, t-shirt, free round of putt-putt, snack during
class and movie tickets. Also, there are many clubs and sports teams to join. Another
exciting healthy initiative this year was “National Mix it Up Day”. This event was held
to create diversity and break down the barriers between students, improve group relations
and help create inclusive communities where there are fewer misunderstandings that can
lead to conflicts, bullying or violence. During student lunches, the café tables were
numbered and as the students entered the cafeteria, they were handed a number and they
sat at the corresponding table. A list of “icebreakers” and discussion topics were
provided at each table to assist the students with initiating conversations with their table
mates."

25. [NS] provides students and staff with nutritious lunches every day. Students and
staff are offered a variety of fruits, vegetables, whole grains, milk choices, and entrée
selections throughout the week. A daily Grab n’ Go breakfast is offered to every student
with a choice of milk, fresh fruit, cereal, and juice. Students will participate in Field
Day this spring, which includes a variety of physical activity stations. Students also
participate in the Big Blue football camp provided by the Indianapolis Colts during Field
Day at no charge. Big Blue football camp educates students on the importance of
physical activity outside of school. The faculty was offered Flu Shots for their cost of
$5 given by the school nurse. A flu shot clinic was set up for students and families to
receive flu shots at their expense by Visiting Nurse Services in the schools. Students in
Kindergarten and 1st grade were provided with a presentation on proper hand washing
technique by Peyton Manning Children’s Hospital and the school nurse at no cost.
Faculty can participate at their expense in the “Biggest Loser” competition where faculty
members compete to lose weight during a specific period of time. Faculty is also offered
Zumba classes after school once a week at their own expense. Physical activity is
promoted by the students having PE every week along with recess every day. Students
are engaged in physical activity during both PE and recess. Our PE teacher has the
students participate in a fundraiser Hoops for Hearts/Jump Rope for Hearts. Students
were shown a video of two children who were diagnosed with heart disease. The
children on the video stress the importance of physical activity and nutrition to prevent
heart disease and to stay healthy. PTO organizes a Spring Run after school called
the [NP] Trot honoring the old principal of [NS]. Students and their families can
participate in the run for a fee of $2/person. Kindergarten-2nd grades do a 1 mile
run/walk and 3rd-5th grades do a 2 mile run/walk on the school grounds. [NS]
promotes a healthy environment for all students, faculty, and families who are involved
with our school."

26. [NS] is proud to offer several healthy initiatives to the students and staff. We always
begin the school year with our Health Fair. The program affects the entire staff and
student population. Wildcats on Wellness, WOW, is a cooperative partnership involving
the [NS] PTO, staff and teachers. The kickoff to this event was an evening of fun which encouraged the participants to do the following activities: basketball, rock climbing wall, obstacle course, photo booth, dancing and healthy snacks. During the health fair, St. Vincent Hospital as well as other businesses set up booths for the students to participate and learn about their health. Some of the booths included: Stuffee, a stuffed animal with different organs, health screenings, healthy lungs, nutrition, hand washing, stress center, sugar content in foods and many others. [NS] is part of the Play 60 program. The Colts mascot, Blue, visited and encouraged the students to participate in the fantastic program that promotes healthy eating habits and 60 minutes per day of exercise. Many of our students ride their bikes and skateboards to school due to our close proximity to many neighborhoods. Our teachers are encouraged to make “healthy choices” for incentives and rewards. [NS] promotes contests all year long for the staff to stay fit and healthy. Some of these contests include, Trim a Turkey where staff watches what they are eating and encourage them to eat healthy to maintain or lose weight. We also offer exercise and stress management programs such as Zumba. Parents and the community are able to reserve our facilities for different healthy and exercise groups such as, [C] Dad’s Club which is a recreational sports club, various dance centers, the community enjoys are tennis courts all summer long.

27. [NS] strives to educate all of our students and staff about the importance of healthy living. Our cafeteria team takes great pride in the versatility of healthy food choices for the students. The cafeteria also displays information about the basic food groups, the necessity of individual decision making for the best foods, and initiatives such as Fuel Up to Play 60 programs. Milk, juice and water are the drink choices. Many students are able to take advantage of the free and reduced lunch program sponsored by the state. We also have a breakfast program that allows students to have a good nutritional start to their day that wouldn't be available at home. [NS] takes the opportunity to use these programs to teach the students the value of regular breakfast and proper dietary choices. One of our main focuses is to have the best student attendance possible and the food programs have greatly increased the amount of concentration in the classroom. Menus for the daily lunches are published for families to assist their children in making proper choices. Our physical education program is fine-tuned with programs such as Jump Rope for Heart sponsored by the American Heart Association. All students attend Phys Ed at least once weekly. Daily recess is a very important part of the school day here. Red Ribbon Week is celebrated every year to educate the students about the importance of good judgement about drugs. Our staff participates in St. Vincent Hospital's mobile mammography program, The American Heart Association's Wear Red for Heart program and we have a 30-40 member team for the Susan G. Komen Race for the Cure for breast cancer. Each spring our students participate in our Pups Running Club that is held weekly at our school. Teachers & parents supervise organized running for overall health. The staff members compete in a six week long weight loss contest yearly. We feel that we have a multi-faceted array of health related options for our staff & students to participate in."

28. [NS] started a new activity through the Parent Teacher Organization (PTO) this year to promote wellness for students, staff, and families called Fitness for FUNDd-raising:
Walk-a-Thon. [NP], PTO contact for this program and parent, coordinated the activity. The Walkathon took place as part of the regular Physical Education curriculum. [NP], P.E. teacher, introduced information about nutrition/health that led up to the event. The measurable goal was dollars earned by PTO, was funded by the PTO, and 565 students participated during their P.E. class. The event raised $14,000 that will be put back into the school for programs and enrichment, purchase new playground equipment, and refurbish portable grow labs. Every child that participated received a jump rope. The student was asked to get pledges from family and friends and would have a 30 minute segment to jog or walk as many laps as possible. Pledges were made per minute of activity or just one amount and were collected after the Fitness Week and Walkathon. A parent signed pledge sheet certifying the total collected was submitted by the student. The benefit of doing this during the school day was a near 100% participation rate and students were encouraged to participate at their own level. A flyer went home with every student detailing the Walkathon. Students that raised $20 received a digital exercise watch and were entered in a raffle to win exciting fitness-related prizes. The biggest challenges were the logistics with having to spread the event over a course of a week instead of a day. Next year the hope is to connect smart choice pieces such as turning off the T.V., listing a healthy daily snack eaten, and increase the amount of exercise. The feedback response from parents and students was that the program was a huge success that can be built upon to increase wellness.

[NS] is excited once again to be part of Indiana Action for Healthy Kids. Our school has worked hard to maintain our current healthy habits as well as work on new goals to promote physical activities, and health education. Our students and staff were very excited about the classroom "yuck buckets" we implemented this school year. The bright orange buckets were purchased with part of the Healthy Hoosier grant money [NS] received last year. The idea is for the children to get to the bucket if unable to make it to the bathroom. A competition was designed for each classroom to decorate and name their bucket. A panel of judges including our principal, custodians, secretary, and an instructional aide went to each classroom to judge the buckets. Two classrooms from each grade level had the opportunity to win the best decorated or best named bucket. The reward for receiving the most votes was an extra recess! The staff enjoyed the reward of physical activity as opposed to food as a reward. The students and staff had a great time with this and came up with clever names and decorated buckets. A few of the bucket names were, "Ill Bill", and "Thar She Blows". Not only was this fun, it took the stigma of being sick away. [NS] is proud of our cross country walking/running course. The cross country course is available to the community, staff and students. The physical education teacher also incorporates the course in her lessons for the kids. Our after school running club utilizes the cross country course as well. The pup running club is offered to 4th and 5th grade students in the fall and spring. This past fall, [NS] had their largest turnout, over 80 children participating in the running club. [NS] had a registered dietician come visit the 3rd grade classes. During nutrition week, many topics are discussed with the 3rd graders. The week ended with the dietician giving a fun, yet educated talk about healthy eating habits. An hour exercise/jazz class was offered every other Wednesday to the [NS] staff. Staff was asked to donate $5 to participate. Also, the staff are
encouraged to see the nurse for blood pressure checks. [NS] looks forward to the future
school year and the challenges it will bring.
30. [NS] students and staff have participated in many activities related to fitness, nutrition
and healthy lifestyles. Our 700+ students are the beneficiaries. We chose two programs
this year, Fuel Up to Play 60 and Project 18. We have continued our JAMmin’ minute
exercises at the start of the day on Wellness Wednesdays. This helps our students stay
focused. National Walk to School Day showed the value of exercise. We have had
numerous public speakers talk with our students. A pediatric dentist talked with our first
and second graders about dental health, healthy eating and exercising. Indianapolis
Indian’s Rowdy spoke and sang about healthy habits and the food pyramid. The Heart
Adventure Course was used in our PE classes. First and third grades had a [NS] Mom
talk about fitness and then exercised with our first and third graders. Our staff wellness
program has blossomed this year. We have 16-20 staff participate in the “Guts and
Butts” exercise program two times a week and fund this from our “individual pockets.”
This involves core training and floor exercise and promotes comradery. Our Biggest
Loser program for staff has produced excellent results! We have lost 139 lbs. as a group
and have a 4.7% weight loss. Our 3rd graders participated in Project 18 this year. They
benefitted from the emphasis on nutrition, physical activity and holistic health. [NP],
RRT, from St. Vincent’s talked about healthy lungs and healthy life styles. Our students
were fascinated by seeing a healthy and diseased pig lung. She also talked about how
smoking can damage our lungs. A field trip to NIFS showed the importance of exercise.
We also stressed communication in talking with adults and conflict resolution.
Community service was a component too. We accomplished all of this with $0!  In
conclusion, we feel that we have met our wellness goals for the 2010/2011 school year.
[NS] students and staff have become more cognizant of their nutritional needs, fitness
level and the importance of maintaining a healthy lifestyle.
31. [NS]’s Wellness program is designed to encourage good health practices among its
staff and 709 students, with a goal of 100% participation.  Our Wellness program for
the students and staff consists of a variety of activities to encourage fitness and health
awareness. Fitness activities include: Coyote POWER Kickoff (People Obtaining
Wellness by Exercising/Eating Right), ACES day (All Children Exercise
Simultaneously), Field Day, recess, and school wide Green Paw Reward Party
(Scavenger Hunt, extra recess/kickball). Parent volunteers also help facilitate “Coyote
Kickoff” and Field day. Programs that promote health awareness include: (K,1,4,5
grades) Ruth Lilly Health Education field trips, “Grandma Rose” bullying convolution,
Health standards presented by school nurse and counselor (K, 2), and Body Safety (K,2,4
).  Physical Education is an important part of the wellness program. In addition to
their regular PE curriculum, students participate in Jump Rope for Heart, Fitness Grams
(3-5 grades), and Heart Adventure Course.  [NS] Staff have also been offered many
ways to participate in our wellness program. The staff has an opportunity to donate
money to various causes including: United Way, Food Rescue, and Juvenile Diabetes
Research Foundation. Several members of our staff participated in a Special Olympics
Bowl-a-thon fundraiser. The Wellness committee purchased $500.00 worth of
pedometers and prizes from the Healthy Hoosier Gold Award 2009-2010. These
pedometers are utilized by staff participating in a “pedometer challenge” throughout the
year. Staff members graph miles weekly, receive prizes for mile goals, and compete for
the highest mileage per semester. Zumba is an after school exercise class offered to staff members for a small fee led by a certified instructor on “Workout Wednesdays.” Blood pressure screenings are offered by our school nurse. The biggest obstacle and challenge for our program has been finding the amount of time to better incorporate health curriculum in our school day. We continue to seek out ways to find time to implement health awareness at [NS]."

32. At [NS], we continue to provide comprehensive wellness opportunities and education for our 777 students and staff. This fall, we promoted (flyers, video announcements, emails) a district charity 2K & 5K Fun Run/Walk. Last year, one staff member and family participated. This year we captured the district participation award with over 125 students, family members and staff participating! We promoted staff wellness by offering complimentary massages, a boot camp program, free weekly exercise classes led by a certified instructor, and a pedometer challenge. Student opportunities included a running club, free before school exercise programs, St. Vincent Heart Course, and a bowling event. Plans for the spring include an after school beach volleyball activity, ACES Day and Field Day. We have focused on nutritional education this semester. After surveying our families, we began serving breakfast daily on February 1st. Our fifth graders participated in a fruit/vegetable tasting lesson with our district dietician. She discussed the health benefits of each item prior to sampling. The students sampled the item, asked questions and voted on their favorite. We are piloting a program with CCS Food Service. Each month they provide an unusual fruit or vegetable for all students to sample during lunch. Our Wellness Wolves (28 fifth graders) create a fun cafeteria bulletin board featuring that item. They also promote the event on the video announcements. Upon completion, our families will be surveyed to determine if the program has affected fruit/vegetable consumption. Our Wellness Committee and Wellness Wolves partnered with our Student Advisory Council to implement a school-wide fund raiser “Pennies for Patients” for the LLS, which raised over $5,600.00. Our PTO administered a week-long program “Everybody Counts” wrapping up with a student-produced movie about a friend with CP and a wheelchair basketball game. Most of our programs are free to students and staff. Whenever possible, we partner with organizations that are willing to donate items or services. Some guest speakers we have welcomed include dentists, orthodontic staff, physicians and the Colts’ mascot Blue (P.R.I.D.E. program). Due to our high enrollment numbers, finding time and space required creativity. While there are always improvements to be made and more to be done, we are very happy with our accomplishments this year!

33. [NS] parents, staff, PTO and students have made a conscious and concerted effort to develop healthy initiatives into our everyday lives. [NS] has incorporated simple, cost-effective measures to educate families and provide opportunities promoting healthy habits that last a lifetime. Some of these new areas include:

Exercise and Stress Management Students participate in “Jammin Minute” in classrooms several times a day (one minute of exercises that can be done at their desk) Weekly yoga for staff after school Opportunities for staff to exercise during lunch and after school Use of the students’ new rock climbing wall (PTO funded) Staff encouraged to wear pedometers for one week, those with most steps received gift cards Education and Nutrition Exercise and nutrition tips included with bi-monthly newsletter to families
Cafeteria changes include: White bread and pasta is now whole grain Salad greens now include romaine and spinach leaves There are fresh vegetables and a fresh fruit option daily Colonial Garden- 5th grade class planted garden with fruits and vegetables found in colonial days including corn, pumpkin, etc. (PTO funded) Students worked on garden after school and one night weekly throughout the summer. The teacher received a $30 grant from CCEF, and the garden will be expanding this year to include vegetables for a “salsa garden.” [NS]’s Wellness Committee promoted health awareness in the school and community by providing our 3rd annual Wellness Fair and Adventure Race. The Adventure Race was a new addition to the Wellness Fair and was very successful in getting students and families excited about some healthy competition. The Wellness Fair provided education for such things as Women’s Health, Diabetes, Strokes, Nutrition and Fitness, etc. [NS] received positive feedback and the attendance doubled over the previous year. The Wellness Committee had no budget for the Wellness Fair, although it did receive a scholarship of $500 from the Geist Half Marathon Foundation. The committee chose to use this funding to provide insurance for the Adventure Race due to the liability.

34. This year we were fortunate enough to have been awarded the “Game On, Healthy Wellness Challenge” grant from the IDOE and USDA. The grant is being used for several projects this school year. [NS] started a staff wellness committee which is heading up the nutrition, fitness and wellness activities for [NS]. Each day a health and wellness fact is read over the morning announcements to all students and staff. [NS] had a fruit and veggie tasting and an all school breakfast (our school does not serve breakfast) where the students learned about fiber and whole grains. The café staff worked with the fourth grade on the food pyramid and showed them how easy it is to make hummus. The hummus was served to the entire school during an all school afternoon snack with veggies. The café manager had an activity with our kindergarten about fruit and vegetable recognition. We still have one large project scheduled for April. It is called “Game On-Field Day.” All students and staff will participate. The activities will consist of food tasting, Zumba, an obstacle course, dental health information from a dentist and health and wellness tips shared by a representative from Peyton Manning’s Children’s Hospital. [NS] was awarded $6,000 from the Game On, Healthy Wellness Challenge Grant. The biggest obstacle was that the majority of the money was to be spent on food and as a smaller school we are having a hard time spending so much money on food and still follow the USDA grant guidelines. The entire student body of 481 students has been involved through out the school year in making healthy food choices, participating in fitness activities and listening to wellness information. Many of our parents have stated that the activities the wellness committee organized for the students has been beneficial in helping them be aware of how important good nutrition and exercise are to their overall health and well being. The staff also believes that the students have learned a lot about different areas pertaining to health and wellness this year.”

35. One of [NS]’s most prized programs is its Wellness program and Fitness Council. The program was developed by Wellness Department Chair, [NP]. The creation of the program developed from alignment of the health and physical education standards so cross-curricular learning takes place that enhances the relevance of the curriculum.
The Wellness program promotes weekly physical activity using goal setting, cardiovascular development, life-long fitness, and health and physical education connections. Goals of our Wellness program focus on making the class beneficial for the students overall physical health and well being. Our first goal is to increase the amount of time students are physical active. Another goal focuses on goal setting and achievement relative to fitness testing. Students are put through fitness tests each quarter and set goals they hope to achieve. They receive a FITNESSGRAM printout of their current health level. Activity days include exercise that fosters improvement of the students’ goals. 900 students experienced Wellness this year at [NS]. Through grants we have a cardio room containing rowing machines, elliptical machines, spinning bikes, and Nintendo Wii’s. Students monitor their heart rate with heart rate monitors to maximizing their workout. Obstacles and challenges have been few thus far as support from parents and administration has been outstanding. Minor problems included funding, space for additional activities, and students ownership of their own behaviors. The overall results have been increased participation and attitudes about physical activity. Our students’ fitness levels have increased with some of our biggest gains being seen in cardiovascular improvement and flexibility. This year [NS] started a Fitness Council in conjunction with the Fuel Up to Play 60 program. The 30 student council meets weekly to develop activities that promote healthy eating and physical activity at our school. Each month sends a different nutritional message to the students through posters, commercials, and announcements. There are also physical activity challenges that students can participate in after school. The school will host its first health fair this year because of the club and plans are in the works for a family walk/run and family fitness nights next year."

36. [NS] creates an environment of exercise and healthy eating. Our Staff vs Staff Basketball game gets our students excited about physical fitness. The [NP] walk honors a staff member’s sister killed by a drunk driver. The Lady Hawk 5K/10K Trail Run brings the community as well as students together for good natured exercise. Our Fresh Produce Initiative is one of our prized initiatives and is overseen by [NP], Cafeteria Manager. The Fresh Produce Initiative allows [NS] to offer a large variety of fresh fruits and vegetables every day. Depending on the day, our students can choose fresh cantaloupe, pears, apples, oranges, grapes or kiwi with their meal as well as a different salad cup. If they choose a vegetable, each additional vegetable is free. Freshly prepared entrée salads and fruit salads are wildly popular. Our success is measured by increased sales of fruits, and vegetables. Although our percentage of meals has remained steady, the amount of fruits and vegetables the students are adding to their meals has increased. All the students attending [NS] have the opportunity to participate in the Fresh Produce Initiative at lunch time. These healthy fruits and vegetables are funded through our school lunch program. I estimate the extra fruit/vegetables cost approximately $200 per week. Three main challenges to providing increased fresh fruits and vegetables are cost, quality, and availability. Fresh produce is expensive and fragile. Produce may come in too ripe to sell and we can’t offer students what we had planned to menu. Demand may out-run supply since we can’t have backup quantities readily available as with canned fruit. It also requires additional labor hours to prepare. Overall the initiative has been successful based on increased fresh fruit and vegetable sales. We
are very pleased with it. Both parents and students have commented they like the
increased daily variety of fruits and vegetables. [NS] is a healthy place to learn
and should be considered for the Healthy Hoosier School Award."

37. [NS] understands the importance of health and wellness. Five of our top initiatives
are the Healthy Hawks Running Club, A.M Fitness Club, Morning Staff Pick-up
Basketball, Wellness Foodservice Choices and Nutritious Food Pitch-ins. Each one of
these programs can stand alone as an example of why [NS] should be a Healthy Hoosier
School. I will describe one of these programs for the purposes of this essay. The
Healthy Hawks Running Club consists of approximately 110 students and 20
staff/parents/family members interested in running either the Geist Mini Marathon or the
5K race. Training begins in February and ends with the races in May. Students and
adults meet between one and three days per week, depending on their chosen race.
Measurable goals include increasing yearly participation and whether a student completes
their chosen race. Participation has grown steadily each year from 30 participants in
2008 to its present day enrollment of 130. Over ninety percent of the students complete
their race.

Participants pay for their race fee and the rest of the costs are covered by local grant
money and the school corporation. These funding sources pay for all program costs,
therefore there is no cost for the program. Challenges include finding time for record
keeping, collecting all fees, signing all runners up for the races, and supervising students
during training events. The overall results have been impressive. Participation has
swelled from 30 runners just 3 years ago to over 130 today. Students who ran last year
have returned to run again this year. There is always excitement leading up to the week
of the race with peer students and staff making signs for individual runners and
displaying them on the walls of the school. Nearly all runners who train compete in their
chosen race. [NS] is a healthy place for students and staff to work and learn. The
school supports many wellness initiatives for both students and staff and should be
considered for the Healthy Hoosier School Award."

38. The prized healthy program we participated in at [NS] this year that encouraged
fitness and health awareness was “Jump Rope for the Heart”. “Jump Rope for the Heart”
is a program sponsored by the American Heart Association, and the American Alliance
for Health, Physical Education, Recreation, and Dance.

The majority of the proceeds collected by the kids are returned to the program and
are used to benefit kids with heart conditions. This program allowed the kids to collect
donations, with a portion of the collections given back to the school for purchase of new
equipment. We collected $1967.40 this exceeded the set goal of $1,500. There was no
start up cost for this program; our Physical Education Department already had jump robes
and music. The students were given a week to collect donations and every student
participated. Each student jumped rope for 35 minutes during their regular scheduled
PE time even if they did not collect donations. Each student that collected $5 or more
received a prize. The only obstacle of concern was the present state of the economy, that
the students may not be able to reach the goal. Overall, the students met and surpassed
the goal. They learned about their hearts and the importance of exercise to maintain a
healthy heart, and were given the opportunity to give back to other children in need. We considered the program a great success."

39. The program that is utilized at [NS] that makes it different that the other elementary schools in the Noblesville Schools Corporation is an After School Tennis Program separate from teaching basic lessons in my physical education classes. The program is specifically for [NS] Students, however, students from other schools have wanted to be in the program as well because it is not offered anywhere else learning about the program from word of mouth. I have been doing the program at [NS] for 4 years. I typically have between 45-60 students in the program each year in grades kindergarten through fourth grade. The program is designed to teach the basics of tennis and give them the knowledge to be successful on the tennis court while playing with friends and family on their own. The cost for each student is $45.00 which includes a t-shirt, certificate for participation, equipment use and six hours of instruction. The program is sponsored a non-profit organization which is the [C] Community Tennis Association. The equipment used consists of youth sized tennis racquets and low bounce tennis balls which are larger than a regular tennis ball to increase success of the hitting the balls. The challenges that I face are the wide range of skill levels and allowing each student to be successful in their own way. Being a physical educator, the skills and drills are flexible for allow the students to achieve success. By the end of the program, each student has the knowledge to improve their skill level working on their own or sparks their interested to continue learning to get better at the sport of tennis. Tennis is a lifetime sport and can be done at almost any age. It keeps the students active as they learn to get better at hitting the tennis balls and keeps their hearts and bodies strong through exercise.

40. [NS] believes that educating our students about the importance of physical activity, nutrition and living healthy lifestyles during and after their time here, is a very important responsibility. One way that we help students reach their daily goal of 60 minutes of activity time per day is by offering "Game Day Tuesdays". This program is sponsored by the physical education teacher. The program is for 4th grade students here at [NS]. On Tuesday mornings, students are allowed to come into the gym 30 minutes before school starts. The physical education teacher sets up activities for the students to do for the 30 minute period. The focus is on movement for the entire time period. There is very little down time, and students leave the gym having gotten a great workout! To see how hard students work, they wear pedometers during their time in the gym. This lets the the P.E. teacher see how many steps they got during their time at Game Day. Tuesday. The goal is for them to get 8,000 steps in 30 minutes. Most of the time, students reach that goal. This sets them up to achieve much more than the recommended 10,000 steps in a day. This year, we have between 35-40 students participating; which accounts for nearly half of all 4th grade students in the school. There is no cost for the program and the equipment they use is already at the school. So, there are no additional cost involved. The biggest obstacle if making sure there is enough equipment for all of the students involved. Most regular gym classes have 25 students, so having 40 students at one time can be a challenge. The results of the program have been great. Students are excited for Tuesdays and they always look forward to the next meeting. It is fun to
overhear them talking about what they did before school, as they walk down the
hallways. This program is helping to make student healthier, one Tuesday at a time!

41. [NS] values the importance of educating students about the benefits of physical
activity. One of our school's most prized healthy programs is our ""Heart Healthy
Adventure."" Our physical education teacher runs this program with assistance from the
music, art and technology teachers. Our Heart Healthy Adventure runs for two weeks at the
beginning of March. This program includes teaching students about the importance
of heart health by using the heart adventure obstacle course. This course simulates blood
flow through the heart. This program concludes with our schools participation in Jump
Rope For Heart. Our school's focus in Jump Rope for Heart is helping others. We teach
every student that they have the opportunity to be a heart hero. Our Jump Rope for Heart
event rotates students through stations, which include the heart adventure challenge
course, jump rope stations, and dance/aerobics. Our special area teachers help facilitate
these stations. Students participate in Jump Rope for Heart regardless if they raise money
or not. Our goals for this program include the following: Educating students on the
importance of heart health Being an advocate for their family on the importance of
exercise Educating students about heart disease Allowing students to take an active role
by raising money for the American Heart Association Completion of the Jump Rope for
Heart event Fortunately, there is no cost for this program. We use our school's physical
education equipment. We had approximately 550 students participating this year ranging
from grades 1-4. Our biggest challenge was the economy. It is a difficult time right
now to do any type of fundraising but the students far exceeded our expectations. Our
students had also raised money for another organization the previous month. They are
extremely dedicated to helping others. Our overall outcome was very positive. An
entire class made it through the heart adventure challenge course between 80-150 times
in a class period. Because of what they have learned they are now advocates for each
other and their families!

42. It is our goal and mission at [NS] to offer our students quality programs/experiences
that will promote, expose, and instill a lifetime of healthy living: [NS] has many
fitness programs available for our students and community. Two specific programs that
directly affect the high school students are our “Miller Strength and Conditioning” and
“Fit Club” programs. The Miller Strength and Conditioning program services
approximately 800 students on a yearly basis. Students can take an “Athletic Weights”
course during the day, and our NSCA-CSCS strength coach designs and implements pre-
in-and out of season strength programs for our teams and individual students.
Furthermore, our weight room is open everyday after school and some mornings on a
year round basis for our students to attain and practice a health lifestyle. Student
strength/fitness goals (bench, squat, clean, 40, vertical, body fat, E.S.D-Energy System
Development, etc…) are measured and tested every 9-weeks. In addition we have
implemented the Functional Movement Screen, which aids us in identifying students’
imbalance and asymmetries. This program has been adopted by many other high schools
in Indiana and our strength coach has spoken at local, state, and national conventions
regarding this program. We have also implemented our Championship
Monday/Wednesday speed-athletic development program, which has had an average of
200 students (males/females 8-12th grade) coming in before school at 6:00 am. We have
over 25 coaches volunteer their time and we supply them with a healthy breakfast that
includes protein, carbohydrates, and electrolytes to aid them through their academic day. Our “Fit Club” is designated for any student who is not participating on an in-season competitive sports team. These students utilize our Freshman Campuses state of the art weight/cardio center that is furnished with new Hoist strength equipment and a variety of cardiovascular machines. Programs are individually designed for each student and body fat/composition tests are periodically measured. In addition, fitness goals and nutrition concerns are addressed. Our Fit Club program consists of approximately 100 students throughout the year. Lastly, we offer a community Wellness Extravaganza that services all of [NS] Stakeholders. We average around 1,500 visitors, 50+ business vendors, and all of our schools put on fitness activities. Cost: None Funding: Administration, Athletics, PE, Fundraisers Obstacles: We need a bigger training facility to accommodate more students Results: Popular program that has grown each year. Students are dropping body fat % and gaining strength (all results vary by individual)."

43. Name of Program: [NS] FUN RUN Program Description and Measurable Goals: The FUN RUN is our amazing school-wide fundraiser, held in the fall and is run by our PTO, as well as our Administrators, Wellness Department, Teachers with assistance of our school Nurse and Custodial staff. Students are asked to receive monetary donations for the amount of laps they can achieve around a ¼ mile track in 40 minutes. Regardless if students receive sponsors or not, EVERY student and teacher participates. Our goal was to raise $40,000 as well as achieve and promote physical fitness. Students set goals as to how many miles they can achieve in 40 minutes along with teachers participating with their students. Obstacles/Challenges You Encountered: We do not have an outdoor track, with the entire school involved, we were able to transport students to [NS] High School throughout the entire day to utilize their track. The weather can always be a challenge. Another challenge is making sure all student medications and health information is on site in the event that a nurse or medical personnel cannot be in attendance. 8)Overall Results: We encountered beautiful days, transportation ran smoothly and our students not only gained a day of physical fitness, with some students achieving 4+ miles in 40 minutes but they raised $41,000 for the 2010 FUN RUN. The FUN RUN was a huge success, not only in monetary donations but also for our students to achieve physical fitness as well as witnessing their administrators, teachers and parents participating in the event. We take great pride at [NS] in being advocates of healthy lifestyles and lifelong fitness."

44. We enhance our health curriculum with several programs. There are two DNR programs. Boating Safety is the state licensing program for boating. The program affects 673 seventh graders. The cost is free to all students. The next program: outdoor recreation. The program affects. Obstacles: None. Overall result: anyone who passes the test will have an Indiana state boating license. CPR is the next program. The program offers training for adult, child, and infant CPR through the American Heart Association. The program affects 639 eighth graders. The cost is free to all students. If students want certification, the cost is a dollar for the two-year card. The overall result is students who take the training can be certified in CPR. We also offer (Creating Positive Relationships). The program is abstinence education. The program affects 1312 seventh and eighth
graders. The cost is six dollars per student, which is paid in book rental. Obstacles include families not wanting their child to take the class and scheduling issues. The overall outcome of the program is children will make educated decisions about abstinence. The Wellness Department sponsors the Miller Marathon, an annual run/walk event. The race is a 6.2-mile course for the entire school/staff. The cost to the students is free. PTO budgets $1000.00 for supplies. Obstacles: Indiana weather and convincing seventh and eighth graders a 6.2-mile race is fun. Overall result: is to introduce walking and running as a fun lifetime activity. Everyone can be successful at this event. The Skating program allows students to roller skate for one week during physical education class. The program affects 1365 students. Cost: $6.00 dollars per student. No conflicts. This allows all students to experience another lifetime activity. The last program is the Health Fair. We have a district wide Healthy Schools Week, September 21-25. [NS] will be holding a free health fair for all students/staff complete with diagnostic health screening. This year I am happy to announce that the PTO has sponsored after school clubs for middle school students. Three of the healthy clubs include fitness club, yoga club, and the diabetic support club. The clubs have been a very positive part of our school family."

45. Hi, my name is [NP] and I am the Wellness teacher at [NS] in [C] Indiana. [NS] is a school where caring for children comes first. The dedicated staff, in partnership with the students, parents, and community, is committed to the development of individual potential, preparing our students to become responsible, and productive citizens of an ever-changing world. My mission as the Wellness teacher at [NS] is to serve our students in the best way that I can. I believe this is done by being an effective teacher and a great role model, while providing our students with the best opportunities to learn in the Wellness setting. This includes giving my students the education they need to maintain a healthy and active lifestyle as they move on from [NS]. I want to share one of the many things that we do to help our kids build and maintain a high level of fitness. All of the third and fourth graders here at [NS] have a fitness station assessment sheet that is filled out on our fitness days. The assessment sheet has each student’s name per their fitness family/squad and a place to score the 6 stations. One student is chosen to be the recorder for their group. The recorder records the score that each member earns at their stations. The 6 stations help to build, maintain, and improve fitness levels while also adding in an accountability component within the group. The 6 stations are the push-up station, sit-up station, flexibility station, jump rope station, mind-body station, and the shuttle run station. Students count their own jump rope, flexibility, push-up, and sit-up score. At the other 2 stations, the recorder assesses the amount of effort given and gives each student a score between 1 and 5. After 5 fitness days, each student then fills out their own individual assessment sheet to see improvements. This form of physical activity combined with assessment provides instant feedback and the kids really compete to get the best score."

46. [NS] offers a variety of physical activity opportunities to the staff, students, and parents. Some of the physical activities that are offered at [NS] are healthy schools
celebration week, walking field trips, 4th grade graduation party, Field Day, Stampede, Zumba, and an after school fitness club. The fitness club is called Mustangs-N-Motion. A licensed physical education teacher, [NP], has taught Mustang-N-Motion for four years. Mustangs-N-Motion is for grades 2nd-4th. There is approximately 80 students that attend the after school club. Mustangs-N-Motion provides the skills, knowledge, and attitudes that facilitate choosing physical activity after school, at home, and in the community. Goals and results of Mustangs-N-Motion: Establishes a positive, safe learning environment for all students Teaches a variety of physical activities that make fitness enjoyable to all Creates maximum opportunities for students of all abilities to be successful Promotes student honesty, integrity, and good sportsmanship Guides students into becoming skillful and confident movers Facilitates the development and maintenance of physical fitness Assists students in setting and achieving personal goals Provides specific, constructive feedback to help students master motor skills Affords opportunities for students to succeed in cooperative and competitive situations The program is free of cost for participates. [NP] is paid a one-time stipend from [C] schools of $250.00. Students take a pre and post presidential fitness test. The students set goals from the pre-test results. Exiting questions are used at the end of class. Mustangs-N-Motion is very successful. The biggest obstacle of this program is that there is lack of adult help. There is a participation limit and every year students are turned down. It would be nice if another teacher or volunteer would help to allow more participants to enjoy the club."

47. [NS] is currently partnered with Riverview Hospital of [C] in an effort to improve the health and well being of students. This initiative is Project Fit America. We are very proud to say that it is the first one in the state of Indiana. The program was funded by Riverview Hospital with them purchasing the equipment and curriculum for nearly $18,0000 dollars. Installation of the outdoor equipment was funded by our own PTO for a cost of around $3,000. This program has been so great because it does not replace our current curriculum, it just enhances it through health related activities as well as many fitness activities. PFA (Project Fit America) also compliments our President's Physical Fitness Testing by introducing new games and activities that will improve our scores. The outdoor equipment for this initiative is available to our students for both outdoor recesses and and I really think this had had huge impact on our scores. Our arm strength scores have improved over 20% and our mile run scores have improved by nearly 40%. This program is available to all 500 of our students with grades 3 and 4 being tested. Overall, I see this program being a huge asset to our building. Attitudes regarding fitness are changing and levels of fitness are going up.

48. [NS] has 453 students. Its’ health and wellness program which started in 2007, continues to evolve and strive to maintain healthy students and staff members, in a healthy environment which enables quality learning. Each year, staff members become more creative to make learning fun without using sugary foods and making sure all programs have minimal cost. Our parents and students could not be happier. Our Tot’s Program has started a program called “Give Me 5 Healthy Choices”. The goal is to eat 5 fruits/vegetables a day. The students chart this at home with their parents. When the goal is reached, they obtain an extra recess or watch a music video that they dance along with their teachers. Preschool students do activities that expose them to try different
textures and flavors of foods throughout the year. Some examples include: pumpkin seeds, kiwis, banana and cheese. Grades 1-4 continue to do various projects encouraging healthy eating and a healthy lifestyle. Birthday and holiday parties are celebrated with fun physical activities, reading a child’s favorite book, or an extra recess. After school enrichment programs include cheerleading, roller skating, bowling, basketball, golf, and tae bo. We continue to have our Fall Walk a Thon and Science Club goes hiking and canoeing. Second grade students go to the Ruth Lilly Health Center to discuss the food pyramid and making healthy choices. Our cafeteria decided to implement the “Chef’s Move to School” program that Michelle Obama initiated. The goal of the program is to pair chefs up with schools to promote nutrition education and healthy eating. A chef has been to [NS] twice this year making different recipes using beans. Each student was encouraged to try them and rate the recipes. For our staff we have developed a program called “Healthy Life Style Changes”. Topics include using the food pyramid as a guideline to ensure teachers are eating from all food groups resulting in healthier choices, eating breakfast, portion control, drinking plenty of water, exercising, and watching salt consumption. Many staff members are eating more and losing weight for the first time."

49. [NS] has developed an after-school fitness club for all students in 7th and 8th grade. Our fitness club is free for all students and has been lead by [NP], one of our wellness teachers, for the past 4 years. The fitness club allows students to stay after school and have the opportunity to exercise in a broad range of activities. Some of the more unique activities fitness club has exposed the students to include weight lifting, rugby, and even parkour. Students have also participated in a cleanup day at a local park and hosted a ping pong tournament to raise money for a field trip for a separate club. The fitness club has no budget at this time but a small stipend is allotted to the leading teacher which is funded by the school. Challenges the club encounters are having females participate on a regular basis and as stated before the lack of funds to supplement our activities. Overall, we feel this club is successful because our main goal is to provide an opportunity to improve the students’ physical fitness outside the classroom setting."

50. [NS] takes pride in all of the health programs and initiatives they have in place to support a healthy lifestyle. One critical program that supports a growing free and reduced population in the school is FAST Track. Although this initiative is district wide and for needy families, [NS] students have tended to be the highest percentage of students attending due to the school being the highest free and reduced population in the district. FAST Track provides a variety of services to the students ranging from free medical checks to eye exams and dental cleanings. In addition, a health fair provides information on insurance and medical services. Many of these students typically need these services and more in order to maintain good health and overall wellness. This initiative has grown every year and is sponsored by outside donations and supply drives provided by each school in the district. Through generous donors, the program has continued to serve more students every year and the support that it does provide goes a long way to start our students off on a healthy step for the school year. Although this initiative is district driven, our student population is also supported by school wide events that promote a healthy environment. For example, Jump Rope for Heart, grade level field
trips to NIFS and Ruth Lilly, health curriculums, and various outside speakers that focus on making right choices and living a healthy lifestyle. In addition, the Colts Blue PRIDE show focused on eating right and our cafeteria has increased incentives to promote eating vegetables and selecting healthy foods. All of these initiatives accompanied by teacher awareness during curriculum integration have led to a renewed focus on the importance of maintaining and supporting a healthy lifestyle."

51. Everyday, [NS] has the chance to feed over 700 students through the National School Lunch Program. The lunch program provides children with an opportunity to nourish their bodies with healthy, nutritious food. Each day an entree, a hot vegetable, fresh vegetables, fresh fruit, and milk is available. The goal of the lunch program is to encourage healthy eating and teach students how to make eating decisions that will affect the rest of their lives. Within the last year, colorful and educational graphics has been added to the cafeteria and serving line to market the program and educate the students. Throughout the year, promotions and celebrations are also included to get students involved. The program is funded my the federal government and the revenue of meals. There are many challenges and obstacles to school lunch, one being finding kid friendly food that is accepted and of nutritious value. Taste testings and trials help decide if an item has the possibility of making the menu. Overall, the students at [NS] who participate in the National School Lunch Program are consuming a wide variety of foods, including whole grains, vegetables, fruit, and low-fat milk."

52. My name is [NP], I am the elementary physical education teacher for [C] School Corporation. I have contact with about 700-800 students each week. The program is funded by the school corporation. Missing classes for field trips or convocations would be 2 of the obstacles that I face. One other obstacle I face is moving to 3 different buildings a week. With this program the students are becoming more flexible, and more active. I see students playing games during recess that we have played during PE class. We use different activities to promote physical activity with our students at [NS]. Classroom teachers and the physical education teachers provide outlets for the students to be physically active in organized projects throughout the year. Physical Education Class: We start each class with stretching. We then move to plyometric stretching getting the students moving and warmed up. The next phase of each class is a cardiovascular workout. After that we have a game that keeps the students active for the rest of the period. Each class has Physical Education one day a week. We check the student's progress by having them do the Presidents Physical Fitness Challenge 2 times each year. Recess Time: The teachers organize intramural sports for the students. We offer at least 3 different activities for each season (Fall, Winter, and Spring). Students are assigned to a team during this time they learn also how to work with other students and leadership by being captains of their teams. We have 7 teams, 6 will play while the 7 team will officiate the games. Track & Field Day: We end the year with a track and field day at [NS]. Students will pick 5 different activities in which to compete. Events are set up to give each student a wide arrangement of choice to succeed. This also helps
improve their self-confidence. Students come back to visit us and talk about the fun they had participating in the track and field day."

53. *Our school's most prized healthy school initiative is the annual [NS] Health Fair. The [NS] Health Fair will provide an awareness of health and nutritional facts in order to make healthy decisions now and in the future for themselves and their families. Local businesses and services in our community provide information to students as they walk the Fair. Samples and services of our exhibitors are Good Samaritan Hospital with asthma, tobacco, fat content in popular foods, Heimlich mannequin, impairment goggles, substance abuse, blood pressure, and body mass index exhibits. [NS] Family & Consumer Science department will provide healthy snacks, VCSC Sodexo with healthy food samples, Vincennes University Massage department with short massages, JROTC has the push up contest, screenings by Anytime Fitness, O'Brien Hearing Center and Stride Rite Shoes. The Army brings an obstacle course for entertainment and competition. Our measurable goal is to have 100% participation by students and staff. *840 students and 60 staff members

54. [NS] is a Healthy Hoosier School. This year, students have been given a choice in the foods they select in the cafeteria called Offer VS Serve. Choices now include more fresh fruits and vegetables. 300 kids served daily with a 50% waste reduction. To help students pick healthy options, Lunch Lady Light has gone into classrooms and performed taste tests with fresh items that include: Jicama, Kiwi, Grapefruit and Sugar Snap Peas, just to name a few. These fresh items are now on our menu. These sampling sessions provide students the opportunity to be exposed to more healthy foods they may not see in a standard cafeteria line. Equipment modifications cost $3500.00 from Food Service Budget for OVS. Another way that [NS] promotes healthy living in the school is a fundraiser, the Spartan Shuffle. The school community takes the opportunity to stop what we’re doing, go outside, and walk or run together as a whole. We also have multiple Family Bike Nights over the school year. This is an activity where families travel together on the [C] Greenway Bicycle trails. A unique aspect which sets [NS] aside from other Healthy Hoosier School candidates would be the building project recently completed. During this time, the school received a complete renovation with the student body present. A portion of the building was demolished which included the cafeteria. For almost a full school year, students did not have a cafeteria to serve food or and had to eat all meals in the classrooms. During this time, our amazing cafeteria staff worked hard to provide healthy lunches by preparing lunches in another school and driving them to [NS]. The dedication and pride was clearly demonstrated as the ladies worked to overcome the limitations of the building projects. As a whole, [NS] students have been provided a better opportunity to learn the benefits of staying physically active and eating healthier. Overall enjoyment of school lunch has improved dramatically. Participation in our physical activities has increased too."

55. [NS] is focused on academic excellence with results that earn Four Star School Status. [NS] students are fit, healthy, safe, and have demonstrated their high level of learning as noted by the State Department of Education. The [NS] principal, dean and health awareness focus team have led 545 students, parent community, and 75 staff to be aware of their wellness. The 15 wellness goals for the year include: 1) Emphasis on
walking; 2) Continued guaranteed 30 minutes of recess daily 3) Promote the initiatives of the District Wellness Committee; 4) Maintenance of Fitness and Health curriculum resource center for teachers/staff; 5) Art Curriculum for the year based on the Food Pyramid; 6) The [NS] web page links to the [C] Wellness Tip of the Week; 7) Sponsor “Hoops for Heart” (raised $11,040); 8) Sustaining the “School Wellness” program – Sponsors: Action for Healthy Kids, USDA, US Health/Human Services, National Dairy Council, National Football League; 9) Increase the number of staff who attend the District Wellness Committee meetings; 10) Continue support of student health screenings: Mobile dentist (2 times), vision (2 times), hearing, weight; 11) Support staff screening (30 participated); 12) Sponsor three Blood Drives (45 Units donated); 13) Host the Annual Spring Fitness School Wide Walk in cooperation with the [C] fire/police; 14) Expand physical education curriculum to include student self-monitoring of their personal best during class activities and maintain a weekly record of their physical activity. There no additional costs to this programming. Clear communication of the goals eliminated challenges or obstacles for goal accomplishment. Clear communication occurred through e-mail, team meetings, and use of recycled paper.

56. [NS] is concerned about wellness for each person within our school community. One of the focal points to bring a school to academic excellence and Exemplary status according to the Department of Education criteria is total wellness. The District Wellness Committee has expanded their membership and an increased number of [NS] staff has joined. Wellness at [NS] is sustained by meeting the following goals: 1) Offering school wide hearing, vision and weight screenings. 2) Providing dental health presentations to specific grade levels offered by area dentists. 3) Ensuring health tips from the nurse are offered on daily announcements that are seen school wide (710 students/100 staff members). 4) Sustaining standards based physical education program that includes the Jump Rope for Heart fundraiser that encompasses education resources that increases the awareness of heart health ($2,698 raised in 2011). The physical education curriculum will include a daylong field day fitness event. A “fun station” for students who have met grade level /school wide Accelerated Reader goals will be added. The school wide goal is 25,000 points. 5) Providing each grade level a 30-45 minute “Keeping Your Heart Healthy” presentation made by local fitness organization, Fitness Point. 6) Three grants awarded from the [C] Education Foundation ([C]EF) will be used to: Purchase a newsletter series, “Nutrition Nuggets”. This monthly publication is given to students/parents highlighting the importance of proper nutrition, fitness and promoting healthy lifestyles for families. Purchase a music program that enables students to create and perform with healthy living, such as hand-washing, making healthy food choices and daily exercise. Fund a student “Mileage Club”, a fitness-based walking club that encourages students to use recess time to walk/run. As students reach their mileage goals, they receive key chains and feet charms to celebrate success. 7) Supporting District Wellness/ [C]EF by staff participation in an inter-district school competition, “Double Dog Dare”, for a 5K Walk/Run event. Obstacles were overcome through grants received and clear communication. The challenge that remains to expand health/fitness is finding available time.”
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57. [NS] made a big push with its local school nutrition and wellness program last year and we received a Game-On Nutrition and Fitness Grant to now move further ahead. Our goal: add more activities, tastings and education for students so that health awareness would become an everyday habit. Eat Your Colors, a guide to healthy eating started in the cafeteria with weekly TV nutritional announcements and expanded into much more. Food groups, portion sizing, label reading were covered. Additional information was passed on to classrooms. All 510 students participated. Food Service assumed all costs the first year ($780.00). Our grant allowed us to expand the fitness activities. Students asked what was next. Classroom participation grew. Parents come to the cafeteria specifically to view the wall of posters in the lunchroom as students talked about Eat Your Colors and Game-On activities at home. This program has built a foundation week after week. We believe students, staff and parents now focus on fitness and nutrition more because of our constant activities. Parents, teachers, food service and PTO participate in regular Wellness and Game On meetings to make nutrition and fitness a healthy habit. Each month we hold a different activity: Think Your Drink, Halloween Challenge, Fitness in the classroom on non-gym days, Indoor recess exercises, recording [NS]'s walking steps and TV Food Network food tastes. More activities are yet to come. [NS] learned small constant steps add up to BIG LEARNING and become healthy habits. Our School Board District Wellness Policy is fairly general, the [NS] environment continues to change from our nutrition and fitness focus. The school handbook now states healthy classroom party food. Our biggest obstacle is tracking classroom progress. Thinking and doing are easy; getting teachers to log in our record book takes more effort. Morning announcements continue, classroom activities have grown, participation in before school fitness walks go on and kids ask for more. Another [C] elementary school requested Eat Your Colors and food tastings because they were so successful at [NS]. That is our best compliment. 58. At [NS], our Physical Education department created a wellness block by setting aside two hours each Tuesday to address and present wellness topics to our student body. Many speakers were provided through a program at Peyton Manning Children’s Hospital. Topics included: body image, nutrition, lung health, an anti-tobacco program, hand washing, bicycle safety, dental hygiene, BMI measurements, Think First Safety Program, and anti-bullying. All students in kindergarten through grade eight participated. We used this time to do wellness activities such as bowling and aerobic activities. We used the St. Vincent’s Cardiac Heart Challenge course to help students become more familiar with the anatomy of the heart including ways to strengthen and keep it healthy. Project 18 allowed us to utilize tools to measure our progress. These tools include a prepared curriculum for our fourth-grade students covering nutrition, physical activity, and holistic mental health. A focus on nutrition for students in grades seven and eight included BMI measurements. After performing BMI measurements on students, Dr. [NP] from the Charis Center for eating disorders discussed good nutrition and body image with these students. On April 13, 2011, all students will participate in a wellness walk-a-thon. In addition, each Tuesday morning we offer a supervised walking program for any student that wants to participate. On the first Monday of each month, the entire school gathers in the gym for prayers. We pray together, acknowledge students’ good behaviors and birthdays, and discuss various service projects that the students are currently involved in. These include, the Peyton Manning Children’s Hospital prayer path and
various services offered at St. Augustine Retirement Home, the Ronald McDonald
Currently, we do not have a budget for wellness programs. This has been our biggest
obstacle. We utilized free programs offered through St. Vincent PMCH, invite parent
professionals as guest speakers, and offer other opportunities for wellness with the
assistance of school staff members. Overall, our wellness committee is very happy with
our outcome.

59. Funding new programs. A total and overall improvement in our Wellness and school
day. Over the years, we at [NS] have developed and maintained a Wellness Program that
we feel meets the needs and interests of our students. In that time, we have developed a
playground and a fitness trail for our students’ recess activities. Our Physical Education
Curriculum is SPARK which meets NASPE and Indiana Department of Education
Standards. We have a standing Wellness Committe, which allows use to be a PE4LIFE
SCHOOL and a member of the Alliance for a Healthier Generation. We annually take
part in All Children Exercise Simultaneously sponsored by NASPE. We also take part in
Indiana Department Education Fresh Fruit and Vegetable Program. Our Movement
Motivates Learning Lab is flourishing with our Kindergardners taking advantage of every
opportunity it offers. This Spring we are using the CDC’s PECAT Assessment to take a
critical look at our program. We are constantly looking for opportunities to make our
Wellness Program even better to meet the needs of our students."

60. [NS] has developed several healthy school initiatives throughout the 2010-11 school
years. [NP] the schools 3rd year Physical Education and Wellness teacher has
spearheaded and promoted new healthy school committees and initiatives to improve and
bring awareness of healthy habits and lifestyles to the students. One initiative is the
“Health Tips of the Day” that is featured on the daily televised morning announcements
at our school. [NP] informs approximately 470 students a day with healthy facts, tips,
monthly nutrition themes, and extracurricular activity information. The second initiative
spearheaded by [NP] has been the development of an after school Wellness Club
“PE4ME” sponsored and funded through the Marion County Health Department. This
program gives the students an opportunity to be involved in after school Wellness
“physical” activities, nutrition education, health education, and planning of school
Wellness initiatives throughout the year. The implementation of the two initiatives is very
much needed in our school. The students and staff have bought into the program and are
excited to bring new ideas and energy to our school. Making the students aware that it is
their responsibility to take care of their bodies and that there are consequences if they fail
to stay healthy is one of the top goals of each initiative. Educating and bringing health
awareness to our schools families through the “In Motion” newsletters, creating health
fairs and events, and making health a since of urgency for all that are associated with our
students is another top priority. Our school has its challenges but not in the area of parent
involvement. A high percentage of our student’s parents are very poor and uncultured in
the area of health education such as childhood obesity, type I&II diabetes, heart disease,
and nutrition. The overall goal for our schools healthy school initiatives is to bring a new
awareness and education of health to our students, staff, and community. In turn this
awareness and education will make for a healthier student and school in the future.
61. [NS] with the help of [NP] and [NP] have taken strides to make our school a healthy place for students and staff. This year we have implemented snack machines in our study halls that are 100% compliant with the Alliance for Healthier Generation. Every student in our school has a study hall and they have access to the machine during their 50 min. time. The cost of the program is nothing for us except the cost to plug them in and run. We have an outside vendor come in and work with them. [NS] has been working the last 5 years to make us a healthier and happier building. Other programs that are long running is our FIT (Falcons in Training) club. This club is lead by student to promote active lifestyle and better food choices. Some of the challenges we faced was just getting the machines in the building. The administration did not know what the cost was for us but after a long haul, it worked. Kids really enjoy the opportunity to have a snack in the middle of their day.

62. [NS] is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote self-respect, healthy eating and physical activities that support student achievement. From the moment the students enter with TEAM time, to the universal breakfast, to the lunch salad bar, winning Radio Disney’s Get Fit Challenge and the Family Fitness nights, students and staff at [NS] are committed to a healthy lifestyle. Among all of the great wellness activities we have here at [NS], we definitely prize TEAM time the most. TEAM time stands for Together Everyone Achieves More and is for all staff and students. TEAM time should be done at every school because of the multiple benefits it serves for all personnel in the school. TEAM time is a great way for the students and staff to get the bodies and minds warmed up with exercise each day. It’s essential to teach the students that getting their blood flowing earlier will help them stay alert throughout the day in class. The entire school begins TEAM time with about 15 minutes of dancing and exercise before we perform a 3 minute stretch and cool down. After the stretching we have a moment of silence to help us focus on the day ahead followed by the pledge of allegiance and our school pledge. The students get over 1000 steps in TEAM time alone, which helps our school reach our goal of 100,000 miles of walking for the year. Around 2000 steps equals a mile, therefore our students and staff dance their way to the equivalent of ½ mile every morning each. Since TEAM time has no cost, the only challenge is keeping students motivated. To address this challenge, we are constantly creating new dances. Overall, the [NS] family is committed to living a healthy lifestyle. Our ultimate goal is to give the students the tools they need to live a healthy lifestyle. With the help of all staff and the community, we feel we are giving the students a top notch healthy experience."

63. Program Description: As we worked on this application last year, we spoke of our adding a Wellness Class to the specials rotation. We continued this for the current school year. We also felt as though we needed to provide another program that reaches out to our families. We often provide our families with evening programs for reading and math. We have not provided a wellness or fitness night in the past and decided to take on this venture this year. We set out to provide a learning experience for our families and students in better understanding their physical needs and healthy choices. We partnered with the Children’s Museum to provide our students and families with centers for learning: portion distortion (create meal sizes and compare with actual sizes, Sugar Shock
(learn sugar content of drinks), Feel the beat (pulse, heart rate and learning about your
heart, What's Bugging You! (germ models- hand washing), Health Around the Clock
(sleep habits), Yoga, Salad Bar, active play, healthy books and healthy recipes and
coloring the food pyramid were centers offered that evening. The entire school and
their families were invited and we had approximately 160 people in attendance. The
total cost of the program was $1200.00 and was funded through our activities monies.
Even though we advertised in both English and Spanish, we feel as though we did not
reach as many families as we would have like. Although, with the families that attended
we had a lot of feedback regarding the importance of the information that was given and
an interest in the activites. From this event we were able to set up Zumba and Yoga
classes on a weekly basis for our staff and families!"

64. One hundred percent of [NS]'s 491 students are participating in the Million Mile
Walk challenge, which is an annual event throughout the [C]SD of [C] that starts in
October and runs through May. The kickoff occurs in October where all students walk
during their specials classes. They again walk in April to Eagle Creek Park from our
school during specials classes as a kickoff to the Run For the Arts program. In between
these events, they keep track, with their family, of how many miles they walk each week.
No matter what activity they choose, they are given charts that show how those minutes
can be converted into miles. The miles are reported, who to the assistant principal, who
tallies them before the initiative ends in May. [NS] students and families also enjoy
attending the hip hop aerobics work out in the gymnasium. It is 60-minutes of intense
kid friendly activity, which has brought in approximately 50 students and parents each
time it has been offered.

65. During 2009-2010, [NS], one of nine elementary schools located in [C], piloted the
Expanded Breakfast Program, which is also referred to as “Universal Breakfast.” The
goal of this program was to ensure every student in our school would be offered a free
breakfast in their classroom. Students could choose milk, 100% juice, a yogurt or a whole
grain item like a muffin, breakfast bar, cereal bar, or cinnamon toast along with goldfish
cinnamon grahams. Since [NS] is a Title 1 school, funding for the program comes
from federal dollars. There is no cost to the school or its students. At the end of the
school year, the building principal, district administrators, and food service personnel
reviewed the program after receiving input from students and teachers. Last year around
200-275 students were eating breakfast at school. For the 2010-2011 school year, six
other elementary schools and one middle school in the district have joined the Universal
Breakfast program. However, [NS] is the only school in the district to serve a hot
breakfast one day a week. The population of our school grew from 554 students last year
compared to 758 students this year. Now, there are over 550-600 students choosing to eat
breakfast at school because of adding a hot entrée to the breakfast menu. This is a huge
advantage to the program compared to other schools serving breakfast. There are a
couple of disadvantages to the program right now. We are serving only one hot entrée per
week, and there are no fresh fruits offered during breakfast. There has already been
discussion of adding other hot entrée choices and rotating each one week to week, and
adding a fresh fruit to the breakfast menu. With a wider selection of menu items added to
breakfast, our goal at [NS] is to have more children coming to school to eat a nutritious meal and be ready to learn.

66. Our most prized healthy school programs at [NS] are our Heath and Wellness Events which are a variety of activities offered at various times throughout the school year during and outside the school day including: Family Fitness Nights (FFN), Fitness Explorers (FE), Million Mile Walk (MMW), Student Ambassadors (SA), Brain Gym (BG), Biggest Looser (BL), Cooking Teams (CT), Fishbowl Live (FL), and our [C] Health Partnership ([C]HP). FFNs are offered to all 563 students and families and incorporate activities including volleyball, swimming, and skating. Attendance ranges from 30-200. FE is offered to all fourth and fifth grade students interested in physical exercise before school on Friday mornings. Thirty five to forty students attend weekly. For our district MMW FCPA has a goal to walk 60,000 miles. Participation is offered to all school and community members. Classrooms record walking miles completed at school. Families and community members have also made pledges to complete miles to help us reach our goal. SA promote wellness in all classrooms with lessons, family connects, and personal challenges. BG models exercises and stretches for all school patrons to actively participate in every Thursday morning. BL is a group of ten staff members committed to working out after school two times a week for 90 minutes and monitoring weight loss weekly. CT make recipes that promote health and wellness, integrate the application of grade level academic standards, and provide students a nutritious snack. FL is our student created school news show that features weekly Wednesday Wellness presentations focusing on nutrition, physical activities, and a healthy lifestyle viewed by all school members. [C]HP offers the Smile Mobile teeth cleaning to all students, Vision Screenings to students in first and third grades; 175 students, and Hearing Screenings to students in first and fourth grades; 175 students. The cost for FFNs range from free to $2.50. CT have the cost of grocery items. To assist with the purchasing grocery items teachers may submit a request for a grocery gift card provided by our Building Wellness Team. There are no other costs to the other activities. The results are health, physical exercise, family time, establishing school-family partnerships, learning more about living a healthy lifestyle, and fun!

67. At [NS], we are proud of the many things we do to provide and support children and Wellness. This school year we have encouraged our staff, families, and students to become heart strong by participating in the [C] District initiative of the Million Mile Walk. This program was established by our Coordinated School Healthy Advisory Council as a way to encourage our school communities and school members to exercise. To help [C] reach their goal of walking one million miles, [NS]’s goal was to contribute 52,000 of those miles. To help encourage this walking initiative, St. Vincent’s Peyton Manning Hospital provided pedometers to each classroom. Students are able to calculate how many steps they take and convert these to miles. The building wellness committee displayed a large bulletin board with a large water bottle and drops designating classroom totals. [NP] updates these totals once a week. As of March 1, 2011, [NS] has walked 62,000 miles, well past the goal set at the beginning of the year. Our biggest event of the year is the Family Fun Walk which is held in May. The entire [NS] community participates in walking or running the established course. The local fire department,
Marsh, YMCA, and the Peyton Manning Children’s Hospital provide screenings, health and safety information, as well as healthy food items and prizes to our families.  

Also hosted a jump rope demonstration by [NP] earlier this year.  [NP] was an Olympic jump roping champion.  [NP] demonstrated many different ways that students can jump rope and talked to the students about being healthy and making healthy choices.  Each student received a jump rope to take home.  [NP], our P.E. teacher, followed up the jump rope convocation by involving our students in Jump Rope for Hearts.  Students raised money by jumping rope during P.E.  Our students raised $2700 for the American Heart Association.

Whether it’s going out for daily recess, going to physical education, or participating in the Family Fun Walk, [NS] enjoys moving.  Following are the programs and activities [NS] offers to help keep their students physically educated and healthy: American Heart Association Jump Rope for Heart Run for the Arts Jogathon In-School Bowling Program In-School Skating Program Indianapolis Colts Big Blue Football In-School Program [C] Fitness Day Program (grade 5) Morning Workout Club (grades 3-5) District Million Mile Walk Program Love Your Liver In-School Program Ruth Lilly Nutrition In-School Curriculum Heart Obstacle Course Fitness Gram Fitness Testing Vision and Dental Screenings”

[NS] partnered with Indiana Fever superstar to conduct a fitness clinic for all students in the district.  The program was successful, bringing in approximately 100 students, who completed many fitness stations.  The event also brought in approximately 15 vendors who were extremely informative to our youth.  The cost of the program was completely free to our youth and funded by the the Catch the Stars Foundation.  Overall, the program was a great success.

[NS] is located on the northwest side of [C] in the [C]SD of [C].  There are 921 enrolled students and approximately 60 staff members.  [NS] formed a committee during the 2007-2008 school year to help encourage healthy lifestyle choices by better educating staff and students about their overall health.  The wellness committee chairman and contact person for the Healthy Hoosier School Award is Heather Henry.  The [NS] Wellness Committee recognized the need to help students and staff be more aware of how to live healthier lifestyles.  Our committee believes if we educate students about health and model how to maintain a healthy lifestyle our students will be more attentive and active learners throughout the day.  Our integrated health and physical education courses provide opportunities for students to participate in a well rounded wellness program that allows for learning and practice of healthy living skills.  We make sure we educate students about healthy eating and the importance of a balanced diet.  The school cafeteria offers a variety of fruits and vegetables for the students during lunch and encourages students to eat breakfast daily.  We also believe it is important to keep students active so we offer a variety of after school intramural programs that focus on physical activity.  By keeping students active in physical activities and educating them on how to maintain a healthy lifestyle we hope to improve overall school attendance.  We are committed to establishing a healthy environment through nutritional and physical education implementation.  All students will be guided through their middle school years in an atmosphere that promotes students to make healthy choices today, to ensure a better future for tomorrow.  Wellness Goals: increasing the number of students participating in
intramurals by 10% every year increase the number of students eating school breakfast
increase overall student attendance decreasing clinic referrals each year by 5%.

70. Program: Fabulous [NS] 5K & Fitness Fun Fair  We held this event for the first time
ever last May. The primary objectives of the event were to promote participation in
healthy physical activity for all members of the [NS] school community, and other,s and
to provide a venue for presenting a wide variety of health, physical fitness, and nutrition
information to these people. Staff members, parents, coaches, and several dozen students,
including [NS] High School athletes, volunteered and arose very early on a foggy
Saturday morning to make the event emerge as a very successful first-time effort. We had
over 150 participants in the 5K, 1-mile, and kiddie run events, drawing from the school
community and beyond. The kiddie runners were encouraged and watched by almost all
present, making these runs probably the most exciting and fun part of the whole morning.
Everyone also enjoyed obstacle courses, physical fitness challenges, and other fun
physical activities presented by our elementary school colleagues. We had over 30
vendors or organizations provide health, fitness, safety, and nutrition information and
screenings. We made good use of existing partnerships with organizations such as St.
Vincent Hospitals, the [C] YMCA, and the [C] Fire Dept., but we also established new
connections with many other community groups. Almost everything needed for the event,
including awards and food, was donated. Entry fees for the running events paid for event
t-shirts, and we actually made a profit of about $800. These proceeds were put into a
wellness account and eventually used to purchase health and fitness materials and
equipment for our students. The biggest challenge for this type of event is getting enough
volunteers for pre-event and event-day tasks. Our [NS] people came through big time in
both areas."

71. I am [NS] and I am the Wellness Coordinator for [NS] in [C], IN. We are a very
diverse school of close to 3,000 students. Our campus consists of a high school/
freshman campus. We total 13 acres under roof. This creates roadblocks for coordinated
programming as the students in the Freshman Center are primarily their own staff and
student body. Additionally, the sheer size of our staff and student body create roadblocks
for large student assemblies and communication. Our wellness initiatives over the past
three years have focused on these areas: curriculum, nutrition, intramurals, athletics, staff
wellness and participation in district initiatives. It is our feeling that we have had success
in all areas. All these areas have been improved while working diligently as a school to
meet statewide measures for academic success. Our curriculum enhances wellness
throughout the academic offerings. We offer a range of classes in the Family and
Consumer Science areas, Physical Education/Health, and Sciences which promote a
strong body, healthy habits and a well rounded knowledge of the human body. All staff
are certified in their teaching areas and all state requirements are adequately met.
Chartwells is the guiding light in our nutritional efforts. Much action has been had to
enhance the student menus to make them healthier and more appealing. Ongoing efforts
are underway to continually educate students about healthy eating. Mention student
activities and the athletic programs and facilities at [NS] certainly stand above most. We
offer a wide variety of sports for both males and females. Our intramural offerings have
grown steadily over the past three years and more offerings are in the plans. Staff
wellness offerings have improved over the past two years. This year we offered 4
sessions of exercise classes throughout the year. We have indoor walking paths laid our
for staff use. On the district level our pride and joy is the Million Mile Walk campaign.
With all this in mind, it is easy to see why [NS] is truly a Healthy Hoosier School.
72. It is our goal at [NS] to provide fitness based programming and individualized
instruction to meet the needs of all our employees, students, and student athletes. In order
to disciple our students in stewardship of healthy bodies, it is our goal to mentor our
students from the time they enter elementary school, until they graduate from high
school. This year we launched a program that was instituted school-wide and provided a
paradigm shift towards educating, executing and experiencing a lifestyle of health and
wellness for every person in our school. This new aligned curriculum is designed to
ensure a safe and success oriented environment for our students throughout their K-12
school experience. Our physical education and athletic departments have partnered
with a local health and fitness company (Hoffacker Health & Fitness) that developed a
comprehensive customized curriculum for all students K-12 (1377). A certified teacher
and Hoffacker Conditioning Specialist oversee these physical education classes. Initial
funding was a combination of a gift-in-kind from Hoffacker and shared salary expenses
of one Conditioning Specialist from the school. Maintenance costs are minimal as it is
only salary related. This is a shared expense between both the school and Hoffacker. This
Conditioning Specialist is also a certified teacher and has been at the school for the past
five years. Physical Education for Athletes (advanced class) is an option to further
enhance strength and conditioning and extend into the after school hours with a
Hoffacker Speed and Agility Coach. These coaches work together for greater
performance with less injury by correlating a student-athletes school day and after school
program. In these classes we do pre/post assessments. We test their strength with bench,
squat, clean max exercises and assesses their agility with a T-run test. In addition, we
test vertical jump, broad jump and a 40-yard dash. We are then better able to customize
training for each student and measure their progress with follow-up assessments. In
addition to their regular physical education/health and wellness classes, elementary
through middle school students have access to after school camps/training to build a
foundation towards healthy bodies, strength and conditioning techniques to start off right.
This specialized training, ZONE Training, helps in increasing range of motion, improved
balance and stability and injury prevention. All activities are designed to be fun and are
appropriate for this age group. This training is also what all of our high school athletes
use for team training but at a more advanced level. This is provided at no cost to the
student. Our student athletes will experience a level of advanced sports specific training
that will aid in preventing injury, while increasing the athlete’s physical training that is an
extension of their daily P.E. class. Challenges to the program are in the advanced
classes with athlete involvement. For our first year we currently have 65-70% athlete
participation in class. Goals for the second year would include increasing the number to
80-90%. Finally, Hoffacker Health & Fitness has provided professional
development for our teachers with age appropriate strength and conditioning activities.
Each year will build upon a foundation in the area of health, wellness, strength and
conditioning appropriate for each grade level."
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73. [NS] is working toward completing the Project 18 Challenge for the second year in a row while learning the importance of total well-being. The leader of this initiative is [NP], the elementary PE Teacher. We were a Project 18 Challenge finalist during the 2009-2010 school year with over 250 participants. Our goal this year is to win! Students in third and fourth grade are being taught the Project 18 curriculum which is comprised of the following units; nutrition, physical activity, and holistic health. Pre- and post tests are administered to measure knowledge gained over the areas of instruction. Because the entire student body wanted to actively participate in the Project 18 Challenge, three special projects were designed to include all students in Pre-K – 8th grade. This program affects a total of 342 students. Students created a coloring book for the Holistic Health special project which promotes a healthy lifestyle that will be delivered to Peyton Manning Children’s Hospital at St. Vincent and to the Holy Family Shelter in [C]. [NS] students and staff wanted to do something special for the homeless children and the children in the hospital. Students learned the value of helping others and giving back to the community with this project! The focus of the Nutrition special project is Fruity Friday’s. Four Fruity Friday’s are being held during the school year. Students were challenged to explore the assortment of fruits available in the produce department at the grocery store. The challenge also involved trying a variety of new fruits before the first Fruity Friday. Many students brought in fruits that were new to their taste buds and everyone enjoyed sharing information about the array of fruits available at the grocery store and how they fuel our bodies. Walk Around the Clock with Rockin Robin was created for the physical activity special project. Students are walking during school for 15 minutes. This is an extra physical activity time for students in addition to scheduled P.E. class. Our goal as a school is to walk half way around the clock before the Project 18 challenge is over. (Each minute represents 100 miles.) Students learned how to set goals and that walking is fun and helps us maintain a physically active lifestyle. We have seen positive results for all aspects of this program."

74. [NS], home of the Eagles, cares deeply for its students and their families. The faculty and staff are dedicated to look for the best in everyone, to build on each of our strengths, to provide many opportunities for fulfillment, and to make certain that all students experience success in a variety of ways. In 2010-2011, [NP], [NS]’s social worker, assembled a School Wellness Committee consisting of parents and staff to work towards making [NS] a more healthy school. [NP] recognized the importance of healthy school environments to help students soar to excellence. Through an evaluation led by the corporation-wide wellness committee, [NS] was able to assess their current school health and wellness strengths and weakness. These strengths include physical education focusing on lifetime fitness, physical education that utilizes a running program with incentives, no vending machines, a great counselor to student ratio, and routine collaboration with local community agencies. One area that was identified as a weak area was social and emotional climate of the school. In an effort to be more welcoming to parents, in the spring of 2011, [NS] began a BoysTown parenting class for families with children in Kindergarten and first grade. This class will teach basic parenting techniques that can help children be more successful in school. In addition, while parents are engaged in the class, children will participate in fun physical activity to encourage the development of lifelong activity habits. One major challenge that was overcome was
finding funding to purchase the BoysTown curriculum. Thanks to local support for school wellness, [NS] was able to overcome this hurdle. Another challenge that was presented was the parents would need to bring their children to the evening class. Again, thanks to local support for school wellness, an AmeriCorps Improving Health Throughout Indiana member volunteered to help coordinate and facilitate active programming for the children during the class. [NS] is committed to making not only the school environment but also the family environment one that is supportive, healthy and engaging for children. This is why [NS] is a Healthy Hoosier school."

75. [NS], home of the Jaguars, is one of three middle schools in [C] School Corporation ([C]SC) in [C], Indiana. The mission of [NS] is to create and support an environment conducive to achieving one’s full potential. In 2010-2011, [NP], principal, assembled a School Wellness Committee consisting of parents and staff to work towards making [NS] a more healthy school. [NP] recognized the importance of healthy school environments to help students dream, explore and learn. Through an elevation led by the corporation-wide wellness committee, [NS] was able to assess their current school health and wellness strengths and weakness. These strengths include routine collaboration with local community agencies, availability of healthy food options, no vending machine access for students, group exercises classes for staff, and an inviting overall school climate for families and community members. One area that was identified as a weak area where there was room for improvement was physical education. [NS] had a goal to develop a wellness curriculum for students during the school day and adults for use before or after-school to promote an overall culture and environment that supports physical activity and wellness. In the spring of 2011, big progress was made towards improving physical activity assets when [NS] was awarded a grant for $5,000 to purchase new treadmills and received a donation from a local business for stationary bikes and a treadmill. The increased availability of exercise equipment will allow for a greater emphasis on lifetime fitness education and activities for students and staff. One major challenge that was overcome was finding funding to purchase new exercise equipment. Thanks to local support for school wellness, [NS] was able to overcome this hurdle. The new challenge will be training the students and staff to use the new equipment and incorporating time into the school day for students to be involved in more individualized exercise opportunities. Another challenge in the future will be identifying what new equipment is needed and securing funding to continue expansion of the exercise assets."

76. [NS] has developed into one of the most healthful high schools in the state of Indiana. [NP], Principal of [NS] is a great advocate of Coordinated School Health. He serves on our council and leads by example! [NP] helped implement the Hope Walk with his students and staff this past Spring to raise money for our STUDENTS and FAMILIES in need. They had over 400 students and staff members walk and/or run to raise money. They bought t-shirts for walkers with monies raised from the PTO. There were absolutely no obstacles of the program and the overall results were HUGE for the families- Healthful SUPPORT- monetary, spiritually, and emotionally. Another annual fund raising event that [NS] has successfully ran consecutively for three years is the 5KRun Dollars for Scholars to raise money for our Senior Scholarships. This annual event profits nearly $5,000 to give to our college-bound graduating seniors. [NS] is also
“ahead of the game” offering healthier food items in the cafeteria as well as vending machines. Our vending machines meet the 30-35-10 requirements and goes beyond offering only baked chips, NO CANDY BARS, nutri-grain and granola bars, nuts, and such. We also have a Dairy Vending machine in our school’s cafeteria which is available to students and staff 24/7 providing lots of low-fat dairy items, our LOGO Bottled Water, and some whole grain items as well. We are currently revising our food service menus to be aligned with the U.S. Healthier School Challenge. We serve lots of Dark Green and Orange Vegetables, many varieties of beans, and Fresh Fruit and Fresh Vegetables every single day. We also provide Nutritional Facts including origin and tidbits on all “Exotic Items” such as Jicama, Ugli Fruit, and Grapples. Nutritionally speaking- what is our goal at [NS]? We do not want our students and staff to have to “think” about what is healthy and what is not healthy when they enter our food service lines or when making a choice at our vending machines. We want them to EXPECT Healthy!"

77. The [NS] has so many prized healthy school programs/initiatives happening that it’s difficult to narrow it down to one. [NP], Building Principal along with [NP], Food Service/Healthy Schools Director, the CHAMPPS council and the [NS] staff have created a great Coordinated School Health Program and atmosphere for both her students and staff. We have recently been awarded the Mini Grant to apply for the U.S. Healthier School Challenge. We are working hard together to create the best healthy school in the state of Indiana! For example, we have an annual all school Health Fair where all 560 students learn about nutrition and physical activity. This health fair is tied into our End of the Year Celebration Week including a Field Day. The Health Fair involves many experts from the Community including Registered Dietitians from IU Health Hospital, Health and Safety Educators from Monroe County Board of Health, Jazzercise, the YMCA, District Manager and “the Milk Man” of Prairie Farms Dairy, Safe Routes to School Representatives, Tobacco Cessation Experts, and our very own Junior High students from the S.A.V.E. committee (Students Against Violence Everywhere). The community experts donate their time at no cost to the school. We are planning to involve [NS] 5th graders as booth helpers/educators for our Health Fair this year and would like to have this evolve into a Student Ran Health Fair for School Year 2011-2012. It’s not just the students that are making healthy lifestyle changes. Our on-site Staff Wellness is just as important. We believe that we have to lead by example and our staff does just that! ZUMBA classes are offered to all staff, family and friends. We also have a Weight Watchers at Work Program. One of our EIS Teachers is our Weight Watchers Leader. [NP] went through the program herself and decided to pursue a part-time position with Weight Watchers as a leader. We also have massage therapists that visit our school quarterly and set up in a private room for Staff Stress Relief. We have not encountered any obstacles and challenges with any of these programs."

78. [NS] “gets” that Health is Academic. For the last three years, our Physical Education Teachers, [NP] and [NP], the Health Education Teacher, [NP] and the Food Service/Healthy Schools Director, [NP] have collaborated to bring a 7th grade Health Fair to the students and staff of [NS] reaching approximately 200 students. This year, our Health Fair will be a 6th grade program with approximately 200 students as well. We have recently completed a BMI screening with our 6th grade students. This was a great
opportunity for us to collect some solid data on our students. We worked with our
partners at I.U. Health Bloomington Hospital. They provided everything from scales to
the health experts completing the screenings. The BMI screenings and the health fair are
at no expense with community based organizations donating their time and expertise to
educate our students. Our Food Service Department “gets” that Health is Academic
too. At [NS] our Food Service Department donated healthy snacks to all students for
ISTEP testing this year. Our Principal, [NP] and Assistant Principal, [NP] developed an
ISTEP practice that our students will participate in with all state testing from now on.
First, all students walked around the gymnasium perimeter for 5 minutes before ISTEP
testing began. Each grade level went in shifts to get the blood flowing to their brains for
optimal achievement on ISTEP tests! All students then received a healthy snack (granola
bar, cheese stick, apple slices) before picking up their pencils. We will repeat these
initiatives during the second round of testing, beginning April 25, 2011. All of our
Healthy School Programming at [NS] has become a collaborative practice throughout the
school. We are considering implementing breakfast in the classroom next year to make
the Health is Academic belief and vision into a daily practice and reality at [NS].

Program description and measurable goals: Our Fun Run promotes the value of
physical activity while showing students that they can contribute to their school’s
welfare. The program provides a platform on which teachers can present the importance
of physical fitness and discuss the value of running in promoting a healthy lifestyle. It
sets aside a week that classroom teachers, special area teachers and staff members
intentionally promote healthy eating habits, nutritious foods, being physically active,
staying tobacco-free and maintaining a healthy blood pressure and weight. Running
is an excellent exercise for cardiovascular fitness, muscular endurance and coordination.
It also prepares the brain for optimal learning. Parents organize a day that allows
each class to spend 30 minutes on the running track at our neighboring school, [NS].
Students can choose to walk or run the track. Each time they complete a lap they are
given a band to put around their wrist. After running they are given a healthy snack and a
bottle of water. A Zumba instructor will also be waiting at the end of the run to share a
demonstration with the students. Total number of students affected: Our entire
student body participates in the Fun Run. Our student body enrollment is 574. Total cost
of program, if any: Cost of snacks and water. How the program was funded: Snacks are
provided by our Food Service Director and paid for by our PTO. Obstacles/Challenges
you encountered: None Overall results of the program: Students awareness of the
importance of physical activity is increased.”

[NS] continued a few initiatives that were incorporated in the past and implemented a
couple of new ones during the 2010-2011 school year. The entire student body,
consisting of approximately 225 students, participated in all of the programs listed.
There were no expenses to the school for any of the activities. The students
participated in the “International Walk to School” Day on Wednesday, October 6.
They were supervised as they walked to school from the local fire station. The efforts
brought attention to the Safe Routes to School Movement and our corporation wellness
policy. The corporation food service program provided the children with a bottle of
water. Fed Ex also gave the children a little "gift" bag. [NS] has continued to
incorporate the Kid's Choice Program two days a month for fourth and fifth grade students through AmeriCorps. The emphasis is on students making healthy decisions about food and staying fit. On March 25th, nursing students from Ivy Tech Community College provided instruction to our classes on some basic health-related items. Depending on the grade level, information was presented about topics such as hygiene, handwashing, nutrition, and fitness. During the last two weeks of March, the students had the opportunity to engage in a new physical fitness education program called C'Motion. The program was music driven and utilized a high-powered audio and visual system that focused on fitness and movement. All classes had four, thirty-minute sessions. The initiatives taken by [NS] promote a healthy school with healthy students have been easy to implement and have been done without expenses to the school. Hopefully, the increased emphasis on being and staying healthy, exercising, and eating properly will prove beneficial to our students and will bring a continued awareness of their importance.

81. [NS] has received over the past 3 years the Healthy Hoosier School Award(1 Bronze and 2 Silver Awards). We received the Game On grant for this year which totaled $6,075.00 for the Elementary school positively effecting 451 students. The Game On grant is hosted by the Action for Healthy Kids, USDA, the Indiana Department of Education, and the U.S. Department of Health and Human Services. The measurable main goals of the grant were to increase physical activities in our students by "Getting Up and Moving More" and to engage students in making better food choices and increasing healthy eating habits that last a lifetime. The biggest obstacle that we have encountered with the grant was during the winter school days were cancelled due to bad weather. We had Game On challenges events planned during and after school and we had to reschedule twice. Another obstacle was getting enough volunteers and outside agencies to help with the planned Game On events. We are a very small rural town and lack resources for outside agencies to help with funding and volunteers. Overall, the Game On grant has been very positive for our students to be involved in. We have had so far Wellness Challenges which included Taste Testing events and various Physical Activity Challenges before, during, and after school. The education part of the Game On grant has given our students a better understanding of what are the various food groups and why it is important to eat healthy foods. The students learned how much time you should exercise each day, ways to make exercising fun which included examples of physical activity challenges. The Game On grant: The Ultimate Wellness Challenge has introduced to our students at [NS] the importance of eating healthy foods and why it is so important to be physically active at a young age and later in life."

82. [NS] consists of 126 students in grades 7 thru 8. This would be the first time the Jr. High school has ever applied for the Healthy Hoosier School Award. The reason the Healthy Hoosier School Award needs to be awarded to the Jr. High is that we all have started to look at ways to eat healthy, choose healthy foods from all of the food groups and combine that with being physically active each day for 60 minutes. The grant Game On: The Ultimate Wellness Challenge is the first grant that the Jr. High has ever applied for and received (2010-2011). The grant has encouraged and challenged the Jr.High school in the Ultimate Wellness Challenge by:(1) Offering healthy taste testing events during the school day which included events before, during and after school (2) Health
education was introduced through the Rox Talks (student school media announcements) why it is important to eat healthy and examples of recipes (3) Educational nutritional events were held in health classes by Purdue extension agency demonstrating nutritional recipes which included teaching healthy nutrition. (4) Physical activity challenges were held during activity periods on Thursday and Friday the entire month of November. Physical activity energizers were also introduced to all classrooms as a way to get students UP and Moving More in school. The [NS] monthly newsletter included pictures of the events including parent information about the Game On grant. The cost of the Game On grant was zero for the school corporation, funding was awarded to our school for approximately $6,000.00. The only obstacle with the Game On grant was getting times available that we could implement the Wellness Challenges during the school day. The biggest success of the grant was establishing our first time ever (8) Student Wellness Ambassadors. The Student Wellness Ambassadors brought leadership including taking ownership and responsibility which created the Game On grant to be a huge success in the Jr. High school. The administration in the Jr. High was very receptive and extremely helpful in implementing the Game On grant."
83. Our most prized healthy school program is the [NS] Coordinated School Health Program, which we call the “Wellness Program.” This program is led by [NP] and governed by the Coordinated School Health Council. The goals of the program are the following: To build a healthier school community through before and after-school fitness activities, using SPARK curriculum during physical education classes, walkers’ club during recess and after school hours, after school runners’ club, and a fitness component added to the existing after school program; To improve staff health and wellness through staff wellness initiatives which include a weight loss club and incentives for weekly exercise; To improve school nutrition by removing fryers and offering a variety of healthy food choices daily; To impact the larger school community through their participation in an open weight room, hikers’ club, and use of the all weather track and school halls for walking. The wellness program is improving physical education classes, providing training for teachers on incorporating fitness into their classrooms, providing quality fitness activities both before and after school, and targeting parent, staff and community wellness through a variety of outreach efforts. This program affects all 627 elementary students, 35 staff members, and many community members. Funded by the Welborn Baptist Foundation, the program’s cost for the 2011-2012 school year was approximately $40,000. We are in the third year of implementation of this grant. We have encountered a few obstacles over the course of our work, including the logistics of providing things like salad and sub bars daily in the cafeteria. Our cafeteria serves 1200 students daily, and scheduling and space are constant issues; however, we have worked through those challenges and now provide salad bar, sub sandwiches, soup, and other healthy choices on a daily basis. The overall results of our program are very positive. Some indicators of this success include increases in academic achievement as measured by ISTEP+, improved attendance rates, increased number of minutes in active exercise during physical education, healthy food choices available daily for breakfast and lunch, and positive student and parent survey results."
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84. [NS] has long recognized, valued, and supported programs and initiatives which promote healthy lifestyles and a healthy environment for students. We also understand the vital role that addressing the mental health needs of our students plays in their total health. This year a great success has been the mental health services we have been able to provide to all students in grades 7-12 via our Safe Schools/Healthy Students federal grant. This grant funds multiple initiatives across both our district and [C] Schools, and the annual budget is over $700,000. Project Director [NP] has assisted us in our implementation of multiple programs, including Olweus Bullying Prevention, Project [NS], and Class Action. These programs have been key components in allowing us to work toward our primary goals of increasing the number of students who receive mental health services at school and increasing the number of referrals to outside mental health agencies that result in mental health services. The grant has also allowed for the hiring of social workers who are available to assist students with their mental health needs. The primary challenge has been time. We have refused to allow this obstacle to become overwhelming by being creative in providing staff development and training to assist faculty members in recognizing signs of students in need. Teachers have worked closely with social workers to ensure individual student needs are met, while at the same time educating all students to the importance of quality mental health and appropriate social interactions. The results have been exceptional. We have been able to provide assistance to students in need. The programs have also raised a social awareness among our students and in the community in the area of mental health. The overall impact has been a positive move in providing necessary services to our students and promoting a healthy environment for all students."

85. [NS] recognizes that developing good nutrition habits for our students is vital. Our Café Manager conducts unique nutrition activities with various grade levels to teach about healthy/nutritious foods, their nutritional value, and to model healthy behavior by having those choices available. For example, along with their required daily components, she set up a potato bar to try different fat free/low-fat dips, sour creams, sauces, smart balance replacing butter, broccoli or asparagus. Kindergarten students made a healthy snack: dried cranberries/blueberries/craisins, Quacker oat squares, whole grain crackers, pumpkin/sunflower seeds, & baked pretzels. Third Graders participated in a “Go Green” taste testing activity with pictures and names of the vegetables tested: cucumbers, celery, green peppers/beans/peas, etc. from which the teachers created a graph of their likes and dislikes. With 52% free/reduced, families can’t afford nutritious foods regularly so these activities are a big hit with the kids!! The challenge was making enough for 350+ students to enjoy. The cost - $217.06 – was paid from our “GAME ON” Grant. Our “International Walk to School in the USA Day” has become a community event. Students, teachers, administrators, parents, the Mayor and community members meet at the Library, walk up the street to the school with students leading the way carrying the IWALK banner. The Police Department helped supervise the route; our local newspaper took pictures; the Mayor addressed approximately 275-300 participants (our biggest group yet!) about the importance of good nutrition and staying physically active. Participants were served 100% juice and awarded ribbons. The only challenge is the weather so we have a rain plan. The cost for ribbons and juice was $298.32 paid by “GAME ON” grant. Our Safe Routes to School Project will be competed this summer
with a sidewalk from the Library to [NS] through a grant from the state and $45,000 in local funds from [C] Greenway Committee to match a grant from the Welborn Baptist Foundation. The biggest challenge was receiving the funding but the work has started. This will be such a positive asset for the entire community!

86. [NS] is a school of 189 students in rural [C], Indiana. Three years ago we were awarded a grant of almost $120,000 from the Welborn Baptist Foundation. The grant’s purpose is to help us fund different wellness programs that will improve the health and well-being of our students, faculty and community members. Some of the programs we have been able to implement with this grant include CPR training for staff, parish members, and 8th grade students, regular height, weight, and blood pressure checks of our students, the formation of a “respect” committee to teach and enforce social skills to our students, a recycling program, a daily morning walking club for students and staff members, implementation of the S.P.A.R.K. physical education program, rock climbing field trip for our 7th grade, Tae Kwon Do introduced to all students through gym class, a wellness fair in which 300 community members attended, the hiring of a social worker to be in our building two days a week and formation of a fall cross country team for students in grades 5-8. Along with the above-mentioned items, we have also been able to incorporate some activities that are farther reaching. Our biggest wellness project this year was the implementation of a new weight room for students and faculty members. We purchased two ellipticals, two treadmills, one stationary bike and a four piece weight station that offers over 25 different lifting techniques. The weight room is located within the gym which allows some students to work out while others are out in the gym during physical education class in grades 5-8. EKHO heart rate monitors are also used during gym class for students to monitor whether or not they are in their target heart rate zone during physical activity. The faculty is also currently using the weight room as a part of our Lenten challenge after school. Each faculty member has to work out at least eight times during Lent to qualify for the $50 gift card of their choice.

87. As chairman of the [C] School Corporations CSH council, I feel that we are creating and implementing programs that benefit all 8 components of a comprehensive school health program. Two of our most prized programs at [NS] include using exercise balls as classroom chairs and a free family swim night at our school pool. [NP] our PE teacher wrote grants to secure funds for a pilot program to replace classroom chairs with exercise balls in two of our elementary classrooms. We have a fourth grade and first grade classroom implementing the WittFitt program which cost approx $1,300 and includes approximately 45 students. Our goals for the program include increasing academic success. By continually keeping the brain stimulated by sitting and balancing on the balls, we hope see improved academics. Our teachers use several academic monitoring tests and out Title I staff monitors reading progress that we hope to see increases. Our second program which is new for us this year is run by our pool director [NP] with assistance from our CSH council. Trying to utilize and promote our pool a free monthly family swim night was created. Each month the event has a theme to attract families to the school including Noodles of Fun and Rocking Relays Other activities include canoe and kayak races, water dance and water polo. The average attendance for these events is between 60 to 80 students and family. The event provides a great opportunity to showcase our schools resources and for families to spend some fun time together getting physical activity. These two programs are just a couple of the ways we are trying to
promote healthy educational experiences here at [NS]. These programs are just gaining
momentum in our school and the only results we have at this point are students having
fun during their time at school and enjoying all of their educational experiences.

88. As Food Service Director at [C] School Corporation I began a Food Tasting group.
The members were selected by staff and some have volunteered to be in the group. At
the second meeting they voted on a name and they are called the Trojan Tasters. I had
money from a grant that is used to purchase a few of the supplies. We meet once a month
to sample different foods and fill out an evaluation. The foods are then added to the
breakfast or lunch menu with our recommendation. The students also share information
that they hear about the breakfast and lunch at our school and the cafeteria then tries to
adjust to do things better. The "best" item we have added to the menu is a sandwich
bar. The students get to load up their sandwiches just like they want using fresh
vegetables. We have also selected an alternative to the Gatorade that used to be sold at
lunch. We now sell only juice that contains 51% or higher real juice. The program is a
success and we look forward to the next meeting every month.

89. As the Food Service Director for [C] School Corporation I started a "club" for the
purpose of making the foods at our school what the students are going to eat. I have
money from a grant that I use to buy samples that we do not receive from distributors at
no cost. We do get several items as samples and no money out of pocket. At the second
meeting the students voted on the name "Trojan Tasters" and we meet on a monthly
basis. There are 25 students in the program at the high school level. The students were
selected with staff recommendation and ones that have volunteered. The successful items
that have come from this group that the whole student body enjoys are the fresh
vegetable bars, sandwich bars, and the variety of healthier for you snacks. The program
is a huge success and the only negative thing is not having all the students at the meetings
due to conflicts.

90. We offer a fantastic after school activity that starts in August which provides the
fundamental learning of soccer. Our fall soccer program’s sponsored by [NP], our
elementary Physical Education Teacher. Free of charge provides and runs this program.
There is a fee of $20.00 per. participant in order to join. This minimal cost provides: shirt,
soccer ball, and rewards. The program offers: soccer fundamentals, learning skills,
physical strength activities, positive mental reinforcement’s skills, and good
sportsmanship skills. Once the children learn the basics of the sport they than are allowed
to begin team on team challenge. These games take place on Saturday at the east field of
the elementary school. This program is offered to all elementary students no matter their
limits or abilities. The most challenging obstacle as with any after school or weekend
sport is volunteers. This was a challenge at first until the sport caught on and the more
interested the kids became, the greater number of volunteers seems to appear. We now
have an overwhelming participation rate with our sports players and our volunteers.
The overall results with this sport or any other is the great benefits the children receive in
playing and learning a sport that is so fun. In return, they get to learn great fundamentals,
and physical strengths that will make them into stronger and healthy young adults. In
order to secure our youth into the next generation of healthy and active adults this and
any sport should be encouraged."
91. We have a program here at the school called Intramurals. It’s a program our High School P.E. teacher, [NP], holds during lunch time. The students eat their lunch in a timely manner and then are released to go to the High School gym where they have the opportunity to participate in the Intramural program. In order to participate, there is a sign-up sheet that the students must sign. This allows the teacher to know the count of participants in whatever activity that is being offered. Some of the activities that are offered: three on three basketball, corn hole, table tennis, soccer, and baseball. Activities vary on weather and interest in the activity. This is a free program and all the tools needed to participate are either the school’s property or the student’s. The program was designed to get the kids to have a healthy and fun activity to do during their down time at lunch. We have had a great turn out of students who want to participate in this program from boys and girls. The competition is great, as they have a good time trying to outdo one another while getting in some great exercise without really knowing it and having lots of fun. All students are encouraged to participate no matter their limits or abilities. Some of the obstacles that were encountered include the planning of how each program would be set up and played in an efficient timely manner.

The results of this program have been amazing as the students are more than willing to participate and do their part to keep this program going. This program gives the students something to do in their spare time other than finding trouble to get into. This has also opened up the opportunity to get to know someone that they may have never had a chance to get to know.

We are the only school in our district who offers this program but, many schools are taking heart to our program and plan on implementing it in their school next year.

92. [NS] has made many changes again this year to ensure that both students and staff strive to be a more healthy school. The largest change incorporated this year comes within the physical education curriculum. Our physical education class for all freshmen has now become a yearlong course. With certified instructors, we are incorporating more weight training and cardiovascular fitness for a more balanced curriculum. In the past, this course was more about team sports whereas now it is more individual physical fitness. We have incorporated a lifting program, the use of resistance bands, stability ball activities, jump ropes, and medicine balls. We have approximately 200 students that are now taking physical education for the full year. [NS] has also changed the Health II curriculum, which is a class that the state does not require, however [NS] does. It used to be geared towards advanced disease, which is a carry over from the state requirement of Health I. We now require all students to take Elective PE/Health/Advanced Physical Conditioning. All sophomores must take this class and because it is also listed as an elective course, any student can continue taking it throughout their high school career.

This class is based solely on individual fitness and nutrition. This course takes a more in-depth look at the five components of physical fitness, which includes muscular strength, endurance, cardiovascular health, flexibility, and body composition. This course allows students to discover new interests as they experiment with a variety of exercises in a non-competitive atmosphere. By targeting different areas of fitness, students increase their understanding of health habits and practices and improve their overall fitness level. Students track their fitness levels throughout the entire course with a requirement of pre and post testing.

One other program worthy of mentioning is the [C] Mini Marathon.
Our School Corporation and community have come together to participate in this event in order to promote lifetime fitness. Currently, there are approximately 165 students, teachers, and community members that have signed up at a cost of sixty-two dollars. We have partnered with our local hospital and YMCA to promote the marathon. Through our high school, we have held community meetings to help with safety and training tips along with sending out monthly training newsletters. We continue to have a strong student programs such as our CHOICES and SADD programs which discourage our students from making unhealthy choices as it relates to their overall health. Our school also continues to partner with the American Cancer Society for “Active for Life” in which teachers count exercise minutes for a ten-week period to stress the correlation between disease and exercise. As you can see, [NS] is a healthy school and continues to implement best practices for our students and staffs overall health."

93. Our school’s most prized program is our involvement in the national CATCH (Coordinated Approach To Child Health) program. This coordinated effort through our local hospital (Margaret Mary Community Hospital) has enabled us to improve healthy nutritional choices, physical health, and positive life choices. Through CATCH, we developed a three-year plan in which our goal was to teach nutrition and increase nutritious offerings for lunch, to increase opportunities for physical activities beyond regular PE classes, and to educate students on making healthier life choices. Specifically our three-year plan has been to offer healthier lunch choices (fresh fruit and vegetables several times per week, an appealing salad bar, tasty trial offers, etc.). It was a bit of a challenge to change the mindset of our cafeteria manager, and creatively come up with ways to finance fresher foods. Through a cafeteria survey, and much collaboration, we were slowly able to make nutritious changes. The plan also includes opportunities for physical activities such as an annual back to school pool party, walking the ¼ mile track before each recess, school-wide kickball tournament (coordinated with Red Ribbon Week), and a morning stretch routine prior to starting classes. Coordinating the kickball tournament was challenging while working out scheduling issues, but our flexible staff was very patient. Through annual CATCH grants, we have been able to purchase a Wii for more physical opportunities indoors, and three tetherball sets for recess activities, especially when the playground is not available to us. The overall results have been stunning. The number of students now passing the Presidential Physical Fitness Tests is improving because of the ¼ run before recess each day. Often, over 100 students opt for our delicious salad bar each day, and our new cafeteria manager is constantly searching for whole-wheat options, fresh fruit and balanced offerings. Our next challenge will be to develop a new three-year plan, so that we may continue to improve our school culture regarding healthy choices. We also partner with our local YMCA for such programs as “Choices” which is a program to keep students active and safe on the weekends and Afternoons R.O.C.K., which meets 3 days a week to provide alcohol, tobacco and other drug prevention activities in a safe, supervised environment in the after school hours. Our Physical Education curriculum is able to offer swimming safety through our local YMCA. All students’ height, weight, blood pressure, BMI, scoliosis, vision, and hearing are checked yearly and monitored."
94. Program description/goals: A variety of health/wellness presenters in areas including drug and disease prevention, nutrition, bike safety, chiropractic care, and emergency medical services provided free materials and information to students. Students affected: All students  
Program funding: All presenters donated time and materials free of charge.  
Obstacles/challenges: Scheduling conflicts, time constraints  
Program results: Students received quality information from professionals in the health field and had the opportunity to participate in several interactive booths and stations. Name/contact information: Skatetime  
Program description/goals: The goal of the program is to expose students to roller-skating as a lifetime activity promoting wellness. Students are taught how to skate and stop properly by trained personnel. Each student wears wrist guards for safety. Students maximize activity time skating approximately 40 minutes each session. Students affected: 233 or 75% of the 7th and 8th grade students participated in skating unit. Non-participating students rode air dynes, lifted weights, walked, and jumped rope.  
Cost: $7 per student  
Program results: Students participated in a variety of skating games, relays, and dances to vary their experience each day. The students enjoyed skating and their skills improved significantly during the one-week unit. The students noted positive gains in balance, coordination, and fitness. Name/contact information: CHOICES, Program description/goals: CHOICES is a program geared toward teenagers providing healthy, safe alternatives to getting involved with risky behaviors like drinking and drugs. It has a community approach as it encourages parents to sign a pledge to have a drug-free atmosphere in their home. [NS] students may participate in activities supervised by adults including movies, seminars, and dances. Relevant guest speakers emphasize the dangers of tobacco, inhalants, and alcohol. Students affected: All [NS] students can participate in events. Everyone is present for convocations.  
Program funding: CHOICES is funded by grants obtained by our corporation and its current director.  
Obstacles/challenges: Scheduling, funding  
Program results: The poignant guest speakers and interactive booths make a lasting impression on the students. Each year there is a higher participation of students and parents signing the drug-free pledge."

95. [NS], Southeastern Indiana YMCA, and Margaret Mary Community Hospital join together to help promote physical activity and nutrition for our students and families with a program called Family Fitness Nights. The YMCA and [NS] provide a family friendly workout once a week on Thursday nights for six weeks beginning in January. Activities include Family Yoga, Tae Kwon Do, exercise stations, Zumba, a Heart maze obstacle course and more. (The Heart maze is an exercise course that simulates the body systems. The children are the red blood cell. They learn the function of the heart, lungs and cells as they use different equipment navigating through the simulation.) A dietary learning component is also included in the Family Fitness Nights. After a good workout, a dietician from Margaret Mary Community Hospital shows families how to prepare a healthy snack. (Of course, the best part is eating it!) Over 100 students and their family members attend each week. All 626 students participate in similar activities throughout the day. For example, a Zumba instructor worked with the kids during physical education classes. All students participate in the heart maze during school hours. The cost of the program is approximately $500 dollars to purchase the food for the healthy snacks. The money is donated by Margaret Mary Community Hospital.
The [NS] PTO purchased the Heart Maze materials, which is used annually in physical education classes. The dietician from Margaret Mary Community Hospital donates her time to help. Workouts are lead by Southeastern Indiana YMCA instructors and [NP], [NS] Physical Education teacher. All the instructors are volunteers. Students from [NS] High School and teachers from [NS] also assist during these six weeks. [NS] Family Fitness Nights not only provides great family bonding, the program helps develop life styles in children that prevent obesity and sedentary related conditions in their futures. The Family Fitness nights build great relationships between [NS], the community, and our families and students. Most importantly, everyone has a great time.

96. We are very proud of our CATCH PE program that we have implemented. We start the year by putting the students through a series of physical fitness tests such as running, push-ups, sit-ups, and flexibility. We end the year performing the exact same tests allowing us to measure progress from the beginning of the year as well as the year before. Throughout the year we use a variety of activities and games to help improve student health. Students are taught sports such as volleyball, basketball, baseball, soccer, and badminton just to name a few. Beyond sports, students are put through strength and flexibility training, running exercises, and other fitness activities. What is unique is that the PE teacher makes adjustments to the games that have all students in motion as much as possible. Yearly we have independent evaluators from our local hospital come in to measure and compute student movement. Our goals are to have students walking or very active at least 50 percent of total class time and have the students participating in fitness, game play, or skill practice at least 80 percent of the time. We have always met or exceeded our goals. Our goal for each student is to improve on his or her personal best fitness score by 15-20% on every test. Last year 24% of the students reached this goal. The other seventy-six percent improved by 15-20% in at least one area. We did find one challenge: getting all students to perform the tests the same way each time. This was something we wanted to do to ensure that our results were as accurate as possible. To take care of this issue there was some training required prior to each of the tests.

[NS] has 426 students in grades K-8 for whom this program positively affects. Our local hospital paid for CATCH training and materials for any local school interested in participating.

97. [NS] strives for numerous health related initiatives for students such as Jump for Heart, Pres. Fitness Testing, heart course, fire obstacle course, Health Fair, Fun Runs, sports clubs and our jump team that performs for other local schools to promote fitness and learning, Fun in the Sun (fitness day), ACES, Project 18, monthly fitness news, PACER testing, and Be Active Kids (integrating science and fitness). One of our greatest accomplishments is our newly created recess running incentive called "Energetic Eagles". This program is a running/walking club on Tues. and Thurs. for fourth and fifth grade students. The students run/walk as many miles as they can during recess. We utilize our community of parents as volunteers to keep track as the students run/walk. As the students, parents or teachers meet a predetermined number of miles, they earn charms and move di-cut of a running shoe on a bulletin board to each mileage mark. The top twenty students at the end of the school year will be able to attend a field trip to Breman Bounce as a reward. Extra miles may be added by attending the Health Fair and bringing...
parents/sibling to run with them. This projects promotes academic excellence by enabling students an incentive to set goals and to utilize recess as a time to increase cardiovascular endurance to enhance learning and overall health. This program has been partially funded by our P-H-M Educational Foundation. Our total cost is $1,000 and they were able to help with half of the total cost. We would like to be able to offer t-shirts after the parent, teacher or student reaches 100 miles. We also would like to have more of a budget for our Health Fair for healthy food demonstrations. This program will hopefully demonstrate an increased awareness of the effects of exercise on focus and learning. Our evaluation of this program will be this spring when we see the total number of participation and the levels of progress. A survey of participation of all members will be taken to determine program effectiveness. NWEA scores of participants versus non-participants will be evaluated.

98. As the Physical Educator and contact person for [NS], I am privileged to work with a school that embraces the important role physical activity and nutrition play in all of our lives! I have served on our Wellness Committee to aid in the journey towards better health since 2005. Through our newsletters and new website, [NS] families have access to a wealth of information and resources including advice from a family doctor, information about our Minds-in-Motion program, and valuable links like MyPyramid.gov. Our [NS] staff benefited from the “Healthy Start Kick-Off” initiative, available to all staff. Vendors included American Dairy Council, a Hospital, American Cancer Society, Weight Watchers, fitness trainers, and body fat analysis blood among others. It was so well received with over 400 staff members that our committee is already planning next year’s event! This is our third annual “Running is Elementary!”, a month long running club and final meet for 4th and 5th grade students from our 11 elementary schools. We were thrilled last year when almost half the eligible [NS] students participated in this after-school program. We anticipate even more this year! With presentations like a free “Running Education Night,” our entire community benefits while learning about injury prevention, footwear, and nutritional needs. [NS] encourages students and adults to take part in the annual P-H-M Silver Mile Health & Fitness Fair and Run for Education. Our school’s participation for this event continues to grow including staff participation in “Work-Out Wednesday.” Your grant would allow all 557 students to participate in the HealthWorks! Kids’ Museum’s, “Carnival of Health and Fitness,” which costs $500.00. It includes an interactive all-school assembly for health education and 8 fun carnival games designed to teach kids about nutrition, exercise, and healthy habits. This is a unique program that would reinforce our message in a lively, kid-oriented way! We look forward to your support as we continue to emphasize to our school family the importance of healthy habits."

99. Our most prized healthy program is the K-5 Nutrition Unit I teach at the beginning of the school year (this involves all 140 students). The overall goal is to bring nutrition awareness to students and their families and to give students the opportunity to understand the impact of healthy versus unhealthy eating and lifestyles in their daily lives. This is a two week unit. We start each class period with introductory activities that include games and activities that use food (plastic). For example, the primary grades, we do a game called Fat Attack and students need to collect only the healthy food
The older students play a game called Healthy Snack Tag (running, dodging, fleeing) and we discuss what we need to be able to run and move (healthy food to give us energy). All grades are given labels and are taught how to read them and what to look for on the labels. This always develops great discussions about fresh versus frozen and/or canned food, pre-packaged foods, candy, soda, etc. They are always surprised at how much sugar and calories are in a can of regular soda. There is no cost to our school for this unit. We have local farmers that have donated food, dentists who have donated tooth brushes, tooth paste, etc. Any equipment needed, I already have in my equipment room. The measurable goals are worksheets that I have students do when they are reading labels, listing what are and are not healthy foods to eat, and what kinds of exercises are good for us. We did not have any obstacles that interfered with our Nutrition Unit this year! Our overall results of the program were great! Students still come in to me and share what they had for breakfast, what they did last night after school, what they brought for a healthy snack and healthy lunch.”

100. [NS] deserves to be awarded the Healthy Hoosier School Award because of its efforts to promote wellness in both the faculty and students. As a member of the Wellness Committee, I have been involved in several of the initiatives to incorporate health and wellness into our school. Our Wellness Committee consistently sends home articles and brochures with the students promoting healthy eating and maintaining activity. At the beginning of each year, we have a healthy lifestyle booth that offers tips on how to improve on each person's overall health. We also have a Biggest Loser contest to encourage the combination of good nutrition with physical activity. Our district cooperates to offer classes to the teachers and public on fitness, such as Zumba or Spinning. Furthermore, we publish a newsletter and offer a website that contains more tips and links to encourage a healthy lifestyle. There are lots of opportunities at [NS] to incorporate healthy living. Our school participates in a 5K race each year to promote physical activity in both staff and students, as well as the community. The PE program spends six weeks training for this race and encouraging participation by offering extra credit as an incentive to those students who run in the race. We train using an increment program of walking and jogging as well as using high activity games to increase fitness. This program is for the entire community, and each participate pays a fee to run and receives a water bottle and t-shirt after the race. The Physical Education teachers promote healthy living by spending much time on developing fitness in the classes, including a mandatory five minute jog each day. We also stress the importance of good nutrition by devoting two weeks to the study of how to implement a healthy diet into each student's lifestyle. A very important program that is run at [NS] is the Intramural Program. We offer many activities throughout the year that any student can get involved in for activity. This year we have offered: basketball, volleyball, softball, flag football, cross country skiing, swimming, bowling, soccer, tennis, cheer, dance, and weight lifting. This program has a high level of attendance and provides students with after school activities to promote their health. The other big program that [NS] runs to encourage wellness is a Field Day that is held for all three grade levels at the end of the school year. The school funds this initiative, provides a healthy lunch, and brings in a couple of inflatable obstacle courses. We have teachers help run each station, which
consists of all different kinds of physical activities. This initiative is one of the most enjoyable for the students as it promotes wellness while also incorporating positive social interaction between peers as teachers as well. [NS] values all areas of wellness and seeks to make improvements in order to help more people obtain good health and physical fitness. We are constantly improving and trying new programs to achieve this goal, and we deserve to obtain the Healthy Hoosier School Award for these efforts."

101. Here at [NS], we strive to find new opportunities for our students to experience what it means to live a healthy lifestyle. This year our physical education department teamed with a local skating facility to provide our 5th and 6th grade students with a unique opportunity. Over 425 students participated in a 4 week roller skating program. The goal was to introduce students to a new form of fitness, cultivate new skills and provide a fun environment in which students are being active. The total cost of the skating program was $3,025 and was funded through a number of sources including: parents, students, PTO and student council. The most challenging part of the program was getting the funds and getting the community involved. The program was a huge success among our families. We started with approximately 50-60% of students being able to skate and ended with 100% of students knowing how to skate. Parents were eager to help and even came to skate with the students. We even had staff participate in the skating fun. It was a fun, healthy activity both physical and mentally for our students, staff and families. We would love to continue the skating program and provide the opportunity to our entire school next year."

102. [NS] is committed to confronting the problem of childhood obesity and promoting a healthier lifestyle for children through a variety of initiatives. This school year we received a $1,000.00 grant from the United Health Heroes Youth Services Learning Project, a $4,100.00 grant from Healthier US School Challenge, a $1,500.00 grant from the [C] Educational Foundation, and a $500.00 grant from the National Gardening Association and Jamba Juice to establish and support a community garden on the school site. We held a "Garden Party" in January to "kick off" the event. Third and fourth grade classes organized a taste testing of 26 different vegetables for the entire school, our community partners including the Reducing Obesity Coalition, and community leaders. Data from the sampling will help guide selection of vegetables for the community garden. Our school also received a $2,000.00 grant from the Fuel Up to Play 60 program sponsored by the National Dairy Council and the National Football League. The money will be used to sponsor a school wide walk challenge and after school walk club, as well as family/fitness taste nights where families can learn more about preparing healthy meals and easy ways to get daily exercise. As part of this initiative, representatives from the Health Department will compile a health status on each student and staff member. We are currently enrolling students and staff in the President's Challenge (Presidential Active Lifestyle Award) to meet the nationwide goal of 60 minutes of exercise daily (30 for staff), five days per week for six weeks. Other ongoing initiatives include an after school dance club (Zumba Dance) for students and staff, and Jump Rope for Heart for all students in our physical education classes in grades one through four. Our physical education classes also participate in the President's Council on Physical Fitness program. We face the difficult challenge of improving the dietary and lifestyle habits of today's
youth, but the results have been encouraging. Students are excited about the community
garden and they enjoyed the garden party."

103. The [NS] opened in August of 2010 and provides an alternative education facility
for grades 6 through 12 within the [C] School Corporation. The most prized healthy
school program that has been initiated here are the after school activities. [NS] does not
have interscholastic athletic teams and it is a unique combination of middle school and
high school students. Activities such as basketball, creative writing, hip hop dance, video
gaming club, and art club have been organized by [NP], the Site Coordinator at [NS].
Additionally, [NP] contacted community members and area businesses to provide
activities such as rock climbing, swimming, and fitness boot camp that take place off
school grounds. [NS] has a population of 200 students; 92 students have participated in
at least one program after school. The cost of running after school programs for seven
months has been $4,000. This has been paid for through 21st Century Community
Learning grant and Welborne Baptist Foundation/ HEROES grant. Some of the goals of
the program are to provide a high quality after school program, improve student behavior
of regular attendees and improve family literacy of regular attendees. Obstacles that have
come up over the months include regular student attendance to school, inappropriate
conduct of some students have kept them from being able to attend the activities, and
getting parents involved in the programs. Hosting after school activities has done
wonders to create a positive identity for student that would otherwise not feel positive
about school. Students often have a hard time choosing which activity they want to
participate in because they want to do more than one in a day. Virtually all of the
activities are lead by teachers within the school which has allowed students to make more
meaningful connections with them. Most significantly, students are spending their free
time at school, being physically active and not wandering the streets like they would
otherwise be doing.

104. [NS] most prized healthy school program/initiatives are the afterschool wellness
programs that correspond with our wellness policy. [NS] has adopted a wellness policy to
help promote healthier choices by students and parents. This policy promotes healthy
eating, physical activity, and an overall awareness of health both body and mind. [NS]
was awarded a PEP Grant that funds many of our afterschool fitness, sports and
recreation programs that we offer. These programs provide students with the opportunity
to learn more about nutrition and participate in sports programs that they would not have
been exposed to due to high costs sports programs around the city. We have a variety of
programs for the student to participate in such as: Cheerleading, Girls and Boys
basketball, Soccer Club, Flag Football, Baseball, Work It Out, Fit N Fun and Dance
Dance Revolution. These programs affect nearly 110 students out of nearly 200 students
that participate in afterschool programming. The goals for these programs are to educate
the students about the fundamentals of the sport they are participating in or provide them
with ways to participate in physical activity without viewing it as exercises. Our 4th and
5th graders that are enrolled in these fitness classes use pedometers to measure the
amount of steps or miles they have ran or walked. This provides them with ways to
monitor the intensity of the work out. The teachers also take these measurements and
incorporate them with math. This allows students to measure yards in a mile or feet in a
mile. Some obstacles we encounter in these programs would be keeping the kids motivated to stay participating in physical activities while at home instead of playing video games or getting on the computer. The overall results of these programs are great. They are getting students involved in physical activity while providing a nutritional component to it. The Nintendo Wii dance and workout games have given us ways to disguise the exercise while having fun. All of our programs are grant funded with a $5,000 budget yearly.

105. [NS] is dedicated to impacting our students lives through healthy habits. We want to ensure that our students have adequate components to maintain a healthy life. We are a full service school that is trying to secure grants to assist in developing and maintaining healthy choices through health and physical education, social services with family and community involvement. The number of students we have here at [NS] is approximately five hundred and forty ranging from pre-k through 8th grade. We offer several programs, such as, 21st Century afterschool programs, Behavioral Intervention, Social Work Services and Family Fun nights. Our programs are funded through our 21st Century afterschool programs and Title 1. Our challenges are to continue to offer programs at no cost to students to provide healthy choices for meal time and snacks at home. Our school also participates in the Weekend Backpack program sponsored through the Tri-State Food Bank. This program provides nutritious meals/snacks for the weekend. We currently serve 170 students per week. We try to encourage all students to stay for all afterschool programs that are available. Our current enrollment is approximately 110 students. We offer Lacrosse, Track, Basketball, Cheerleading, Yoga, etc. We offer programs to all K-8th grade students as well as transportation.

106. [NS] adopted a healthy school initiative three years ago. [NP] and [NP] are the wellness co-coordinators at [NS]. Our goal is that students and staff members make healthy choices everyday by encouraging healthy eating and exercise. The following are some of the ways we promote healthy living at [NS]. Fall and spring health screenings are one way that we measure our students’ health. Each time students are measured, weighed, and their blood pressure is checked. Students in grade four and five also participate in a survey twice a year that asks questions about their nutritional choices and physical activity. During Physical Education classes, our P.E. teacher is using the SPARK Fitness program which allows more students to be more active during the entire period. Our P.E. teacher has initiated many new games and activities during P.E. that keep more of the students active throughout the period. [NS] also has a policy for healthy birthday celebrations. We send home a letter to families with a list of suggestions for what students can bring in on their birthday. These suggestions include both healthy snacks as well as non-food items. In May we are holding our second annual 5K [NS] Dash. Students, their families, and community members are invited to participate in the run/walk. There will be a fun run for the younger kids. This is a big fundraiser for our school and of course it is 100 percent healthy. We have several community partners that help us to reach our goals for becoming a healthy school. St. Mary’s Mobile Dental Clinic visits our school to offer regular dental checkups for our students. Purdue Extensions offers a classroom curriculum, called Professor Popcorn, which teaches students about good nutrition and exercise. This is offered to all grade levels. A wellness nurse funded by Welborn Health Plans visits our school bi-weekly to offer health
screenings for all staff members. Welborn Health Plan also organized a competition for staff members that encouraged participants to track their miles/minutes of exercise for eight weeks. We feel that these positive changes at [NS] have made an effect on our students, their families, and staff members. Everyone is more aware of the choices they are making concerning nutrition, physical fitness, and overall wellness."

107. [NS] strives to be a healthy school. Currently, [NP], the 21st Century After School Coordinator, develops health and fitness programs for students in grades K-5 and parents. Our goal is to serve all students with physical and healthy activities morning, school day, and after school. This school year we have served 150 students in our morning Walking Club program which started on the first day of school and will end on the last day of school. Parents, community leaders, and young siblings all are able to participate with their [NS] student. During the school day we have employed a recess instructor to develop e and structure age appropriate games to keep our students moving. This program has decreased the amount of injuries by 60% and discipline problems as well. We find that 80% of all children participating structured recess games while the other students are encouraged to walk and talk. Furthermore, we incorporate exercise and healthy living education into our curriculum. One program for example is “Deskercise”, a movement program with brain power and is available at all times. On Fridays we have a Fitness Fact and Exercise tip on our student led TV program WDEX. We have also served over 200 students in our After School Programs by conducting the Play Fit curriculum every day, and many other programs with the help of the community. Furthermore, we rely heavily on our partners like the University of [C] University of Southern Indiana, City of [C]’s Park & Recreation, American Red Cross, St. Mary’s Outreach, and many more. The total cost of service has been approximately $20,000 and has been funded through the Carol M. White Physical Education Program, 21st Century Program, and the Afternoons R.O.C.K. of Indiana program. In order to track our progress we maintain attendance records through the EZ Reporting System and conduct evaluations of physical fitness at the beginning and end of the school year. As you can see [NS] is providing opportunities for students, families, and teachers to learn the importance of nutrition, exercise, and healthy living."

108. A healthy climate is priority at [NS]. We are a college bound, No Excuses University school! We focus on college preparation beginning with kindergarten. Our awesome PE teacher uses the SPARK program and different activities for students to choose during PE. He heads up our AM “Mighty Milers” walking program for students, staff and parents. Students earn prizes for miles walked. Afterschool programs include yoga, intramural basketball for all grades and a Zumba class is coming! PTA runs a youth evening basketball program. Extra recess personnel use the Playfit program for recess activities as well as unstructured play. Our registered nurse provides student health screenings, mentors Nursing Students, coordinates the Santa Clothes Club and clothing bank for needy students, offers hygiene, hand washing, asthma education and coordinates all school wellness activities. Welcare nurses and dieticians visit staff regularly. They provide screenings, weight loss and nutrition information to keep our staff healthy. We participated in a corporation wide exercise contest that was very successful! We have community partners too. St. Mary’s Mobile Outreach and
Dental Bus see our students regularly. Camp Nota Gona Wheeze is a free, week long day camp for asthmatics over spring break. Our PTA hosts a back to school fair with activities and inflatables. The Dental Alliance and Professor Popcorn do first grade programs. A local optometrist provides eye checks for kindergarteners. Our “College Café” offers fresh fruit, salads and veggies daily. They also provide breakfast and grab & go breakfasts for a great start! The school counselor holds groups for character building, anger management, anti-bullying and individual counseling. She even throws a yogurt/fruit social monthly for the Students of the Month complete with socializing and dancing! [NS] Falcons receive health education from lessons and writing prompts on exercise and nutrition. Daycare staff use the Organwise Guys program before and after school. Many [NS] staff volunteer as mentors, big brothers/sisters and individually adopt needy families for Christmas. Our school is a healthy environment that truly nurtures our students and readies them for a bright future. I LOVE this school!

109. SWAT - Student Wellness Awareness Team We have a 16 member team. Effects the entire student body. We are concentrating on Bullying, school safety, and obesity. We are drawing a lot of interest and feel it is having a positive impact on the school week. Better turn out in afternoon session. We have 25 attending but expect that number to increase as the word gets out. Before school basketball We open the gym up for any student that would like to play basketball. We have 25-30 kids each morning. Body Mass Index Height, weight, blood pressure of all freshman and sophomores. A total of 800 students were involved. A great program because we found several student with high blood pressure that needed medical attention. We will add juniors next year. Health Fair Senior Project They had 20 vendors from various health care providers. All the students at [NS] were invited to attend. (1400 students) This was an awesome event with wealth of information given to each student. Flu Shots/Cholesterol Screenings Health Care Advocate This was offered to all staff members. Cafeteria Fried foods were eliminated on Wednesdays. We have also taken all soft drinks out of the vending machines. We have Reality Bites signage all over the cafeteria. Kids are becoming more aware of what they eat. Counseling, physiological and social services We have one social worker and one behavior consultant in our high school. They work one on one with kids on a daily basis. They will see up to 30 kids a day. We have both of them in the building every day. Health Education Dietician [NP] has been out to [NS] several times this year. Any time a teacher wants her to speak to the class she makes a visit to [NS]. She has been to our health classes on numerous occasions."

110. Our students at [NS] absolutely love our morning walking club. Our club has been up and running since 2008. Our walking club takes place every morning before school. We average anywhere from 50 to 75 third through fifth grade students. We manage to keep our students motivated by setting distance goals at the start of every school year. In the past we have traveled around the state of Indiana. We have traveled along Route 66 as well as other places. This year we went on a college tour. Our goal was to travel to the various colleges and universities around the state. Our students typically walk inside the gym or outside if the weather is nice. Students are given a single card for each lap they make around the gym. At the end of the program the cards are collected, counted and converted into miles. This is all done by our students. The distance traveled is
marked on a large map, allowing the students to see their progress along the route. Our progress is mentioned on the morning announcements along with our top walkers of the day. The program is monitored by [NP] and takes place at [NS]. The program runs smoothly and it's fairly inexpensive to operate. Our students enjoy walking and being active. The program also seems to have a calming effect on our students which allows them to start their day off on the right track."

111. Program Distribution and measurable goals: Over 65% of [NS] students participate in morning walking club. Students walk an average of 20 minutes before school. This allows students to lose calories and work out energy before sitting in class. Supervising teachers report an increase in weight loss. The PEP grant provides recess instructors who ensure a structured, active recess for all grade levels. Recess instructors attend workshops to learn new ways of engaging children in fun recess activities. The PEP grant also provides Spark equipment. Grades eat lunch separately due to lack of space, which ensures all grades receive the full 20 minutes for physical activity. The PEP grant, combined with PTA funds, also helped purchase a climbing wall. Students are engaged and moving while climbing this new wall during PE classes. After school activities involving staff and more than 50% of students promote an active lifestyle and healthy choices. After school activities for 2nd-5th grades include jump rope class, basketball intramurals, dodge ball, and tennis. Kindergarten and 1st graders participate in “Get Active” activities indoors and outdoors. All of these activities provide a healthy snack, one hour of physical activity and a safe place for students after school. Staff and students benefit from community involvement. A bi-annual health fair with USI nursing students checks height, weight, blood pressure, vision, and hearing. Professor Popcorn (from Purdue Extension) visits individual classrooms to promote healthy food choices and an active lifestyle. Professor Popcorn teaches students the food pyramid, provides samples of healthy snacks, and engages the students in healthy food choice games. Other community involvement includes Camp Nota Gona Wheeze for asthmatic students and St. Mary’s Mobile Dental Clinic. Officer Friendly comes to speak about anti-bullying and promote a healthy school environment. Teachers, along with the PTA, try to incorporate healthier snacks in the classroom during holiday parties. Total number of students affected: Walking Club provides physical activity to more than 65% of students daily. Intramural basketball and/or dodge ball games are twice a week and involve a combined total of 240 students. Approximately 75 students are active in tennis. Jump rope classes for grades 2-5 meet once a week and attendance ranged from 50-75 students. All students benefit from modifications of cafeteria food during and after school. Total cost of program/How the program was funded: [NS]’s climbing wall was purchased for $6599 with PEP Grant and PTA funds. Heart rate monitors were purchased for $4000. Afterschool instructors and bus transportation are paid through the PEP grant. Obstacles/Challenges you encountered: Overall, students, staff and families embrace the healthy school concept. The morning walking club presented a few challenges at the beginning, such as adequate supervision of students. A schedule of supervising teachers and a set of rules/procedures was set up, which quickly remedied the situation. Overall results of the program: Students express enthusiasm and joy in support of afterschool activities. Families appreciate opportunities to watch and support their children in afterschool activities, such as
intramurals and dodge ball games. Several parents have joined their children in the
walking club and can be seen walking the hallways every morning. Students and staff
report advantages of healthy eating and staying active. An outside evaluator monitors
[NS]’s progress and quarterly meetings are held to discuss the results."

112 Physical Education - Students can participate in walking club, jump rope club,
intramural basketball, intramural volleyball, and [NS] Hoppers. Physical Education
teachers incorporate Sparks Curriculum and equipment encouraging students to be active
a full 40 minutes. Our best program, Health and Fitness night, had approximately 300
participants and included Zumba, Yoga, TaeKwondo, Mimi Bootcamp, Nutrition
Education, Weight Management program, and Family Health Fair. Nutrition services -
Weekly morning announcements include food facts and/or health education. School
newsletters provide nutrition facts. Whole wheat breads, fresh fruit, vegetables, and low
fat dairy products are also served several times a week. Food challenges, nutrition and
health education programs are offered by community partners St. Mary’s, [C] Health
Department, and others. Family and Community Involvement - PTSA sponsors
several family events throughout the school year, including Spring Fling, Health Day,
Health and Fitness Night, March Spring Shindig (dance), and Health Fairs. Community
Partnerships with St. Mary’s provide on-site dental care. Local dentists provide grade
level dental education programs. [C] Health Department and St. Mary’s Outreach
provide Nutrition Education programs. [C] Police Department provides DARE program
and Antibullying programs Health Services and Health Promotion for Staff -
Welborn Health Plans Welcare offer disease management, monthly screenings, and
health education for staff. An exercise-based weight loss competition, Wander Indiana,
ended in March. CPR and First Aid courses are offered to staff members. An on-site
School Nurse is available 20 hours a week. Counseling, Psychological & Social
Services - A full time counselor, Deaconess Crosspoint, Southwestern Mental Health,
Smoke Free Communities, and Allergy and Asthma Care Center are involved in student
and staff health. Of the 957 students, 97% are meeting the goal of more than 150
minutes per week of physical activity. The total corporation budget was $50,000, and was
funded by SMF PEP – St. Mary’s Foundation Carol M. White Physical Education
Program Grant. An obstacle encountered and overcome was our staff
embracing the importance of physical activity and nutrition and their role in student
success and achievement. And the biggest challenge we have is how to continue funding
future programs."

113. One of the most prized programs at [NS] is the popular Cardio Club that has seen an
increase in participation from 12 students to 60 students who meet Wednesdays and
Thursdays after school until 4 p.m. Improved student participation has led to a two-day-a-
week program with an additional coach. PEP Grant funds have been used for the
coaching stipend. The challenge of providing transportation home at 4 p.m. led to the
addition of a second after-school bus. Positive feedback from students continues to bring
new members. Although some are student athletes, many more students are participating
because of the increased interest in physical fitness and because it's fun to exercise with
friends. Another success at [NS] remains the School-Wide Incentive Program (SWIP),
an event sponsored by the school for one period every six weeks to recognize students
who have maintained their citizenship for the grading period. Students are rewarded with a period of physical activities (basketball, DDR, wii, jump rope, board games and small prizes as well as chips and a drink). More than 300 students are recognized every six weeks. We now offer baked chips and, rather than a sweetened drink, students are offered ice water. The chips and prizes are provided by the school. Supervision is volunteered by the staff. Another prized and popular program is three-on-three basketball offered every Friday afternoon for approximately 70 minutes. Approximately 50-60 boys participate each week during the 25-week program. The sponsor, [NP] is paid through [CJSC extracurricular funds. The activity currently has all boys. Our goal is to sponsor a similar opportunity for girls; however, finding a stipend is the challenge. Members of the [NS] staff organized two teams to participate in Wander Indiana. Within the [NS] High School District (20 teams), [NS] Team 1 composed of four members placed second within the district. Each teacher covered his/her own expenses. Finally, 23 of 52 staff members participated in Step-to-Success during October. Competitors wore pedometers and recorded daily steps. The winning team recorded over a million steps. Gift certificates to Subway were provided to the winners by school administration. Another Step-to-Success is planned after spring break, Mar. 28-April 29. The estimated cost for new pedometers is $50.00, and funding will be provided through a Toyota Grant. We’ve increased the number of participation weeks from four to five and hope to increase participation by 20%. Again, gift certificates will be provided by administration."

The health and welfare of a child pivots on the acquisition of healthy nutrition and exercise skills. [NS], under the direction of principal, [NP], and grant contact and school nurse [NP], has implemented initiatives to address each of these important issues. These programs are providing students with the foundation necessary to implement healthy behaviors on their own. A building wide initiative reaching all 942 students, the Fear Factor Food Challenge, is a program designed to offer new food choices to students once a month. Foods such as spinach, sauerkraut, and green peppers are being introduced to students. Announcements over the intercom to the classrooms, and introductions to each new food by a staff member help to build excitement and encourage participation. The dining room staff prepares a new food each month and serves a portion to each child. Staff members introduce the food to the children, and award a Fear Food Factor Food Challenge sticker to those students willing to try the food. The students taste the food as a group and celebrate the experience together. Students who are reluctant to try the food often do during these sessions. The responses are overwhelmingly positive to both staff and students evaluation. Another building wide initiative reaching all students in the building is the lunchtime walking club. Every student has the option of participating each day. The Carol White Pep Grant has allowed a walking supervisor to encourage the students and keep a daily count of the laps they make. The students have a challenge to see who can get the most laps by the end of the school year and the one with the most is awarded lunch with the principal. Many students participate in this and the responses are positive with this program. Most of the initiatives appeared to succeed in making students aware of new more nutritious food and activity offerings. Challenges to the success of the program include ensuring a commitment to healthy habits changes, and making certain enough staff members were available to promote these events. Planning, publicity award, and follow-up activities in the classroom all work to offset these
challenges. Student enthusiasm and participation in the activities contribute to building-wide success."

115. Program description and measurable goals: Girls and boys eat lunch separately due to lack of space. The order in which students eat is intentional: girls eat first, which has resulted in increased physical activity at recess. Recess personnel insure an active recess for all grade levels. Students run/walk before additional activities, allowing students to shed calories and expend constrained energy from sitting in class. [NS] received PE equipment through the PEP grant. Students receive excellent health benefits during these classes through the SPARK curriculum. Activities change throughout the class period to keep students engaged and moving. Food services monitor and improve student menus. Brown rice replaced white; all bread offerings are whole wheat. Fresh fruits are available. Snack and vending machines offer only water, juice, and low-fat milk. Mornings, 60% of students participate in Walking Club for 45 minutes. After-school clubs involving staff and students promote healthy choices. Available after-school clubs include exercise, WiiFit, aerobics, bowling, and yoga; they offer a healthy snack and tutoring program, and provide a safe place for students after school. Monthly PTSA-sponsored family evenings feature a healthy meal followed by various activities, which included CPR, first aid, healthy cooking, math/literacy fun nights, a health fair, and a fun physical activity night. All family members are welcome to attend the monthly meetings. Student council members assist in providing age-appropriate activities. Partnerships with St. Mary’s Mobile Dental and Lampion Mental Health Center respectively provide students with on-site, monthly dental cleaning and restorative care, and mental health services through individual, small, and large group sessions. Total number of students affected: All students benefit from modifications of food offerings during and after school. Walking Club provides physical activity opportunities to more than 60% of students daily. After-school programs involve more than 100 students each day. Attendance fluctuates at monthly family evenings, but more than 150 families have attended. Healthy initiatives of food services and in extracurricular concessions directly affect each student. Total cost of program: The total cost of the program is $5,000. How the program was funded: Extracurricular sponsors received stipends through a PEP grant. Obstacles/Challenges you encountered: Students, staff, and families embrace the healthy school concept. The only challenge is securing funding for additional fitness equipment. Overall results of the program: Students report advantages of healthy eating. Parents appreciate the opportunities and education provided to become more physically active and healthier, and students express enthusiasm for staying healthy and future initiatives. An outside evaluator monitors [NS]’s progress. Using the CDC’s School Health Index, we developed a three-year action plan.”

116. Our physical education department continues to offer new opportunities for student and teacher activity. Our programs encourage students to choose classes that will promote lifelong healthy living. These classes are Aerobic Walking, Jazzercise, weight lifting, lifetime sports, general physical fitness class, team sports, and yoga. This year we have increased the number of classes that are using heart rate monitors. This motivates our students to excel individually and helps the teachers to monitor their progress. This year we have increased our number of Fit Club days from 4 to 5 so that we can
increase our hours of activity offered to students. We have also added the weight room as another facility offered to the students at this time. Five days a week 3 facilities are now available to give students and staff opportunities to exercise. We now have four teachers that are trained in SPARK. This year our lifetime sports, strength and conditioning and yoga classes have continued to grow. Aerobic Walking numbers have stayed consistent in the past 5 years. Fifty percent of [NS]’s 1488 students enrolled are able to take advantage of one of our physical education programs. [NS] had 20 teachers take part in the Wander Indiana contest. This along with our Biggest Loser contest has spurred our teachers to take a look at their personal health and has propelled them to increase their physical activity.

Yoga for Health - 1 credit Yoga assumes a non-competitive atmosphere in which each student will work on the basic asanas and their use in building and maintaining muscle tone. Aerobic Walking - 1 credit Walking is designed to help students increase cardiovascular endurance. Learning experiences include the concept of heart rate monitoring and mathematic calculations in summarizing their daily walking logs. Fit Club does not need any additional funding. Our volunteers are now paid through the Welborn grant. It is an open gym concept along with a walking club and a strength program. These programs along with Lifetime Sports and Weightlifting continue to push [NS]’s physical education program into the present mind set on teaching lifelong fitness."

[NS] serves 685 middle students (6-8) on the east side of [C], Indiana. In 2004, we realized we had to address the health of our students. We were seeing an increase in the number of students who were at risk for childhood obesity and a host of other health problems. We were a simply a mirror reflection of our society in general. With the leadership of our building administration, teachers, and students, a decision was made to change the way we did business. A conscious effort was made in every aspect of the school operation and how it affects the health and wellbeing of our students. Our coordinated school health program focuses on promoting healthy behaviors for our students. We want them to acquire the knowledge and skills to become healthy and productive adults. Our main goal is to continue to develop and sustain all of the healthy programs that we currently have in place. Through the creation of a site based Wellness Council, small but important steps were made to address issues facing our students. Realizing years of unhealthy habits had to be addressed; implementation would be a slow process. Baby steps were made by first educating the staff on healthy alternatives for rewards and parties. Small changes were also made with healthier options offered in the concession stands for sporting events. More fruits and vegetables were offered in the cafeteria along with a reduction in foods prepared by frying. The vending machines were completely converted to 100% fruit juice and bottled water and healthy snacks replaced candy bars. [NS] far exceeds the district wellness policy by setting high standards for students as well as teachers. Through our relationship with the School Community Council, a collaboration of school and community partners in [C], Indiana, the CDC’s coordinated school health model was implemented and it is the basis of our school wellness program. By leading the area in coordinated school health, a Carol M. White PEP grant was awarded in 2007 which helped strengthen and expound on programs already in existence. Our vision is one of sustainability through education,
community partners, and strong faculty and staff buy in. Through a strong parental involvement, our endeavor is not just reaching the students but the parents and families as well. We take the health of our student as seriously as our test scores. We know that children who are well fed, physically fit and have healthy habits are more alert, have less discipline problems, and perform better in school. We are dedicated to make difference in the health and well being our school family. The Healthy Hoosier School Award would reinforce all of the hard work we have done over the past 6 years. Thank you for your consideration.

118. [NS] has made great strides in promoting and improving the health and wellness of its students and staff. We have created awareness and programs to promote physical education and activity, nutrition and health education, and student and staff wellness. As part of the [C]SC Coordinated School Health Initiative, [NS]’s funding is provided by the St. Mary’s PEP foundation. This grant has enabled [NS] to purchase equipment, supplies and provide instructors for extracurricular activities. The grant has also created school/community partnerships that have provided [NS] with many resources and volunteers. [NS]’s 545 students have had the opportunity to participate in more than a few extracurricular activities including: volleyball, girl’s basketball, boy’s basketball, cheer, color guard, Steppers, Step Up Club, and kickboxing. Each morning all students and staff join in on our two-minute toners. Parents have been invited to attend our Family Fun Night. The Stockwell counselor has visited each classroom with an anti-bullying program and the students listened to a presentation from Holly’s House. The students also participated in [NS]’s Smoke Free week with a poster contest, a Pig Lung presentation, a Tar Wars presentation and morning announcements. The students are exposed to Professor Popcorn and our new Math Party DVD’s, which combines learning math skills with physical activity. All students are provided with height, weight and blood pressure screenings. And those who need it are able to participate in our clothing bank and backpack programs. Our [NS] staff is also becoming more aware of the importance of physical activity, health and wellness. A staff health fair was held that included height, weight, blood pressure and cholesterol screenings. A Welcare! Nurse visits twice a month and some of our staff recently participated in Wander Indiana, a weight loss competition. The [NS] PE and recess instructors are trained in SPARK. These are only a few things [NS] is doing to reach our goal of becoming a healthier school. But as you can see, we are well on our way by providing physical activities, nutrition and health education, and community partnerships to promote student and staff wellness.

119. Healthy bodies, means healthy minds! At [NS] in [C], IN, we strive to promote healthy ans safe behaviors among students. We believe this will increase students’ capacity to learn and improve physical fitness. Students are continually receiving education on health and wellness via health class, Professor Popcorn, and Organwise Guys. Physical activity is encouraged before, during and after school. This includes walking clubs, intramural activities, recess (organized and unorganized), physical education class, and Daycare. The students not only get the activity; they are taught about "'healthy heart'"', caloric output/input, BMI, and lifeskills. The faculty and staff are involved in Welcare. (This program has an emphasis on Healthy Advocates for Kids.) The faculty and staff serve as daily examples to the students about the importance
of maintaining a healthy lifestyle and monitoring health needs. [NS] has forged a community partnership by supporting and utilizing Dental Bus and Holly House for our students and their parents. Information is disseminated through informational pamphlets and newsletters to our school community. Every effort is made by the school to insure that qualifying students receive benefits through these community initiatives. Health services are a primary focus at our school being led by our nurse who is on duty on a daily basis. Screening of blood pressure, height, and weight are performed on each student and results are recorded and monitored (two times each year) (from year to year). The school counselor is of staff to facilitate when mental health issues are recognized. We strive to achieve our targeted goal of every student having 150 minutes of physical activity weekly. The broad range of activities provided is designed to meet the preferences of most students. Physical education classes are organized so that all students are active throughout the class period. Structured physical recess activities provide students the opportunity to be physically active while enjoying social interaction. The environment at [NS] has been permeated on many different levels to encourage healthy living for our students and adults. A safe school atmosphere lends itself to a positive environment where students and staff enjoy learning and growing in many diverse areas.

120. [NS] started with the Carol White Pep Grant in the 2009-2010 school year. I believe the best program that was initiated during the first year of the Pep Grant (and continues to be the strongest), is the Walking Club that is run by [NP]. Along with [NP], a second grade teacher at [NS], they have made great “strides” with our students. [NP], is also our physical education teacher at [NS]. The Walking program takes place every Tuesday and Thursday from 7a.m. to 7:30a.m. inside of the school. They encourage each student to wear tennis shoes while participating in walking. The students who participate in the program are instructed to walk at their own level or pace. Students walking in the program often encourage each other and show support to other walkers. Those students participating walk an average of 2 miles per week. The goal of the Walking Club is for every student to walk the entire 30 minutes each day. There is no cost involved with the Walking Club which is funded by the Carol White Pep Grant. Some of the challenges that are faced by the instructors are keeping students motivated and on task to walk each day. The overall results of the program for those students who attend on a regular basis include a feeling of accomplishment through being consistent with their walking. They have gained enthusiasm for physical activity and enjoyment from walking and have increased their awareness of physical activity and knowledge of health benefits from physical exercise. As a result of this endeavor, we decided to have all students walk each morning when they arrive at school from 7:30-7:40. As a result students are coming to school earlier (helping school tardiness), enjoying the social time of walking with their friends, and also jump-starting the blood circulation to their brains. As a result we have eliminated most behavior issues before school and also increased the physical activity of all students.

121. [NS] has always promoted a healthy school environment, as well as offering a wide variety of counseling, psychological, and social services. The work of our behavior interventionist, [NP], and our social worker, [NP] has been phenomenal. They offer anger
management and peer relationship classes to any boy/girl needing these services. Right now, we have about 100-120 students involved in their programs. All costs of the program are grant funded. The main obstacles initially found with the program were students not wanting to be labeled as “needing help, but that worry went away quickly for many of them. Results have been fantastic. Suspensions, detentions, fights, office referrals, and expulsions have all decreased tremendously since last school year. Our work with the Youth Service Bureau has also allowed us to bring the Afternoons Rock Program to [NS]. Our students have also been involved in the RAAP (Reducing Adolescent Aggression Program) as well as the SATI (Substance Abuse Treatment Intervention) program. We consider our physical education and health programs to be top notch. Thanks to a grant that we received through the Welborn Foundation and the Center for Family, School, and Community partnership, myself and [NP] were able to complete SPARK training. [NP] and I are the physical education and health teachers as well as the wellness coordinators at [NS]. Through this training, we have been able to integrate a wider variety of activities into our physical education curriculum. Our classes participate in things such as fitness room activities, roller skating, Biggest Loser workout DVD’s, scooter games, and various other games/activities which promote maximum participation and constant movement. All 813 students are affected by this program. We have had no additional cost to our program thanks to our grant. The main obstacle that we have faced was some resistance to change by some of the students, but this has been minimal. The results of the changes that we have made have been fantastic. Students are more engaged and active and show much more interest in their physical education."

122. [NS]’s physical education classes are among the top PE classes in the state. 92 percent of [NS] students meet the federal guidelines of 150 minutes of moderate to vigorous activity a week. [NS] students have consistently had the lowest blood pressure readings of all students in the [C] School Corporation. Last year, [NP], one of our PE teachers, hosted a workshop for all physical education teachers in the corporation. Our administrator, [NP], has embraced the coordinated school health model. [NS] and our Wellness Committee has implemented a healthy school environment program, utilizes health services, counseling, physiological & social services, promotes nutrition & health education, and promotes staff and wellness programs. Our school district has 70 community partners, and many are utilized by [NS]. Some of these partners include St. Mary’s Outreach, Deaconess Hospital, Purdue Extension, and Welborn Baptist Foundation. Last year [NS] received the St. Mary’s PEP Grant which allowed [NS] to fund after school programs, purchase physical education equipment, and successfully implement technology in our PE classes. The technology includes the use of wireless microphones, Fitness Power Points, an LCD projector, pedometers, WII’s, and heart rate monitors. [NS]’s PE program includes many activities and we are extremely proud of activities such as our 2 minute toner, Fitness Power Points, morning walking club, Fun Fit Day, intramural basketball, Let’s Move in School, and Field Day. The most prized healthy school program is the running program known as The [NS] Olympics. For eight weeks every fall, the entire student body, 730 students, runs a predetermined distance during PE as they try to make the “[NS] Olympic Team”. The objective is for students to improve their individual time. Parents, college students, assistants, every [NS] teacher and staff member, our principal, the [C]SC’s PE specialist, and [NP], the
[C]SC superintendent, participated in and made the “[NS] Olympic Team”. The [NS] Olympic ceremony is held in October. Individual students who make the “[NS] Olympic Team” receive a ribbon. Medals for 1st, 2nd, and 3rd place are awarded to the top runners in each grade. This event is often covered by the local newspaper and/or television station. [NS]’s PTA funds the award program by purchasing pictures, ribbons, and medals. The total cost of the program is approximately $400. The awards ceremony includes a power point presentation of approximately 500 pictures of participants in action as well as pictures of every student, staff member, and guest. Approximately three to four hundred family members attended the ceremony on a yearly basis. This is a positive running program for students, teachers, and other community members. Students celebrate each other’s achievements and come to understand the importance of being active. [NS]’s physical fitness goal is for children to understand that active children mature into active adults. This program does exactly that!”

123. The Wellness Committee of [NS] set a goal this year of including all students and staff in healthy school programs. One of the first initiatives was “The Biggest Loser” contest organized for all staff members. Our Wellness Coordinator, [NP], promoted the contest with emails that pitted 14 teams of 4 against one another. Fifty six of 110 participants weighed in weekly and lost 414 pounds in a three month period, which superseded the goal of 336 pounds. The nurse or Wellness Coordinator screened their blood pressure weekly and tracked each individual’s progress. The program’s success was due to the daily emails to the staff, such as Motivational Monday or TGIF/Think Green and Include Fiber Day and the conversations about health throughout the day. We noticed that teacher attendance increased, and that teachers said they felt better because of the change in habits. Another initiative that targeted the entire school originated with SWAT (Students Wellness Awareness Team). With the supervision of the Wellness Coordinator, SWAT creates “Reality Bites” and places the health messages on Angel for all 1460 students and 160 staff members to view. SWAT members receive many questions from these informative healthy commercials. Another facet of the “Reality Bites” is the labeling of cafeteria items so students can see the number of calories or grams of fat, sugar, and protein. To compliment this program, we eliminated selling candy during student lunches, which encouraged healthy choices for all students and staff. Reality Bites is creating positive reinforcement for students and staff while promoting interaction among both groups during the school day. Last, we served 40 students with Reconnecting Youth, an evidence-based, research proven program for at-risk students. The curriculum, taught by a health teacher and a Youth First social worker helps students to improve their mental, emotional, and physical health by daily monitoring of choices and behaviors. Students take a pre, middle, and post test to assess their attitudes toward negative behaviors and current choices. In addition, with the social worker’s assistance, 383 students received instruction in health classes about drugs, alcohol, mental health, coping skills, and family issues."

124. Goals of the Program/Initiative are to: Develop Physical Fitness and Skills for sports and recreation Use movement for self-expression, enjoyment, social interaction, and lifelong physical activity At [NS] our most prized Healthy School Program is definitely our after school student fitness program. Every Friday from November though
February a group of 3rd and 4th grade students get together for our Fitness Friday program. A group of 5th and 6th graders meet during the same months for our Kid Fit Wednesday program. With 62 students participating in this program we know that it is a great success and with added support it will continue to grow in the years to come.

Both programs have the goal of promoting lifelong fitness but there was an added incentive for the Friday Fitness Group to participate and get moving. Students in this program received a coupon for every thirty minutes of uninterrupted physical activity that they completed during the program. These coupons are displayed in the hallway by the gym so that everyone can see their progress. When the students accumulated ten coupons they could be redeemed for prizes such as balls, jump ropes, and Frisbees. Although this was an inexpensive program to run with a total cost of $75 for prizes and healthy snacks; there was no funding available through the school for this program. Therefore this program was solely funded by the two teachers running the program. To continue the program and allow for increased participation we will have to find additional funds to support this program. Overall both programs averaged around 20 students in attendance. Five students received perfect attendance for the Fitness Friday group and ten students attained this for the Kid Fit Wednesday group. In the Fitness Friday Group, 10 students accumulated at least 10 coupons, with four of those students accumulating 20 coupons or more. This program was very successful in getting kids moving after school, with a total of 6,030 extra minutes of exercise that were completed after school hours.

125. Throughout the past few years, the health of students and staff has become a priority for [NS]. Currently, [NP], our health and fitness director, runs our greatest advance toward a healthier school, the Wellness Center.

The program was started in 2003 with the building and purchase of equipment for the Wellness Center. Original cost of the Wellness Center was in excess of $1,000,000 and the annual cost of maintenance and upkeep is approximately $20,000. These costs are covered in dues, school fees, and some money from the school corporation. It services 550 students, who have access to it daily. Additionally all certified staff members have free membership to the Wellness Center, with non-certified staff receiving a discount on their membership. Community members have access to it daily, with staffed hours before and after school and on weekends. The goals of the Wellness program are to provide an opportunity for all [NS] stakeholders to have access to a quality facility for exercise. Ideally, this will help them lead a healthier life. [NS] now has a strength coach for athletics, and pays to certify the wellness teacher in the Bigger, Faster, Stronger Program. The BFS program, a nationally recognized program, is used to individualize training for each and every student who uses it. Our goal has shown success through our athletic programs, and sending more athletes on to athletic opportunities in post-secondary programs. Membership continues to rise and the number of community members using the facility grows yearly. As we look forward to the future of our program, there are some challenges we will have to face. Our greatest is the decreasing budget of our school. Money is becoming tighter and equipment is changing and wearing out. Although new challenges arise, we feel strongly that the benefits far outweigh the obstacles and will continue to strive to provide this program for as many stakeholders as possible. This prestigious grant will assist us, tremendously, in our commitment to wellness and a healthier [C], IN.
Goals of the Program/Initiative are to: • Develop Physical Fitness and Skills for sports and recreation • Use movement for self-expression, enjoyment, social interaction, and lifelong physical activity

When you hear “Wheeeeee, look at me!” from a kindergarten child sliding down the new slide on the [NS] school playground, you know that this is the school’s most prized healthy school’s initiative. You realize that it is worth the time, the effort, and the $40,000 that the school, the School Board, and the Parent Teacher Organization raised to design and install the new playground equipment so that students could move their bodies and have fun in the process. Outdoor play and physical exercise are priorities at [NS]’s Primary building, and the school goals to develop physical fitness and movement for self-expression, enjoyment, social interaction are all realized when you observe the students using the swings, the climbing apparatus, the jungle gym, and the slides available for the 430 children in grades K-2.

As the principal of the building, I realized three years ago, when the [NS] building of K-6 students was converted to a primary building with K-2 students for the district that I needed to retrofit the playground for the many early elementary students who needed an appropriate outdoor play area. I started with the task of getting input from the staff, parents, and students about what they wanted. Then, I had to find a company specializing in primary playground equipment. My most challenging task was that of raising the money. But, I had fun overseeing the construction and installation of the new playground after the funds were raised and the contract was confirmed with the vendor. Now, [NS] is proud of the results while watching happy kids gaining self-confidence in their physical activity as they interact with other students in a safe, secure environment during the school day. I have also observed neighborhood children playing on the equipment after school and on weekends. It is a source of pride for the whole neighborhood now.”
Section J2: Student Descriptions

[NS] = Name of School

1. I think [NS] should be a Healthy Hoosier School because a lot of healthy things we do in school help us stay fit. These activities include keeping our students on a healthy diet and letting the students get lots of exercise.

   Every morning everyone in school gets up and exercises with our morning announcement crew. We do four exercises every morning. Another healthy thing we do is in May we walk around our school track and we have a friendly competition to see which classroom can walk the most laps. A lot of times most classrooms walk so many laps that they have to have another sheet of paper to put down how many laps they have walked! At school we also have fundraisers to be able to take field trips and some of those fundraisers are walkathons or even roller skating! Once a week every class has PE. In PE right now we are playing volleyball. Volleyball is a good sport to help you stay in shape; it involves running or jogging and helps you gain muscles.

   At [NS] we do lots of fun and exciting things to help keep us in shape and another example is our school dances! At school dances we dance and have fun but we also eat healthy snacks! We eat strawberries and broccoli, we also drink water.

   To help us stay on a healthy diet at school, our cafeteria ladies offer us fruits and vegetables everyday at lunch. Also, on Fridays, we get to taste and try new fruits and vegetables! We have tried a lot of fruits and vegetables that I’ve never had. Most of them are really delicious.

   I hope you pick our school to be a Healthy Hoosier School. It is important for all students to try to eat healthier and exercise. The teachers and principals think so too and that’s why I think [NS] should be a Healthy Hoosier School.

2. [NS] has its kids’ health in mind! The plentiful amount of in-school and extra-curricular activities is mind boggling. Instead of boring school days where you sit in your seat for hours in a row; [NS] promotes physical activity. Not only is it fun for the students, but it keeps us focused and in our best thinking state.

   With fun activities like the Greek Olympics and JAMmin' we are never bored. We also have a fitness club and a Toe-Token Run during recess to stay in shape. The Dance team, Cheerleading, and Basketball teams satisfy our interests in sports. Fun and active field trips such as bowling, roller skating, and ice-skating are treats for all kids.

   The classrooms are incorporating posters to help start healthy habits such as the Food Pyramid and 5 - 2 - 1 - 0. The library has also acquired books about the food pyramid and the teachers can sign their class up for more PE time. The "Wellness Council" is helping our school make healthy decisions and changes. A grant has allowed our school to have the wonderful opportunity to try new fruits and vegetables to expand the foods we enjoy. In the morning the principal reads us healthy tips over the PA called Healthy Nuggets.

   [NS] encourages healthy practice outside of school too, such as the Mill Race Race; where [NS] snatched victory. Many students also attended the Hope Bike Ride where we
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racked up miles on our bikes! We all know by heart the best choices to make for our body’s health regardless of where we are.

In PE class we have monthly mile runs to see our progress and fitness tests in the fall and spring to test us in all areas of fitness. Student BMI's are taken to monitor our health and help give us advice on what we need to do to stay at our best.

[NS] has won the Healthy Hoosier School Award six years in a row! This year has introduced many new opportunities for the students and staff to stay healthy. GO [NS]!

3. Let’s get healthy and active. I think our school [NS] should be a Healthy Hoosier School. I am a member of the Wellness Wolves Club at [NS] and I know that my school loves getting active. Some of the activities we do to get healthy are the Ghost and Goblin Run, fruit and vegetable tastings, the heart course, the [NS] Bowling event and we even have a Pups’ Running Club.

The Ghost and Goblins is an event where students, teachers and students’ families can come run. The vegetable and fruit tasting events persuaded kids to try new fruits as well as eat the right amount of fruits and vegetables. The heart course teaches students about the parts of the heart and lets you to experience how hard the heart works.

The [NS] bowling event invites students to come and be active by getting together to bowl. The Pups Running Club is a group of fourth and fifth graders who race in a competition against other schools.

Even the staff members are a part of getting healthy. Two events they have done are a pedometer challenge and a staff boot camp.

I think that [NS] is qualified to be a Healthy Hoosier School.

4. I truly believe that my high school is a healthy school. Here at [NS], we have a lot of healthy options available to us throughout the day. Our school cafeteria no longer uses a deep-fryer, fresh vegetable and fruit are available every day, even our main course meal options are low fat! But not only are our cafeteria options healthy, so are the vending machines. We have all low fat and low sugar options. The drink machines no longer contain regular soda, but instead of diet and sugar free options. The milk machine is just another option within our school that gives students a healthy boost throughout the day.

A lot of our clubs also offer bake sales to raise money. At these bake sales half of what they sell must be a healthy eating option.

[NS] is not just healthy food wise, but the environment in general is a healthy place for students to learn and develop into civilized human beings. [NS] has many different opportunities for students to come together without the barriers of a clique. The Best Friends club pairs general students with a student in the special education classes which fosters a friendship among students who would not normally get to interact. Also, we have the annual All-Nighter where students are placed on teams with other students that they do not normally hang out with. The planners of this event go to great lengths to insure that students are not with friends or people that they know well so that the team-building activities that take place that bring the students together and cause them to interact on a more personal level. Students typically feel a sense of camaraderie.

[NS] truly does provide a healthy environment for its students. From the food in the cafeteria to the food available at bake sales and in the vending machines; from school wide events that bring students together to clubs that provide the opportunity to forge a
new friendship, Edgewood as a school is a healthy place for students of all ages and demographics.

5. Being healthy is something everybody strives for. [NS] makes being healthy easy and exciting. [NS] encourages students to eat healthy, with the help of a registered dietitian, and being active. Students are provided with planned healthy breakfasts and lunches daily. But eating healthy isn't the only ingredient to being healthy; keeping physically active also plays a major role. [NS] offers students numerous ways to get involved in spots and activities. Sports opportunities are available for both boys and girls in all grades year round. Sports are a fun way to keep students active and healthy. Along with the sports teams [NS] also provides several after school activities such as tug-of-war (15 year reigning champions), after school kickball games, fitness clubs, cardio clubs, bowling clubs, and intramural games just to name a few. [NS] works very hard to keep the students healthy with all of their activities and the healthy, yet tasty, meals that is why I believe we should receive the Hoosier Health Wise Award.

6. Indiana requires all students that are enrolled in public schools to achieve two credits in Physical Education. The [C]SC requires three semesters towards your Physical Education. When a student goes to [NS] they are given so many opportunities to improve their health. In the morning, students can go to Fit Club where students can play basketball, lift or walk. [NS] also offers classes like yoga, aerobic walking, strength and conditioning, and lifetime sports. On Fridays students that have Physical Education classes have the opportunity to participate in many activities. Some of the activities are basketball, football, soccer, walking, jogging, volleyball, DDR, and the Wii. When it comes to lunch fried foods are limited. Ala carte items are smaller and more fruits and vegetables are served. Also [NS]'s vending machines offer only healthy choices. We have a variety of food and drink that exceeds the wellness policy and acceptable nutritional standards.

[NS] puts on a health fair once a year for their student body. Many community partners come to the health fair to help students understand different things that affect wellness, not just food. This year we had booths ranging from different exercises to how drugs affect your body and why to stay away from them. Another booth this year that was new was the SWAT booth. The SWAT club is a new federally funded club that helps promote student wellness. SWAT stands for, Student Wellness Awareness Team. This team of students meets often and talks about how we can help our school become more aware of their health. The campaign that SWAT is doing now is called Reality Bites. This campaign consists of putting signs up in the cafeteria that tell students how many calories are in their food, putting stickers on the food to remind students what it takes to burn the calories in the item, and urge students to think before they eat by posting posters throughout the school.

[NS] makes an effort yearly to raise our health standards. We will continue to improve on our efforts my senior year at our new school.

7. Salad or french fries? Fruit or cake? Pretzels or potato chips? Water or soda? All of these choices are choices that our lunch ladies made for us so that our school
lunches would be healthier. Our school, [NS], should be a Healthy Hoosier School because we have healthy food all the time.

The reason that we always have to eat healthy foods is because the obesity rate these days is not very good. Therefore, our lunch ladies figured out a way so that our lunches can be healthy and tasty at the same time. When we first heard about the schools going to healthier lunches, our lunch ladies got right on it and started feeding us healthier foods. We only have french fries once a week, and most of the time, they are sweet potato fries. Whenever anything could be fried, it is baked because that is the healthier way to cook things.

Our school does not offer an al-la-carte because it is not very healthy. Every one of our lines offers a healthy meal that includes a salad, fruit, and milk. We also have a snack shack for little snacks if we are still hungry, but most of the time, the snacks in there are granola bars, baked chips, or one-hundred calorie packs. As soon as the al-la-carte went out, everyone started eating healthier because we had no other choice. It really made a difference in how the students were eating.

My school should be a Healthy Hoosier School because of all the healthy food that we are served. Most schools, (my mom is a lunch lady, so I know), have an al-la-carte, serve french fries every day, and have desserts almost every day, while my school barely has any of these. It deserves to be a Healthy Hoosier School because of how healthy they have gotten the students to eat. The students enjoy the food, while they are still eating a healthy lunch. That is why I think that my school should be a Healthy Hoosier School.

8. [NS] should be a Healthy Hoosier School because we have a 'Scooter 500'. This is where 4-6 kids get together and choose a fruit or vegetable to be their team name. Then after they choose their name, right before they go to the 'Scooter 500' they decorate their scooter based on what their fruit or vegetable is. Once we are all finished racing, at the end we get to eat fruit and vegetables of our choice.

Another thing that we have done this past fall was walk with the Ball States Women's Volleyball team. All the middle school students got to walk around the track for one class period with the volleyball team to make sure that we were exercising. The volleyball team also talked to us as we were walking about how we should choose healthy foods and that we should stay active. When our time was up we got to go back inside and eat parfaits with them.

Every Friday, we go outside and walk the track. If it is to cold outside, we will go to the high school gym and walk. When we walk we get to walk with our friends for about 30 which I think is a good thing because I think that more people will exercise if they have someone to do it with.

Another thing that we have done recently is changed the food in the cafeteria. We have gotten better and more healthier foods for us to eat. They have taken away junk foods, but they have replaced them with healthier more nutritious foods.

[NS] also lets anyone who wants to go and workout in our workout room. After school any student or staff member can go and work out if they choose to do so. Also in gym
class every Tuesday and Thursday we go down to the weight room and we lift weights or we go to the healthercise side and workout. When we lift weights we are encouraged each time to lift more.

[NS] is very health conscious and deserves this award.

9. [NS] should get the award of a Hoosier Health School because over the past year to two years, we have made great beneficial changes to our menu, school activities, and opportunities. For example, salads and a selection of fruit are options in our every day lunch menus. We connect physical activity with the nutritional awareness. This year we have had food taste testing at lunch, healthy snacks served during after school functions, and yogurt parfaits for breakfast during ISTEP week.

Four days out of the school week, we walk until the bell sounds to start the school day. On the first Friday of the month, we have an activity in the gym called Fun Friday and do activities such as volleyball or basketball. About two months ago, we opened our fitness room which consists of three treadmills, two ellipticals, two universal machines for leg press, arms, back, and total body workouts. Everyone on our wellness team can use this fitness center on the Fridays we don’t have Fun Friday. After school the fitness center is open to the students to work out when there is supervision by the health and physical education teachers. We have had family nights where our parents could come to workout with us.

In conclusion our school definitely deserves the honor of being a Hoosier Health School. We not only strive for success in academics but also endeavor to live healthy lives. Our school has made healthy lifestyles a priority for their students and staff.

10. [NS] is the Perfect Choice for a Healthy Hoosier School because in September, we did Back to Football Friday where we danced to and sang a Colts song. Also in September we did Nickelodeon World Wide Day of Play. Almost all of the students went outside that day.

In October the 2nd grade students had a visit from [NP], the orthodontist for Dental Health Month. We had Red Ribbon week too, which tells us to stay away from drugs/alcohol.

In November we had the Flu Vaccination. In addition to that, we had blood donated to patients who needed blood. Later in November, we collected canned food for charity. The 4th grade students had a fire safety program from the [C] Fire Department, to teach them about fire safety.

In December our school learned about the food pyramid. In February we did a hand washing lesson and Family Fitness Night.

March had another Fire Safety class, and March was also National Nutrition Month.

We played basketball in gym to support March Madness.

In April we are going to learn about sun safety. Which includes how to protect your self against the sun’s rays. Also in April, 5th grade students will have a fruit and vegetable tasting day.

In May, we will do Track and Fun Day, where all students exercise outside the whole day.

These are reasons why [NS] should be a Healthy Hoosier School!
11. Our school strives to have fitness programs for all of our students and staff members. [NS] has also been adding additional programs in the recent years to help contribute to the physical fitness and well-being of the members of the school. The different programs range from classes, to clubs, to extracurricular activities.

The Wellness Committee has a Wellness Fair for the community during the [C] Education Foundation 5k/2k run/walk. There were over 40 vendors with 1200+ community members attending.

[NS] is also in the process of developing a fitness club. The goal of this club is to help keep students who would like to achieve higher goals in their fitness. The club is special because it will offer many different ways to help kids be more active through the day. After school they will lift weights, do cardiovascular activities, or simply have outside activities in order to keep people motivated to be in better shape.

A 5k run for staff, students and the community is held during homecoming week. Also the student parking is about approximately 1/2 of a mile away from the school so every morning the students who drive to school usually have an inclined trail walk ahead of them.

A multitude of sports are offered after school and most of them are non-cut sports. This gives students an opportunity to be a part of a daily activity that is physically demanding. The programs teach students how to play their sport and strive for them to excel in them also. For the less serious people, who like to play sports, we have intramural sports that anyone can sign up for. This gives the students a chance to get up and about after school and an organized system to work by.

The next factor that makes our school healthy is the school lunch. It is very well portioned and gives you the nutrients you need. Teaching the kids health in their fitness guided classes will drive the students to make healthier choices.

[NS] strives to make all staff and students healthier throughout the year. It gives us a great place to hold activities and events that lead to higher overall health standards through the years. [NS] is changing the community and the students to be more health-driven which is why we are a Healthy Hoosier School.

12. [NS] is a pinnacle of health and fitness. This is a fact apparent to any visitor entering our school. From the nutrition posters on the walls to the sports facilities outside the school, [NS] is, at first glance, the definition of a healthy school.

It’s not just first glances; from surface to heart, [NS] is healthy. For example, take the mandatory Wellness classes. Every student enrolls in this course, which occurs for one hour every day. In our classes, we start out with warm-up stretches and then participate in various games and exercises. Once every year, we run the [NS] Challenge, an hour-long run. Annually, every student at [NS] also runs the 5K (3.1 miles).

Fitness, however, is not all about exercise. In Wellness, we also spend half the year learning about being healthy in mind, body and spirit. We always start out by reviewing the different aspects of health. We spend some time on understanding our body systems and having a positive view of ourselves. Recently, our teachers made the DARE program more interactive and interesting, so the eighth graders this year participated in a new course called “Party Time”, during which we learned the downsides and consequences of using drugs. Eighth graders have also started a course with a counselor from the company Prevail, who will be educating us on date abuse.
Of course, fitness also encompasses the vast world of consumption habits. [NS] builds healthy dietary habits by offering students a salad course. Water and two free sides are also available. These all encourage us to make healthier decisions in our diets. [NS] is not only fit during school hours; we also have many after-school sports clubs. The teams are well-loved and encourage students to exercise more outside of school. The scores and efforts of our diligent teams are broadcasted every morning during announcements. Many of these clubs are open to everybody, and numerous students cheer the teams on at every event.

All in all, from first glance to heart, [NS] is the perfect example of a healthy school.

13. [NS] is a great example of a Healthy Hoosier School and deserves to win the Healthy Hoosier School Award because it provides many healthy activities that help the students become stronger, healthier Hoosiers. People bloom everyday by being active. Many activities at [NS] are not only good for the body but are also fun.

One of the healthy activities the [NS] provides is Field Day. All grades participate in Field Day. It is a fun time when the students exercise and are active. The different events involve running, jumping, pulling, and pushing; really just about any kind of movement one can imagine. Field Day keeps the students exercising in a fun environment.

Another healthy activity that [NS] provides is its Cardinal Carnival. At the carnival, there are fun and active events like a bounce house, where the students get exercise by jumping, and games, which involve movement and skills to keep both the mind and body healthy. Plus, the carnival is a time when the students and their families get together with each other and with others, which helps everyone’s social skills. The Cardinal Carnival helps the participants in several ways.

A third reason [NS] should win the Healthy Hoosier School Award is because it promotes Jump Rope and Hoops for Heart programs. These events help the students’ hearts become stronger. Also, these activities are not only exercise, but also fun! My classmates and I exercise by shooting hoops or jumping rope, while providing money to help those who have heart problems. Therefore, everyone wins!

[NS] provides a variety of activities that helps its community to become healthier. Field Day, the Cardinal Carnival, and the school’s involvement in the Jump Rope and Hoops for Hearts programs are only a few of the many healthy events [NS] provides. The students at [NS] exercise everyday doing a lot of things they do not even realize are exercises. They just know they are leaning and having fun. I think [NS] would be a great choice for the Healthy Hoosier School Award.

14. [NS] should be awarded the Healthy Hoosier award because it offers many different things that keep students healthy. To start off, let’s look at what the cafeteria serves for lunch. The food in the cafeteria is super healthy. Every day, they serve some sort of meat, carbohydrate, fruit, and vegetable. And to drink there is a choice of water, milk, or juice. It’s healthy and it’s delicious. We even have International Week, where we have food from a different culture every day. Everyone looks forward to International Week. We have Physical Education or PE. In PE we do many things, like keep health journals, use heart rate monitors, and play sports. I like the heart rate monitors because our teacher gives us the amount of time that we have to get in the zone (ex. 20 minutes) and then we
run or use the equipment that we have in the fitness room (treadmills, weights, ellipticals, etc.) For the health journals, we record what we did that day in gym, how many minutes of activities we had, our resting heart rate, our working heart rate, and what we thought we did well, along with what we thought we could improve on. It's a good way to know how many more minutes we need to get to reach sixty minutes of exercise per day. Part of our health class is to learn about nutrition and what's good for your body. We also have Wildcats on Wellness, better known as W.O.W. This is where we go around to different booths set up by different healthy professionals from around the area. We participate in activities that show us how we should take care of our body, by teaching us how to read a nutrition label, and make better choices. This is one of the highlights of the year. [NS] should be given the Healthy Hoosier Award, because we not only eat healthy, but we are taught healthy ways to live life while having fun.

15. Why do I think [NS] should be considered a Healthy Hoosier School? We have so many great things to offer to students that it's hard to pick just a few. There is Pups Running, which allows kids to have fun while staying in shape. Things from each food group are available at lunch. Recess, which is fun & exercise, who wouldn't like that? Gym is fun & exercise too, which is an unbeatable combination (especially with the games we play). Pups running is exactly like it sounds. It is cross country for the 4th & 5th grade students. We have two practices a week, and three meets per season. It is really fun & it keeps kids healthy. One thing that I like about it is that unlike team sports, you can set goals for yourself. Every sport involves endurance and you practice that every day at Pups Running. Our school also offers great choices at lunch. There is always something from every food group. For dairy, we always have milk. Fruits & vegetables lie in our side dishes, and you can usually find grain and meat in our entrees. On special occasions we do have sweets, but that is what keeps everything balanced. Another thing that puts us over the top, is that we have recess & gym. I feel ours is special. No matter what we do, we have a great time doing it and we stay in shape too. Gym is kind of the same thing. We have so much fun playing the games: soccer, hockey, hideout, mat ball, basketball, and obstacle courses. We don't just do that though, we also run laps and stretch before we play any games. We also have something call Jump Rope for Heart. That is a program where kids get people to sponsor them, and then those kids see who can jump rope the longest time. It raises a lot of money and keeps kids in shape. The lessons at school make you think and let you have fun at the same time. These are just a few reasons [NS] is a Hoosier healthy school. "Fun and health are an unbeatable combination."

16. I am a fifth grade student at [NS]. I am here to express my feelings about its healthy and enjoyable environment for students. [NS] is a wonderful environment for all students. One of my favorite healthy activities was the walk-a-thon. The walk-a-thon is a thirty minute walk around the school's running track. With that, the students enjoyed time with other students and motivating music. The track also provides three exercise stations such as monkey bars, pull and push up bars, balance beams, climbing poles, and step up stones. Students enjoy a run around the track and visits to these fun and muscle enduring stations.
The students are also taken to Ruth Lilly, the center of health education. Teachers take students on field trips to learn all about how to keep their body healthy and aware of dangerous diseases. Ruth Lilly gives you fun and easy ways to remember how to keep healthy, and teachers and PTO members will remind you of these at school.

[NS] students, teachers, PTO members have received the H1N1 vaccine at school in order to fight off this dreadful disease if it would ever occur in anyone, to prevent spreading.

School lunches are nutritious and keeping the kids alert and ready to learn. [NS] always has students buy milk and a side of fruit or vegetables. The lunches are also very enjoyable for students, and a lot buy more lunch than bring from home.

As you may know, some students need to take daily medicine. Our school has their medicine locked away so only adults may get to it, and when the student comes to the nurse's office, they can receive their medicine and move on with the day.

[NS] is a wonderful and healthy school. I am very proud to be a student there.

17. [NS] is a healthy Hoosier school. Our teachers and staff members try to make our school as healthy as possible. Here are just a few examples.

In our cafeteria going through the lunch line, kids can make a lot of healthy choices. Kids can choose from a variety of milk, fruit, and veggies. They can order a salad, a whole wheat peanut butter and jelly, and some other healthy choices. Eating right is just one way the [NS] Hawks are healthy.

Germs, these are little creatures that lie everywhere. Our school prevents us from these crawling creatures. In every single classroom you walk in you will find hand sanitizer. Teachers around the school encourage us to wash our hands, or at least use hand sanitizer all throughout the day. People wonder why kids at our school don't get sick often.

Feeling the wind blow against your face feels good, doesn’t it? People that are a part of Pups Running get to experience this feeling twice a week in the fall and spring. If you are a part of this program you get to exercise by running and playing running games. They normally run in a big field next to the school. This field is open to the community during non-school hours. If you like to play, the field is the place to be!

[NP] plays a big role in our healthy school. She teaches physical education at [NS]. Kids come and visit her once a week for 50 minutes at a time. There we do many activities such as, running miles, jump roping, obstacle courses, and other fun games. She also gives us serious talks about what it takes to be a healthy hawk.

As you can see, our school is a healthy school. Our staff helps us with our healthy habits a bunch. [NS] is one healthy school!

18. From Wellness Wednesdays, celebrating National Walk to School Day, to our student wellness committee, our school, [NS] should definitely be declared a Healthy Hoosier School. There are no limits to how healthy our school can be. Wellness Wednesdays on the announcements are a fun interactive way for students to move when they are in the classroom. Each exercise is 10 seconds long, just enough for students to get out of their seats and move in a fun way. One of the exercises that [NS] students love is jumping jacks and toe touches. We also get healthy tips on what to order in the lunch room like remembering to get colorful side dishes and even to add cinnamon to your apples for a
healthy choice. Our lunch room has made changes to the buns on hamburgers and the
rolls to whole wheat bread instead of white bread. Even the afterschool program has
added healthy choices to the snack menu and we always have one activity where you can
exercise in a fun way.

Our student wellness committee has chosen poems to read over the announcements that
talk about how getting outside and playing sports is better than watching TV. The
student council has also had programs that have helped other kids that have health
problems, for instance, we are supporting the make a wish foundation. Our gym class has
just rented an obstacle course that shows how the blood enters and exits the heart, and we
do physical fitness tests including a mile run, pull ups and sit-ups. Our teachers even
have afterschool exercise classes two times a week so they can be healthy to teach us.

[NS] stresses the importance of having our kids knowing how to be healthy, and healthy
bodies leads to better grades. I think that [NS] should be a Healthy Hoosier School.

19. Health is the greatest wealth and an apple a day keeps the doctor away; you must
have heard these sayings before. Well, we here at [NS] we take these sayings very
seriously.

First of all we provide a healthy lunch each day with a choice of fruit, vegetables and
milk. We also have salads and sandwiches.

We not only have P.E [physical education] once every week for fifty minutes, we also
have after school activities such as cross-country. And don’t forget about our boatloads of
in-school activities like: Coyote Kickoff, ACES day [All Children Exercising
Simultaneously], and my personal favorite, field day!

Furthermore, when the flu hits, we’re a miss! We have an amazing school nurse
who provides us with every thing we need to live a healthy life style plus, we always
have a clean environment! Thanks to the custodians who are, in my opinion, the true
heroes who keep us healthy by keeping the premises sparkling clean and spotless.

We are also mentally healthy. We have the freedom to go up to our teachers and
discuss our problems with them. Plus, we also have a school counselor whom we can
share our troubles with.

Washing hands and using hand sanitizer is strongly encouraged by our teachers in
order to keep us healthy and germ free which helps to stop infections from spreading
further.

In conclusion, everybody does their part to make sure [NS] is a happy and healthy
environment. Now how’s that for a healthy school!

20. [NS] Lions are Healthy Hoosiers. We have the best janitors, healthy lunch choices
and many fit and healthy activities here for our Lions.

The janitors help keep the school healthy by cleaning the tables, floors, bathrooms and
desks. Our lunches include an entrée, two sides (either fruits or vegetables) and a drink.

We stay fit here at [NS] whether it’s a rainy day or a sunny day. On our playground we
have swings, blacktop, soccer field, an area to play football, basketball hoops, running
track and a jungle gym complete with slides and a rock climbing wall.

We have activities such as Pups Running where you can run for fun after school for an
hour and fifteen minutes. It includes a warm-up, running a mile and races on weekends.

We also do Jammin’ Minutes which is when the class gets out of their seats and exercises
for five minutes. We get fifty minutes for P.E. every week. We do five laps and stretch so we don’t pull any muscles.

We also have our nurse. She keeps us safe and healthy all year round. In our health class at [NS], we learn about communicable diseases, non-communicable diseases and heredity. It’s important to know these things to keep our bodies healthy.

A big event is the Adventure Race, which is part of our annual Wellness Fair. This amazing race is a running event in which a student and a parent do activities around a neighborhood doing different activities in people’s yards; including reciting bicycle safety rules, digging for letter blocks through mud to form words, and our favorite, blindfolding the student while the parent guides them down a field trying to kick a soccer ball into a goal.

The most important thing is being drug free. We can assure [NS] is one hundred percent drug free.

Every class has hand sanitizer, a sink and soap so we can wash our hands at any time.

Not only does [NS] stay fit, we have fun while doing it!

21. The definition of healthy is having or indicating good health in body or mind; free from infirmity or disease. Here at [NS] we aim to keep a healthy and balanced school and this year we’ve begun to take action on creating a fit community. We have established a breakfast for the students here in the morning to get a better start to the day and get our brains active and awake to be aware while participating in their classes.

These healthy options provide students an easy way to get a well-balanced meal that will begin the process of building a healthy habit, along with a new healthy lifestyle. Our school has also made improvements in the lunch line by making foods healthier by getting baked chips, less sweets, no sugary drinks, and providing other fresh foods aside from the main entrée. But health doesn’t just include food. Our Wellness program is excellent and allows kids to get the 60 minutes of activity they need a day along with the bounteous number of extracurricular sports and programs offered in hopes of getting students excited about getting active. Our [NS] Fitness Council consists of 7th and 8th graders that work to represent the schools healthiest and active kids to work together to make the school a better, healthier place. We plan activities and focus on a different part of health each month to make the student body award and involved at the same time. I also would say that the Fuel Up to Play 60 program is great and our school has become even healthier since we’ve gained this program. While most people consider health just about the body, it also incorporates the mind. At our school we strive to keep students minds actively learning and problem-solving while keeping them active and in high spirits. [NS] is an excellent representation of the [C] community and our state. Every day we work to improve our healthy lifestyle together to improve society on person, school or state at a time.

22. My name is [NP] and I am a 4th grade student at [NS]. If there were a top-ten list of the healthiest schools in Indiana, my school would be near the top. My school does a ton of things to keep the staff and the students healthy. Every student washes their hands after they go to the bathroom, before they go to lunch, and before technology. We also have gym class which helps us stay fit. In gym we have "Tigercises" which gets us warmed up. These are stretches we do before our game. We even get to run laps while
[NP], our gym teacher, plays fun energetic music. My favorite part of gym is when we get to do the Heart Course. The heart course is an aerobic activity, which means it doesn't stop until it is time to go back to your classroom. We have extra healthy activities like Tiger Trek, a fun and physical event for all ages as well as, after school clubs like Girls on the Run and our Run for Fun Club. We have made other kids healthy too. We have helped kids in the hospital by raising $2,000 dollars! I bet that would put a smile on those kids' faces!

One of the things I think is the best way to stay healthy is to eat healthy. My school allows each student to have a veggie and a fruit everyday at lunch. After you eat your main lunch they let you buy leftovers or snacks. All of the snacks they give us has 100 calories or less.

After lunch we get to have a 20-minute recess. This also allows us to stay fit by running around outside. We get to make up our own games too! Outside we have a soccer field out in the grass. Every student who plays soccer is always running to get the soccer ball. This activity helps us burn calories and fat. [NS] promotes healthy habits to create a healthy lifestyle.

23. [NS] leads students to live a healthy, active lifestyle. Not only does [NS] teach healthy living habits within the school lunch, the school also offers several fitness programs for both athletes and non-athletes.

Three years ago the school changed the lunches for the students. This included the removal of soda products, fattening snacks, and unhealthy lunches. They were substituted with milk machines, small Gatorades, vegetables and fruits, and healthy entrees. While the school can’t control what a student eats outside of school, they can still provide the students with a healthy lunch during school hours.

[NS] offers several classes for athletes and non-athletes. Non-athletes can participate in the aerobics/Lifetime Fitness class. The students in these classes travel to the freshman campus to use the weight room and cardio machines. Along with this you will also learn step routines, abdominal routines, and overall life skills. After a year in these courses you can then join advanced aerobics or retake LTF. The advanced Aerobics focuses more on cardio, running, and weight lifting. As part of the curriculum, students enrolled in advanced aerobics frequently check their BMI and try to maintain or reach a healthy weight.

The class, athletic weights, is offered for in season athletes and year round athletes. You are given goals for bench, squat, clean, 40 yard dash, vertical, and body fat. Every nine weeks the athletes are tested to see if they have reached their goals. Our strength coach teaches correct technique necessary to improve strength. Along with this the athletes are also taught speed and agility skills. This keeps the athlete in shape and in better health.

Not only are all students offered these classes, before and after school programs are also offered. All students were recently given the option of Championship Monday and Wednesday. This program teaches speed development. This is offered to grades 8-12. After your workout, a healthy and nutritional breakfast is provided to the athletes to prepare them for a successful school day.
24. My name is [NP] and I go to [NS]. I believe my school is one of the best in the state. I believe there are many reasons why my school should be a Healthy Hoosier School but I will tell you three main reasons that make us great.

First, our school has a lot of space for physical education and after school activities. We have two full size gyms and a three lane track that we use every week. We also have a cardio room that has 40 pieces of cardiovascular equipment and a strength training room that has 25 pieces of equipment. Our P.E. teachers do a great job of using all this space everyday. Every time I go to P.E. class we have enough space to move a lot and we are all sweating!

Secondly, there is healthy food provided for us everyday. It starts off with a healthy breakfast for kids that cannot or do not eat at home. It is important for everyone to eat a good breakfast so you don’t feel hungry at school. For lunch, we have a few choices to make. We can get a healthy hot lunch with milk or juice, or we can have a cold meal. With a cold meal we can have a salad or a yogurt and bagel meal. We do not have vending machines in our school that are filled with candy and pop. Since we do not have this available to us, we don’t eat it and we don’t drink pop!

My third and final reason that my school should be a Healthy Hoosier School is because of all our P.E. time and after school activities. We go to P.E. class every other day. I think this is important because it gives us a lot of exercise and time to move. Our teachers teach us fun games and activities we can use for the rest of our lives. The kids are not the only ones who get to use our space and equipment. I see our teachers going to fitness classes like boot camp, spin classes and weight training classes everyday. There is also a fit club for the students to participate in.

I believe there are many reasons why my school should be a Healthy Hoosier School and these are just a few reasons. I think everyone in my school works hard everyday to be healthy. They are always teaching us to make good choices with everything we do, including exercise and what we eat!

25. Health cannot be defined by just being physically fit, and [NS] lets the students know that. In health classes you are taught the many aspects of health, the social side, the mental side, as well as the physical side. Learning how to balance those is an important thing to do in life. Not only does the school offer this knowledge to us, they allow us to carry out specific items to stay balanced in those areas. In Wellness we are introduced to new games and ways to stay physically fit. These games are always fun and gets us up and moving. They also teach us how to use exercise equipment for future knowledge of how to use weight machines, preparing us for life long fitness. Besides all of the physical fitness we do, Wellness is also a great place to meet people and socialize. As we take a four-minute jog, you can talk to those friends around you while getting your heart rate up. Lunch choices have been changed as well, so we can get a good nutritional lunch to keep us focused. They offer a variety of food for us to choose from. Instead of the regular greasy potato chips, they give us the healthy baked potato chips; also they offer many different fresh fruits and vegetables everyday. Lunch is always nutritional and filling.

Another way to keep healthy is the multiple extra curricular activities offered. There are plenty of clubs as well as school sports you can join. This way kids can meet new friends and have something good to do after school, while sometimes even getting a good
exercise in. This school does a great job teaching and helping all kids get on the right path to being a healthy person.

26. [NS] is a very healthy school because we have healthy schools week where everyday of the week we get to do something related to fitness or being healthy. For example, one day we may skip in the hall. Another day we maybe able to jog. We also have a special day called field day. That’s when we get to go outside to a grassy area and play games. We also have relays, tug of war, and other activities. Each class has a team name that is a country. Last year, my class’ team name was Chile. All of the kids in our school obviously get recess, too. We have playground equipment, soccer fields, and baseball fields. We have swings, monkey bars, slides, funnel ball, and a tire swing. I love recess!

Physical Education class, or gym, is always fun. We usually do warm-ups, stations, and an activity. Some of the activities are fitness tag, pinball, or a game a made up game. It’s one of my favorite classes

Mustang Stampede is also a healthy event at our school. It is a fundraiser our school does to raise money. The students go to the gym and walk/jog, relays, and a dance. We get prizes too. It’s a fun day!

4th graders always get to bring or purchase a healthy snack at first recess. We get to bring snacks outside because we’re the last grade to go to lunch. That way we’re not starving by lunch.

Most grades take a walking field trip. For example, earlier this year the whole fourth grade walked from [NS], to Wal-Mart, to learn about money.

Some kids do an after school clubs. One club is Zumba. The student’s dance. Another club that is offered is Mustang-N-Motion. It is a fitness club that does fitness activities with our P.E. teacher. Obviously this is healthy because it is all fitness.

Our school offers students healthy food choices at lunch. Students get to pick from 2 choices of a vegetable a fruit and a main dish. There are healthy snacks offered also. Our school is very healthy for many reasons as you can see! With the help of all these programs, teachers, and healthy snacks, our students are headed to a healthy future!

27. [NS] should be considered as Healthy Hoosier School because we work hard everyday to make good choices. We also have Mrs. Hewitt who was named a National All Star Teacher by Project Fit America!

First, our cafeteria provides great healthy food. Our lunches all have the food groups. They took junk food out of our ale-carte lines. Next, it is very important to exercise your heart for it to be healthy. Here at [NS] we have P.E. class one or twice a week. We use the gym and Project Fit America equipment to exercise our bodies and hearts. Then, each year in P.E. we do our fitness testing. We have to run 11 laps around the gym, do sit-ups and stretch. Finally, at [NS] we participate in Jump Rope for Heart. We jump rope in P.E. class to raise money for the American Heart Association.

These are all the reasons why [NS] deserves to be a Hoosier Healthy School. Who has the Project Fit America All Star Teacher of the Year? [NS] does!

28. Having a healthy heart and fit body is very important. At my school, [NS], students and staff all work together to be nutritious. The school lunches provide a variety of
fruits, vegetables, grains, dairy, protein, and every now and then, a cookie. Also, students have the choice of bringing their lunches from home. Just to be safe, every student that brings their lunch from home washes their hands after second helpings. The children with allergies sit at special tables, so allergic reactions are less likely.

Education is, well, sweaty. Our teachers really want us to get active and fit, so occasionally we play games where we learn and think. We also run around and just be kids. Recently in math class, we played the best game ever. The game we played involved physical education and everyone had a ball! Also, every year we have the Valentine’s Day Carnival. The whole school took part in fun, active games. There’s ring toss, corn hole, nerf-gun showdowns, basketball tossing fames, and beanbag toss. The games are fun and there’s no food involved at all.

In my class, on our birthdays we get the best surprise ever. First, the class sings Happy Birthday to the birthday girl/boy. Then, [NP] gives the birthday person a special birthday pencil and a card. I think a pencil is much better than a cupcake. My school offers after-school enrichments. This trimester, dodge ball, knitting, tai-bo, jewelry, movie makers, and much more were offered for students in grades 1-4th. Once again, these activities involve physical activity and brain-spinning fun.

Our school should be the Healthy Hoosier School because I can see how hard everyone is trying to stay fit. My school is a great healthy, nutritious school. I feel very blessed.

29. I think [NS] should be a Healthy Hoosier School because of all it does for its students’ health. [NS] has just started a new fitness based wellness program that is taught year round. This helps kids stay active and learn more about making healthy choices for their physical and mental well being. Throughout the year our wellness classes incorporate fitness testing, such as the Shamrock Challenge, which assesses speed, flexibility and endurance of each student. This challenge is taken three times per year to record the progress of each student. This allows each person to see their strengths and weaknesses so they know the fitness areas they need to improve. Also, [NS] wellness classes have the students identify goals that they would like to achieve to become a healthier individual. Lastly, the wellness classes have students write their own action plans to focus on exercise at home.

Our school doesn’t stop helping students become healthy in just the gym and classroom. There are also healthy options in our cafeteria every day. This includes a variety of fruits and vegetables for sides as well as salads for entrees. Also there are posters in the cafeteria, gym, and in various places around the building to promote physical activity and good nutrition. Lastly, there are after school physical activity options that all students are invited to attend. [NS] has a Fitness Club that meets regularly which encourages students to exercise. We also have a wide variety of sports which includes swimming, track, lacrosse, and football to name a few. These are all the reasons why [NS] should be a Healthy Hoosier School.

30. Does your school have what it takes to be a Healthy Hoosier School? [NS] does.

During the 2010-2011 school year, [NS] has advanced tremendously. The school has made many changes that promote the importance of staying healthy. The commodities are not only provided to the student body, but are offered to the teachers as well. This year the school purchased a contract with a new food service provider for the cafeteria.
Annually, we have a Student Health Fair to open students' eyes to the reality of the importance of health. This has inspired teachers to develop a Walking Club for students. After school programs are also available for students. There is a weight lifting program held for several hours following school. Teachers enjoy being involved in this too. All of the programs we have at school have encouraged the faculty members to hold a weight loss competition between each other.

This year the cafeteria has many new choices for everyone. There are no longer fried foods. They have been replaced with grilled foods such as chicken. Also, for a healthier choice, sandwiches are placed on wheat bread instead of white. Daily fruits and vegetables are served as sides for every meal. The varieties of foods help students get the right amount of different food groups.

During the annual Student Health Fair, local health related businesses come to the school and set up booths for students. They talk to the students about the importance of health and what is happening to their bodies. They also give students pamphlets to further explain things. Further more, they give us demonstrations if they are necessary. This activity is intriguing because it gives another way to look at health other than just health textbook.

Teachers have taken the initiative to help students participate in healthy activities. Our loving teachers have organized a Walking Club, which is held every Monday. This club motivates students to be involved in an activity, as well as encourages students to be active.

Extra curricular activities such as volleyball, basketball, baseball, and track are offered to all students. This of course is a great way to get in shape! Another after school activity that is provided to students and teachers is weight lifting. Weighting is held for approximately two hours exceeding school.

Faculty members have really became involved in being healthy too. They have set up a weight loss competition amongst themselves. Weekly, they have a weigh in to see who has lost the most weight, and at the end of the month there is a final winner. Having a competition keeps faculty members motivated since they have long hours at school each day.

During the 2010-2011 school year, [NS] has expanded the horizon. All of the students and faculty members appreciate the changes to the school's environment. It has made everyone work harder and have positive attitudes.

31. [NS] should be a Hoosier School because it has a wonderful principal who helps our whole school be safe and healthy. Many staff, including the recess ladies, lunchroom helpers, and aides help keep us safe and healthy. [NS] is very clean. Because the custodians do a good job cleaning the classrooms, rest rooms, and cafeteria we do not get sick a lot and have great attendance. Our teachers help us learn how to make healthful decisions. We do not have a lot of bullying at [NS] because we have a home school facilitator who says we are a big family. She teaches us not to bully and how to treat a bully if you are bullied. When we bring snacks to school, the teachers will only let us have healthy ones. The students at [NS] can have breakfast before school. It is a healthy breakfast and helps get our brains going. We also have great food, plus vegetables, fruits, and salads every day at lunch. We can always choose from two kinds of milk, white or chocolate. We use our agenda books everyday to keep us organized and there are healthy
tips, even nutrition, given in our agenda books. Our gym teacher teaches us new games
to keep us moving all the time in gym. We have a great playground to run, get exercise,
and fresh air at recess. One of the great parts of our playground is the walking path! If
we walk around it 13 times we have walked a mile. This year our PTO sponsored a
school wide walk-a-thon and we all participated! We had people from Omni fitness
center come and give us tips on proper walking. We made over $16,000 for our PTO to
buy good things for us. Our nurse helps us when we are hurt and she has special
programs for us like the “Mobile Dentist.” She also tells us to wash our hands and use
the hand sanitizer pumps in our school to keep away the germs. These are the reasons
why [NS] should be a Healthy Hoosier School.

32. [NS] should be a Healthy Hoosier School because we know that 30% of the kids in
the U.S. are obese and have set a goal to stop that. Obese people are not healthy and if
people are obese their life span is shortened. [NS] wants their students healthy and
encourages health in many ways.

One great thing [NS] does is offering a large selection of fruits and vegetables every day
for those students taking hot lunch. Hot breakfast is also offered every day at [NS]. If
we want healthy food, we just have to try it. We have several hand sanitizers around the
building that we use before we go eat. Some teachers let the students bring a snack to
school and the teachers tell us the snack has to be healthy or no snack at all!

[NS] provides activities to encourage kids to be active, exercise daily, and keep their
hearts going. We have at least 30 minutes of recess each day where we play basketball,
tag, run, hopscotch, foursquare and just play. We have big open patches of land to run
and play, swings, slides, monkey bars, and even a tire swing! Recess is a time when we
run, burn off any extra calories we may get from our foods eaten every day. We even go
outside for recess when it is cold. Getting out in the fresh air is better that being cooped
up inside. Also, if the teacher opens up the windows, the fresh air blows out all of the
“cooties” from our classrooms.

In our physical education classes we have fun learning new games and warm-ups. It is
gym class that we also have Jump Rope for Heart to raise money for the American Heart
Association. This year we raised $2,698! We have fun jumping rope and doing
obstacles. Every day on our announcements that are seen school wide the nurse gives a
health tip to be read and character education is read.

[NS] will achieve their goal to be a healthy school by continuing to do the things
mentioned here.

33. I'am a 3rd grade student at [NS]. We have a lot of things at our school to help us to be
healthy. We get fresh fruit and vegetables after recess everyday. I like apples the best but
try most everything. I also have fun at our before school program and the Boys and Girls
after school Program. In our gym class we get to try and do alot of things such as golf,
video games,and the rock climbing wall. We have alot of fun and Disney Radio Move It
came to our school Friday I danced and got a bag of fitness stuff. We are a Healthy
Hoosier School.

34. Over the past four years, students, faculty, parents, and administration have strived
to create an environment that would yield a healthier high school. Health and fitness can
be seen in many ways at [NS]. When it comes to food, healthy options are seen all over the school. It all starts in the cafeteria. Healthy food choices are available on a daily basis and have replaced foods high in fat, sugar, and sodium, which often plagued the school’s lunch menu. Whole grains, 100% juice slushies, frozen yogurt machines, and fresh varieties of fruits and vegetables are readily available. Also, nutrition facts of the meal being served in each lunch line are posted clearly for all to see. But the healthy options do not stop here. To end that growling stomach in study hall, students can treat themselves to the vending machines filled with fresh apple slices, yogurt cups, baked, chips, water, and juices.

Next is the fitness aspect of [NS]. Many groups and clubs had activities in which all students had the opportunity to partake. A club, “Schools for Schools,” has a walkathon where students walk from the high school to the “Soldiers and Sailors Monument” which is located in the center of Indianapolis. The walk is to help raise money to help the movement to prevent children soldiers in Uganda. Another event was the “Jerk for Thirst” where students did a new type of dancing, jerking, to raise money for clean water in Africa. Lastly, the cross country team sponsored the festive “Foot Fest,” a run/walk on Thanksgiving where students, faculty, parents, administration and the community can participate in a competitive and/or leisurely run/walk. A big addition of fitness to [NS] is Zumba. Offered for nine weeks, this Latin dancing provides a fun and inexpensive way for friends to learn some new moves and get a great work-out at the same time. Located in a study hall room, access is easy and traveling to this event is not difficult.

The final thing that keeps student s in tune with healthy options at school is the F.I.T. Club which stands for Falcons In Training. Responsible for sending monthly tips to members, providing workout gear sales to get ready to exercise, and putting on health fairs, Mrs. Judi Treat has successfully led an effective club that looks out for the health of all students. With the opportunities given at [NS], students can see first-hand how a healthy lifestyle can become part of their daily routine. It is hoped that students who invest in health and fitness as a teenager will be healthier adults and raise even a healthier generation in the future.

35. Did you know that [NS] is one of the healthiest schools in Indiana? Well, it is because we care about living a healthy lifestyle and keeping our bodies full and focused for the rest of the school day.

We do Team Time every morning in school. Team Time is when kids in grades first through fifth go into the gym to get their bodies warmed up with exercise. We need exercise to wake us up in the morning because we are all tired and grouchy. During team time we dance, do jumping jacks, stretch, and other activities. We exercise for about 20 minutes. Exercise keeps our blood flowing and keeps us focused so we can learn and grow in school.

For specials, we sometimes have gym. When we get to go to gym we play fun games like bowling, basketball, kick basketball, Hunters and Rabbits and a whole bunch of other fun games. We also use pedometers to keep track of how much we have walked, run or exercised in a week. In [NP]’s fifth grade class we have a job called Mileage Monitor. That person keeps track of every ones’ mileage for the week; our goal is 3 miles per person each week. Then they add it to the students’ total miles for the school year.
Recess! Every kid loves recess. Kids love to play football, tag, and other fun exercise games. Our playground equipment is safe. Recess is a fun way to get exercise and stay fit.

Exercise is only one part of being healthy. Eating healthy is just as important. At [NS] we start each day with a healthy breakfast for all kids. We have blueberry muffins, Goldfish graham crackers, cereal bars, fruit juice and milk. After recess, we go to the cafeteria to eat a healthy lunch. The best part is the salad bar. It includes fruit and vegetables. After eating, we clean our tables because we do not want trash or bacteria in the cafeteria! [NS] is one healthy school!

36. [NS] is one of the healthiest schools in Indiana. Our school helps all of our students. Our [NS] staff always makes sure all of the students are healthy. Our PTA has been working with our students and staff to make a new playground for us so that we have more equipment to play with and keep us healthy on a daily basis. [NS] is one of the schools that knows how to use the lifeskill of self-control. Most of the students know not to eat oil and food that will make them unhealthy. So all of the unhealthy products go out of the window. We are not allowed to bring in cupcakes, cakes or treats for our birthdays. When we have our holiday parties, we are given healthy treats like pretzels, popcorn and water. People try keeping our school very healthy. A lot of staff and students and staff like to go outside and play after they come from school and like to get very active (this will be great with our new playground!). Most of our students play in soccer or football leagues, which are very active and physical. Students can play on the [NS] basketball team or on the [NS] track team. That is why we are all active and fit. But one day that dream about [NS] being the healthy school of the year will come true.

Our gym teacher, [NP] sets up physical activity each year. There is a program called the million mile walk. It is a program which the [C] district sets up for people to get in really good shape. So every elementary, middle and high school are to walk 10,000 miles. [NP] has each different grade levels and takes them outside and has all of the grade levels run 4 miles for a day. Also our gym teacher takes our fifth grade to a field during a day in May, this is called Field Day. This is when all elementary schools is taken out to be active and play games outside.

[NS] should be awarded for being one of the healthiest schools in Indiana. I think our school tries to keep the whole staff and students active as can be. So remember the [NS] is a very healthy school. So come to [NS], the healthies school in Indiana.

37. The reason I think [NS] should win the fitness award because we do a lot of after school activities that include fitness like Billy Blanks workouts (AKA Tae Bo). We also do things like Run For the Arts and the Million Mile Walk. We eat healthy lunches, have the opportunity to run and play outside during recess, and we have the walk in gym (walk a mile). We have after school walks on Monday during the third trimester (Cardio Club). Our after school workouts are open to all family members so everyone can get involved.

38. [NS] should win the Healthy Hoosier Award because we stay active and healthy! At [NS] we eat healthy food! During lunch we have a salad bar that has fruits and vegetables like mini salads, carrots, pineapple, peaches, apples, and bananas. Every
morning we eat breakfast at school. This helps us to get through our days. Our choices for breakfast are yogurt, fish shaped crackers that go with every choice, apple or orange juice, and chocolate milk. 4th grade used to have Professor Popcorn every Wednesday. Professor Popcorn taught us about the food pyramid and how to keep ourselves healthy. That’s one reason why we should win the Healthy Hoosier Award.

At [NS] we do activities to keep ourselves healthy! Red Ribbon Week is when the whole school wears a red ribbon on their wrist to show that you’re drug free. Also, at P.E. we skate sometimes. The whole school does it for 1 or 2 weeks. Every year 3rd grade takes a field trip to the Lilly Health Center to learn how to be healthy. That’s another way we are a healthy hoosier school and why we should win the Healthy Hoosier Award.

[NS] helps our community to be healthy too. The whole school collects money for Pennies for Patients to help fight Leukemia. Also, the teachers have formed a team to participate in Race for the Cure. They are raising money to help fight cancer. That’s why [NS] should win the Healthy Hoosier Award!

39. [NS] should win the Healthy Hoosier Award because we are always doing activities to stay healthy. We have many times to be active. In PE we do different sports like soccer, hockey, volleyball, and more. Sometimes we have special activities in PE like Challenge Courses, bowling, and roller skating. Fourth and fifth graders may join Fitness Explorers which is a group that meets weekly to do different sports. Before lunch students go outside for recess for 30 minutes. We can play on the playground, black top, or soccer fields.

On our news show we have Wednesday Wellness topics to keep us healthy and active. We talk about dental care, shots, food pyramid and lots more. We also do Brain Gym. Brain Gym is activities to keep us healthy. [NP], one of our teachers, does Brain Gym with us. All the people in our school do Brain Gym; even teachers! During Brain Gym we do a variety of exercising and stretching across the midline to get us ready for the day. Every October through May we do a Million Mile Walk. We are trying to help our district walk one million miles!

We have healthy food choices for breakfast, lunch, and cooking teams. Kids can go to breakfast for choices like whole grain pop tarts and yogurt. For lunch there are four main entrees and four milk choices. Our lunches have food from all food groups. We can also choose fresh fruits and vegetables from our salad bar. Our school menus and even our school newsletters have health tips on how you can stay healthy and facts about different foods. Our Cooking Teams are a way to have safe, healthy, fun cooking. We make recipes that are healthy and most of the ingredients are from the food groups. Cooking Team recipes are based on the themes we are learning about and parent volunteers help us.

[NS] has many activities that keep us healthy and they are why we think we should win the Healthy Hoosier Award!

40. Some thoughts from some of the 200 6th, 7th, and 8th grade members of the boys' and girls' track and field teams about why [NS] is a Healthy Hoosier School:

- We have many sports that students can participate in throughout the year.
- [NP] has open gyms all year long where we can play
basketball or work out in the fitness room.
- We are educated in health and fitness all year long.
- In Wellness classes, we are taught a variety of sports and physical activities.
- Our cafeteria has a sub line each day, which allows us to eat healthy.
- Our after-school activities, such as track, cross country, and the Run Club, are healthy activities.

41. I, [NP], strongly believe that [NS] should be named a Healthy Hoosier School. I say this because our School promotes healthy living, nutrition and wellness. For example, our cafeteria offers a choice of vegetables, fruits or both with each meal. Instead of fried foods, they are now baked and wheat bread replaces white. [NS] has signs promoting healthy living all throughout the building. Currently, the school is participating in the Million Mile Walk which is a district wide fitness initiative. Overall, [NS] supports and encourages physical activities by way of JV & Varsity sports athletics, intramurals, powder puff football, student/faculty games, swing dancing, and ultimate frisbee to name a few—basically, [NS] offers something for everyone!

[NS] has a variety of Physical Education (PE) classes. Advanced Physical Conditioning (APC) is a strength and conditioning class for student athletes. APC class sizes are very manageable and aids athletes in becoming more active in a safe and well controlled environment. On a personal note, APC was instrumental in my ACL recuperation. Under the supervision of Coach [NP] and with my Physician’s orders, I had the benefit of working out during school to continue my recovery. [NS]’s state of the art equipment combined with both personal effort and dedication along with [NP]’s commitment to excellence; put me in the best possible condition prior to surgery which ultimately aided in my speedy recovery. Additionally, APC students are taught about proper diets, rest and hydration. St. Vincent sponsored Athletic Trainers and Staff Physicians are on the premises to provide care and guidance for not only [NS] athletes, but athletes from visiting schools. This gives parents and athletes a real sense of comfort and confidence in [NS]’s Athletic Program.

[NS] has many youth programs throughout the District which speaks to the importance of starting young and maintaining these healthy habits throughout our lives. By and large, the aforementioned activities would suggest-- [NS] does well in promoting healthy lifestyles which helps to keep students and faculty healthy. Therefore, [NS] should continue to be considered a Healthy Hoosier School!

42. [NS] is a school full of things that help you stay healthy and things that helps you stay fit!

For example, at lunch we take 5 minutes out of our lunch and we devote that time to walking the track. The track helps us get our exercise because on the playground some kids just sit down. But, the track makes sure that everyone participates!

Another example of our School’s fine health condition is that in the Cafeteria, the food that has been served has been strongly improved (there is not as much fattening food in the cafeteria)!!! The Cafeteria is now selling a well balanced meal, full of healthy foods, so you can learn without any distractions!
Our school also gets a good dose of physical education. Our Gym teacher [NP] makes sure that everyone participates and that we all have fun!

In class, we have fun activities that we all do just to get our exercise in the classroom and sometimes just for fun! For example, we had a Native American unit and we went out into the woods and we played games that involved moving. (We did this to see how hard it was being a Native American and living off of the land!) Some of the games also involved looking at animal tracks. Our class had a lot of fun!!

During I-STEP (when we are done with a long, but interesting test) we get up and we stretch, or if we had a long day of testing we get up and move so we are not stiff and side tracked when we are working on our school work!

Now, let’s not forget about the teachers at [NS]. They need to get their exercise to! For the teachers, [NS] allows them to move, too! Our School allows them to do Zumba and Weight Watchers because, grading to many papers can do that to you!

And, now you see how our School can help you stay fit and how you can stay healthy!

At [NS] the 570 students are working together to be very healthy. In January, [NS] had a special visitor. The Colts mascot came to [NS] to tell us about P.R.I.D.E. The two letters we focused on were ‘P’ and ‘D’. ‘P’ stands for physical education and ‘D’ stands for diet. These are the two things that we will focus on to make our school be a healthier and happier place for the next generation of students. During snack time, students have chosen to eat healthy foods. Their teachers have helped them do this by showing students how to eat well. Teachers also encourage students to keep water bottles handy to stay hydrated throughout the day. At lunch, we eat healthy foods too. Some examples are fruits, vegetables, and salads. To drink we also have a variety of milk choices including strawberry, chocolate, vanilla and regular flavors. During lunch, recess, and bathroom breaks, students also stay healthy by washing hands to stop the spread of germs. Physical education is very fun for [NS] students. Two times a week, we go to gym. In gym, we have an upcoming event called Jump Rope for Heart. The entire school will participate in jump rope activities. The American Heart Association will accept donations to help unhealthy hearts. We also have a great event called the Fun Run every year. Students run around the [NS] track as many times as they can. Each time they run a lap, students get a rubber band. At the end of the Fun Run, each class counts the amount of rubber bands they have. The class who has the most rubber bands wins a surprise! The Fun Run is a healthy way for students to have fun! While these are examples of how students exercise, teachers also exercise too! After school, the teachers have an exercise program with exciting exercise classes. Every student and every teacher works hard to be healthy every day. All of these are reasons why [NS] students and teachers are the healthiest Hoosier school.

Students at [NS] are in kindergarten and first grades so quotes have been used here in place of an essay. Students were asked why they think their school should be considered for a healthy school award. Following are their comments:

We can eat salad, cereal, PB&J, milk, orange juice and chicken nuggets - [NP], 6
We get healthy food at breakfast like cereal and yogurt and it's fun to play outside - [NP], 6
We eat veggies and they make you strong - [NP], 6
45. [NS] is a healthy school in many ways. One of these ways is we only eat healthy food groups. Everyday at lunch we have fruit. Another way is we only eat whole grain bread, crackers, and much more. We also stay healthy by exercising on a daily basis. In P.E. we stay active the whole time.

I just mentioned some ways we are a healthy school. Another way we stay healthy is by only drinking milk, water, and juice. We are not allowed to bring pop, tea, and all of the drinks that are made and have bad substances in them. We only bring healthy snacks for parties. We don’t bring Junk food. We only bring Healthy food.

Those are some of the reasons our school, “Our School” is a healthy school. Our habits at school inspire kids to do the same at home. Now all of the students are healthy. The reasons I gave about our school aren’t all the ways our school is a healthy school. There is a lot more. Those are some very important reasons our school is a healthy school.

46. [NS] should be a Healthy Hoosier school. We do many things to encourage students to eat right and exercise. Recently, we had a healthy activity called Game On to eat some new foods, get fit, stay active, and to just have fun. It was a way for students to get up and move during the day.

Some kids are just lazy at home and don’t want to do much of anything. They just sit on the couch with a snack. This activity got everyone up and moving. We played volleyball, basketball, kickball, and several other games during homeroom time.

We also were served healthy snacks during breakfast and lunch. Students tried fruit smoothies, crackers and cheese, chips and homemade salsa, hazelnut spread, and lots of different kinds of fresh fruit. Some people ate them to try new things and experience food that they had never seen or eaten.

We all had a very good time with Game On. Most of us wished it could go on all year long. In fact, I think we should keep it going even when school is out. It would help to get people outside and stay active while hanging out with friends. Even the administrators love it. [NS] assistant principal [NP] says, “Any programs that encourage a healthy lifestyle are beneficial to our students.”

Because of our participation in things like Game On, [NS] should be a Healthy Hoosier school.

47. Wellness has been a top priority at [NS] for several years. School administration, faculty, and student body are provided every day with various options to sustain a healthy lifestyle.

PE is one of the mandatory courses that must be taken by seventh, eighth, and ninth graders. At [NS], these students attend P.E. daily while participating in activities from volleyball to soccer, obstacle fitness courses to weight room training. Written exams over bodily health and functions are also given to educate the students further. Certain fitness tests such as the pacer (running progressively within a timed limit), push-up and sit-up tests, and flexibility capacity are required to be completed as well.
The school’s food services have also been modified to meet state standard nutrition levels. Two properly portioned meals of all food groups are served with one milk carton along with choices of fruits and vegetables. A salad bar is offered on Mondays and Wednesdays, plus sub sandwiches on Tuesdays and Thursdays. New cooking practices that have been put into affect this year have allowed the meals to contain less fattening substances by baking our food instead deep-frying it.

Alcohol and drug prevention programs such as S.T.A.N.D., Class Action, and Project [NS], also contribute to [NS]’s Health and Wellness Program. Counselors direct and provide help for students who are struggling with choosing a drug-free way of life. Advising sessions are also an option with the counselors to offer family consultations, student-to-student relationships, and future advice. These mental health services aid the entire school to have well rounded mental and physical health.

The 2010-2011 school year has already played host to numerous new health programs. The faculty and staff now have a separate weight and exercise equipment room that they are free to use to their convenience. High school athletes sponsor and work with elementary students in clubs like Walkers Club and Winter Meltdown to keep them in shape. The anti-bullying program C.A.T.C.H. has also been started and is already showing positive effects on the student population. Upon receiving the Healthy Hoosier School Award, [NS] will take even more pride in its Health and Wellness Programs and will do to its utmost to continue and improve them for future students.

[NS] is a healthy school because we have Fitness Club, Volleyball, Basketball, Football, Walk to School Day, Jump Rope for Heart, healthy lunches - salad, Walking Club, rock wall, Walking Trail, P. E., swim party, Fitness Room, and a Family Health Fair. That is why my school is healthy.

[NS] has adopted many healthy activities and options to ensure that our community and school will have the tools available to make positive/healthy lifestyle changes. Some of the healthy activities include the morning walking club, adding the fitness room, Cougar Cross Country club, P90X, and new P.E. equipment. The fitness room was a major addition to the school, since both faculty and students benefit from it. The fitness room consists of two treadmills, two ellipticals, one exercise bike, and a weight machine consisting of four stations. P90X can also be done in the fitness room, but is limited to plyometrics, yoga, and kenpo. Some of the healthy options include additional fresh fruits and vegetables in lunches and a healthy recipe placed in our monthly newsletter. On Saturday, April 30th [NS] will host its second community wellness fair of which had 300 participants last year. The 8th grade lock-in this year was also different than normal. The lock-in differs from the others since the 8th grade was always active. The activities include human rubber bands, glow in the dark volleyball, Giants, Wizards, Elves, and the Xbox 360 Kinect. We also had healthy snacks to eat whenever we decided on a snack. During most of the other lock-ins, the participants just sat around and played basketball the entire time, so this year we tried something new. [NS] has changed a lot since I first attended it eight years ago. Many of the changes became possible with the wellness grant and changed our school into a healthier and more positive place. That’s my input on why [NS] should be a Healthy Hoosier School.
Our school, [NS], is starting to become a healthier school. Our lunch choices are becoming healthier, P.E. has more exercise, and we also have healthy snack breaks in the classroom. There are just fewer than 400 students who attend, and that is the kindergarten through the twelfth grades. Our P.E. teachers are [NP] for the elementary and [NP] for the Jr. /Sr. High school P.E. [NP] is the coordinator of the cafeteria.

In our P.E. class we do many different kinds of exercise. We begin by running ramps runs. This activity involves running laps up and down the ramps in the commons area outside of the elementary gym. Other activities include dodge ball, kickball, jump roping drills, jumping the brook, and many more. We also have many other challenges like climbing the rope and tumbling. What makes these challenging activities is that they both require you to use your body strength, and this is sometimes difficult because you are out of shape. Our lunches have become healthier also by providing salads as a choice, as well as, more fruits and fresh vegetables. Extra fruits are available to buy also. We are given a choice of one of two main dishes, and then we all get the same sides that are always healthy fruits and vegetables. In the fourth, fifth, and sixth grades, we have a time set aside for two nutritious snack breaks. There is one break in the morning and one in the afternoon. We are allowed to bring healthy snacks from home, but they are not allowed if they are sugary snacks or drinks. Our teachers say that this helps us concentrate better during class time. Our principal also brings us snacks for or ISTEP testing breaks. We do exercise also during our breaks to help us think more clearly while we are taking our tests. I think that we are trying to become a healthier school in many ways. All of these things that we are doing are helping us think more our health, and getting and staying active. I am glad that we are trying to become a healthy school.

Why is maintaining a healthy school significant? To some schools, health may be a minor detail that is often overlooked, but at [NS] it holds importance. Numerous components such as the cafeteria food, the athletic programs, and even the clean toilets qualify [NS] as a Hoosier healthy school.

[NS] has worked efficiently to dispose of all of the greasy, fattening and overall unhealthy foods, replacing them with baked chips, low fat ranch and turning off the snack machine. With the “no pop” state law, along with [NS]’s own health rules that have been added, the students have but only one option, and that option is the healthy option. The cafeteria food corresponds with [NS]’s “Wellness program” which does, in fact, exist. The most vivid aspect that makes [NS] a Hoosier healthy school is the athletic programs. Due to the miniscule amount of students here at [NS], there is vast opportunity open for multiple sports team involvement. An estimated three quarters of the students enrolled here at [NS] are a part of an athletic team. The students here are extremely active, even if it is merely just engaging in a game of basketball during the after-lunch intramurals. [NS] also offers open gym on a weekly basis, as well as conditioning before the sports season.

Besides healthy food and athletic programs, there is also hygiene and cleanliness, which [NS] successfully portrays. To reduce contact with germs, automatic toilets and sinks are available, as well as hand dryers. This proves that even the minor details matter to our school.

[NS] falls directly under the definition of a “Hoosier Healthy School.” It would be time consuming and strenuous to attempt to find one aspect to improve the health welfare of
the students here that has not already been tackled. Here at [NS], the students, staff, and faculty truly do matter, and it is insured that health will always remain the number one factor.

52. [NS] strives to make healthy opportunities available for students, staff and the community. [NS] has made multiple positive improvements over the past year. One of the biggest changes at [NS] is that gym classes are now a yearlong course. In gym classes at [NS] high school the physical activity level is intense. First off students have a vigorous stretching procedure, which stays the same everyday. Everyday, we always do push ups and crunches. Students then run around the gym to work on endurance and laps increase weekly. Students are expected to run all laps. After the laps students either have sprints or agility training. After warm ups are over the two classes spilt up, one class goes out to the weight room to lift while the other class stay in the gym to play an organized sport, such as volleyball or basketball. On Monday, gym classes are 50 minutes which is nothing but conditioning. We do stretches, push-ups, crunches, laps, ropes, obstacle courses, training stations, aerobic core work, and much, much more. If the weather is nice, we are on the track doing our conditioning. In my opinion the gym classes at [NS] has kept students healthier and more active, since not all students participate in a school sport. For myself the gym classes have kept me active during my off-season. Honestly I probably would not be active if it wasn’t for my gym class. My gym class has actual made me work out on the weekend and pay more attention to my diet and physical activity. I am positive other students feel the same way.

In addition to the gym class changes [NS] has made many other healthier adjustments to our school. Students are given more options at lunch, like fresh fruits and vegetables. I vouch for my fellow students when I say the change is welcomed. We are also taught about how to make healthy food choices when we are away from school and the importance of these choices throughout our life.

In conclusion, I feel [NS] actually cares about my health and well being, through physical activity and nutrition at lunch. [NS] deserves to receive the Healthy Hoosier School Award.

53. [NS] is a Healthy Hoosier School because everyone is healthy. We have healthy activities every day. Most of the activities that we do are fun, like our options for recess. Jump rope for heart is an activity we do for people. When we do jump rope for heart, we basically have stations set up around the gym. The Stations are fun because you can have races, or do other things, but always have to remember to have fun!

President Physical fitness is a way you can get strong. When we do our president physical fitness, we do the mile run, v-sit reach, pull-ups, flexed arm hang, and a couple different tests. The pull - ups and the flexed arm hang have to do with strength and they are hard. When you do the mile run, you need to keep a pace. In gym, we always do about 5 minutes for warming up/stretching. Every morning, our school counselor leads us in stretching.

Before outdoor recess we have to walk the track. Some people think that walking the track isn’t necessary, but it is. After everyone walks the track we get to have a healthy, exercising recess. Nobody really knows how much you should play or exercise a day, but remember if you at least play outside for an hour, you’ll be a pretty healthy person.
We wash our hands every day before lunch. We have hand sanitizer machines in every room. We have a salad bar at school, which has salad toppings, wheat noodles, cheese sticks, raisins, cottage cheese, fruit, pickles, and other things. We have a fruit for lunch everyday. We have fresh fruit Friday. You can bring in fresh fruit from home. At breakfast, we have fruit and whole grain items.

At the end of the year, we have a field day. We run around for about the whole day. We do activities all day. We have relay races, softball throw, long jump, and so much more! We get ribbons if we come in 1st through 6th place.

This is why [NS] is a Healthy Hoosier School.

54. [NS] deserves to be recognized as a Healthy Hoosier School because of the emphasis placed on the wellness of our staff and students. There are a plethora of activities infused in the curriculum that promote healthy living. An important example is that physical education is provided to students two times for sixth graders and three times a week for seventh and eighth graders throughout the school year. This schedule models the importance of maintaining a physically active lifestyle in everyday life.

Presidential Physical Fitness testing is administered twice a year to all students. These tests measure cardiovascular endurance, strength, flexibility, muscular endurance, and agility. Additional components to the testing include measurements of height, weight, and body mass index. All test results are communicated to parents. In addition, a variety of units are presented in physical education. Our teachers encourage us to perform to the best of our ability. Students are motivated to meet fitness goals and achieve “top ten” status on physical fitness tests.

Health class is two to three times a week during the school year. In health class, we practice important hands-on life skills like refusal skills, CPR, rescue breathing, and the Heimlich maneuver. Much emphasis is placed on being drug-free and making good decisions at our school. We make and display posters in health class promoting a drug-free and abstinent lifestyle. We are also given self-awareness lessons to heighten our knowledge of both genders during puberty and through adulthood.

In addition, blood pressure, scoliosis, hearing and vision screenings are performed annually at our school. A registered nurse is available to us every day. A Student Health Fair is conducted each spring with various stations offered by local health care professionals. The staff participates in Active for Life, a 10-week exercise program sponsored by the American Cancer Society. Our teachers have the highest participation rate in our corporation proving they value their health. With my experiences here at [NS], I agree that it’s definitely a Healthy Hoosier School. The students and staff embrace opportunities to assess and improve our health and wellness.

55. I think [NS] deserves a Healthy Hoosier School award because our teachers try to help us learn ways to be healthy. In the CATCH program, we have learned about “Go, Slow, and Whoa” foods to help us make better choices about eating properly. We have new foods to try in our cafeteria. Every Friday is Fresh Fruit Friday so we can eat fruit in the classroom.

[NP], our physical education teacher, makes class fun and interesting. We love all the new games he taught us this year. We are so active and use all of our energy in class.

Some of my favorite games are Monster Trash, Sharks and Minnows, and Hula Hoop
Tag. I sure get a good workout during gym class! My classmates and I love exercising so much! In my homeroom class, we earn the right to be a hall walker when we master our multiplication math facts. This is so fun and gives me a chance to get some extra exercise during the day.

Our school fundraiser is a walk-a-thon. We ask friends and family for donations. On the day of the walk, we walk laps around our playground. For every lap we finish, we get a ticket. These tickets are used to vote for a teacher to get a pie in her face or some other funny things. We love to do this so we work hard to complete as many laps as we can. I like that we are exercising and raising money for our school, too.

In the spring we do a Hop for Leukemia. We hop as many times as we can in one minute during class. We raise money so they can try to find a cure for this disease. My grandma died from leukemia so this is very important to me. It feels good to help others. I hope they can make things better for families who have someone they love with cancer.

Please give [NS] the Healthy Hoosier School award because my school cares about students and our health. We even have Family Fitness Nights so our parents can exercise with us.

56. What would happen to kids if people didn’t take steps to make them healthy? They would be overweight and out of shape. Kids need to develop healthy eating, and physical habits.

[NS] is taking big steps to making kids healthy. Every month, we have fresh fruit and vegetable Friday (FFF). On these days, students bring in big assortments of fruit and vegetables. Some fruits include, strawberries, kiwi, star fruit, apples, grapes, bananas, and oranges. Some vegetables are peppers, carrots, broccoli, cauliflower, and snap peas.

[NS] also has many rigorous physical activities such as The Cardinal Crawl, a 5k run and walk. In gym class, students are constantly moving the whole period. All of the children love gym class.

During class, students get up at different times to exercise. Every Wednesday and Friday we have a program called Minds in Motion. We also do exercises everyday in our homeroom like dancing, exercise videos, basketball, and just simple things like jumping jacks, squats, pushups, sit-ups, lunges, and plies. This gets the Children moving and keeps them healthy, and ready to learn!

These are some of the many reasons why [NS] deserves to be a Healthy Hoosier School. We are taking action to prevent childhood obesity!

57. Here are some of the many reasons why [NS] is a Healthy Hoosier School. We have P.E. twice a week as well as home and school projects. Fifth graders study D.A.R.E. and all the grade levels participate in the fitness drawing and monthly fitness calendars.

Students are encouraged to exercise at home and bring a ticket back if they complete an hour of physical activity the ticket is placed in a drawing for 30 minutes of activity in the gym with friends and the student gets his/her name announced with what he/she did for the hour of exercise. At recess, students are encouraged to run a mile to earn charms in our program called "Energetic Eagles". Students earn charms after miles and top runners get to go to a bounce house. We also have healthy recess equipment such as hula hoops, jump ropes and sport equipment. At lunch, healthy meals are served and healthy snacks are offered in our classrooms. We have an active organization named the "Jumpin'
Eagles" that perform to promote fitness and jump rope. The Team consists of students in 1st through 7th grade. The team performs at other schools and events in the area. We also have Jump Rope for Heart which is an annual event that includes jump contests and we raise money for the American Heart Association. Every year we study the heart and travel through an imaginary heart while learning about how the heart functions. Similar to this, we have a fire safety obstacle course in which students learn what to do in emergencies. The course is available for families to use during our evening Health Fair and Fun Run in the fall. During recess students are allowed to use our sledding hill for fitness in the winter. During gym class we take part in the Presidential Fitness Testing. We also have several after school activities that are offered such as running club, jump rope club, 4th and 5th grade basketball and community education classes that students, adults or families can participate in. I hope you can see why [NS] is a Healthy Hoosier School.

58. [NS] deserves to be the next Healthy Hoosier School. Horizon helps students of all ages attempt to live a healthier life. For example, the younger students take part in the Minds in Motion Lab, a program that helps kids to develop brain power and physical skills. DDR is used as a reward for Box Top competition and in PE class. Students are also rewarded with extra recess. In PE we start our class by running and exercising to empowering music. We bring in special guests such as a ZUMBA instructor who came and taught our whole school energetic ways to move. The local firemen came and taught us fire safety while moving through a very active obstacle course. Field Day is an entire day centered around a year-long cross-curricular theme devoted to getting kids active and doing a community service. This year's theme is “The Great Outdoors!” [NS] has been very successful with giving students inspirational thoughts on what they would like to do with their lives. For instance, Drs. [NP] and [NP] told us their story about riding their bikes from Tuscon, Arizona, all the way to [C], Indiana, a program called Desert to Dome. Anyway, you'll notice the variety in our school and the after-school activities such as Running Club, intramural basketball, and even school plays. We just finished a musical called Shrek. It was full of entertaining songs and energetic dances to go with them. Students grades 1 - 5 are allowed to participate in a school play.

As you can see, [NS] encourages all of us to be healthy, and this award would continue our steps to better health!

59. [NS] should be a Healthy School because they are trying to teach us more about healthy, fitness, and nutrition. We need to learn more about these things because we learn to take care of our bodies. Our bodies are very important.

[NS] has very healthy lunches and after-school fitness program including one that I am a part of, USI Smart Fitness. There is a long waiting list because so many kids want to participate. As a 5th grade student at [NS] School, my friends and I want more fitness program so we can grow healthy together.

60. Hello, my name is [NP] and I am a student that attends [NS]. I love my school and I believe that our school is one of the healthiest schools in [C]SC. As for some examples, our school is very healthy because, we switched to whole wheat buns and bread; we are
always active at gym and recess, and at lunch they always give us a side of fruit and vegetables with our lunch.

Now these are not all of the examples of our school being the healthiest school in the [C]SC. Eating and being active in the school have improved our academic scores by a lot. Physical fitness is very important when it comes to school; if you have homework it is important to stretch when you finish. Clear your mind when you are beginning to take a test. At [NS], when we take the ISTEP we always stretch at the half way points and after the test this makes us feel less stressed and less tense. Being less tense makes you more active later on that day.

The school has cut back on sweets for the birthdays of students, school parties, and fundraisers put forth by the Student Council and National Elementary Honor Society. They encourage healthier snacks and meals instead of sugary and fatty ones.

[NP], our gym teacher has a Wii to encourage us to exercise while having fun. The games that he includes are dancing games, games using the whole body, and games using running. Some students, instead of playing the Wii, would like to play basketball, jump rope, or hula-hoop. If participating in any of these activities, students have the right to walk around the gym with a lap counter, or run and walk on the treadmill. When student leave the gym the blood is pumping, heart is racing and they are ready for class.

In conclusion, all of the above things make [NS] stand out as a healthy environment for students. Please consider rewarding all our hard work.

61. My name is [NP] and I am a senior at [NS]. Through out my four years at [NS] I have seen many changes in the wellness program. From changes in the cafeteria, to the vending machines, before and after school weight program, to better equipment in my Physical Educations classes.

I really like the way we have healthier choices in the cafeteria. It's nice to be able to walk up and get a salad everyday. I really like that all soft drinks have been taken out of the school. It eliminates that temptation of drinking a pop during the day. But the best thing about the changes in the cafeteria is "no fry Wednesday". This means no fried food in the cafeteria that day.

The before and after weigh program is a good idea. It gives us an opportunity to work out for free. I hope they continue with the program next year.

Another program that I notice when I get to school is the before school basketball program. This is a big attraction. The gym is full every morning with kids playing basketball.

I am in Aerobic Walking this year and we have several new things that make our class better. We now have heart rate monitors, new work out videos, pedometers, and a new treadmill. This has really made this class a lot better.

Finally, I really like the new SWAT team. (Student Wellness Awareness Team) I am a member of this and I feel this is going to be an awesome program. We are setting up programs dealing with bullying, obesity, suicide, etc. This is a great program and will help Reitz High School.

In closing, I really like the changes at [NS]. Students are becoming more aware of living a healthier lifestyle by the many new programs. I can see this program getting stronger every year.
I feel that [NS] deserves to be recognized as a Hoosier Healthy School because they encourage healthy eating and exercise. Exercise is very important to help keep you healthy. [NS] has numerous activities to keep all the children and their families involved. A few of the activities include Walking Club, Health and Fitness Night, Health Day, and [NS] Hoppers. The Walking Club meets before school, Monday through Friday from 7:00am until 7:40am. The Walking Club is a group of kids and even teachers that walk outside around the playground. And if it is below thirty two we have to walk in our gymnasium. Our teachers would rather the kids wear tennis shoes, if you wear other shoes it may cause your feet to be sore. On the first lap you can run if you want, but you have to walk the rest of the time until the bell rings. Walking is great exercise it gets your blood pumping faster than you can imagine. That means your brain will be ready for some hard work. Walking is very relaxing, it is something you can do with your friends and talk about things as you are walking. Just imagine how good you would feel all day starting off with a good breakfast and some walking exercise before school.

And Health and Fitness Night was very exciting, my family and I were introduced to several different exercises like Zumba, Jazzercise, and Mini Bootcamp. My family and I really enjoyed these activities, the whole night was very entertaining.

I also love the idea that [NS] has a jump rope team called the Hebron Hoppers. They work very hard to get all of the tricks perfected.

I feel that everyone at [NS] goes out of their way to try to make our school a healthy place to be. So I hope [NS] receives the Hoosier Healthy School Award.

63. [NS] is a Healthy Hoosier School. There are many things that are apart of each and every day that help Highlanders stay healthy.

Gym class is one way our school stays healthy. Students have the opportunity to do exercises such as sit-ups, push-ups, and stretching. Walking, running, and playing lots of sports are also ways students stay healthy and learn things to keep us healthy.

Our school has a walking club at recess where all students can walk and count their laps each day. We keep track of the number of laps we do each day and total them up at the end of the year. The winning student gets to have lunch with our principal.

We have after school programs too that help to keep us healthy and active. We have a jump rope club where students learn new jumping rope styles and techniques. We have an exercise club where students do exercises together to videos. We have another club where games and exercises are done together. We have these clubs going on every day of the week. We also had a volleyball team, and basketball team that kept students active. We had a dance and cheer club too where students learned routines and stayed active. These help to teach students to keep active as they get older. They teach us that staying active doing things you like can be fun.

Also, at our school we have time for recess. During recess many [NS]ers can be found playing basketball, soccer, kickball or running on the playground. Recess gives students the opportunity to exercise for 20 minutes.

These are the reasons [NS] is a Healthy Hoosier School. Students take great pride in being a part of this school.

64. Does your school have health issues? Of course it does, because nobody's perfect. [NS] is a school with many unhealthy students which are fighting obesity. Last year we
won the gold medal for Healthy Hoosier School Award and that’s our goal for this year. All of the after school programs and sports that we have are very impressive. Here are some facts about our after school programs and P.E. They provide activities that promote healthy choices like swimming, MVP sports and YMCA activities. They provide a healthy snack for those students that attend the programs. Our most populated program is B.M.S. Everyone enjoys it. Our PE classes always do the simple push up, sit ups and running. After 15 minutes of exercise we play games such as mat-ball and baseball. Our teachers are involved in cross country, bowling and etc. These program have inspired us as students to do more activities outside of what the school offers. Like me, I play almost every sport. Our school has a walking club for students to do before school begins. I started this club because I had it at my elementary school and loved it. We have decreased the amount of food in our cafeteria food. We are learning to eat healthier We offer more fruit and vegetables for our students. Our vending machines have healthy foods, but there are some flaws. The flaws are: cookies, hot cheetos and rice krispie treats. This gives the students an opportunity to make the right decision to help with obesity. Our school is taking the proper steps to help with the obesity rate. Our school is trying to stop obesity in children by providing the above programs and food. The staff is encouraging all students to do their best in school and life. Most teachers coach sports, and that inspires the students to want to participate. If we all work together we can conquer this obesity problem. We need to care about each other by trusting we can accomplish anything. This is why we are a Healthy Hoosier School!

65. My idea of a Healthy Hoosier school is one in which promotes a healthy lifestyle for their students and provides opportunities to live out a healthy, well-balanced life. I strongly believe that [NS] greatly exceeds these criteria of a health school. Here at [NS] we strive to provide all kids with opportunities to make the right choices to improve their well-being. Such as for lunch we are provided with numerous amounts of healthful food to choose from. With all the fruits, vegetables, and entrees served we are guaranteed to eat a well-balanced meal. We’re not only given the chance to eat right, but we are also encouraged to stay active and physically fit. Teachers are constantly promoting us, students, to participate in after-school activities that involve getting active. Track, cross country, cheer team, dance team, weight lifting, volleyball, basketball, and exercise club are some of the many opportunities we are given to be active. Now you are probably thinking, “Don’t other schools also have some of these activities?” but at [NS] we have gone above and beyond. In gym class we have the privilege to exercise in a well-equipped fitness center with weights, treadmills, and stair steppers. Although most kids enjoy using this equipment, some kids may not be the “work out” type. Therefore we have activities for them like DDR, the Wii, Frisbee, and the rock-climbing wall to ensure they are staying active. One thing that sets Plaza apart from the other schools is our heart-rate monitors. We wear these during gym to help keep our heart rates up at all times. These help out tremendously because they inform us if we need to work harder to increase our heart rate. The monitors are extremely useful because they empower us to exercise during class rather than stand around.
Above all else [NS] best fits the criteria of a Healthy Hoosier School because our school and staff not only set goals for us to be healthy but provide opportunities and encourage us to reach them.

66. My school, [NS] is a healthy Hoosier school. They have implemented many programs to help the students maintain a healthy lifestyle. Our school combines athletics, diet, and personal hygiene, with a focus on health awareness to create a healthy atmosphere.

   There are many athletic programs available, so that every student can choose an activity that helps them stay fit. There are both boys and girls basketball teams. There is a girls volleyball team and cheerleading which students can participate in. Everyone participates in gym, and there are after-school activities such as kickball and basketball plus various walking clubs. There is also an athletic day on which you can choose to participate in track and field events.

   Our school's cafeteria has also joined in to help the students be healthier. A student can get a healthy breakfast such as a whole grain cereal and juice. Our cafeteria serves up healthy lunches which includes such items as whole wheat breads, green salads, mixed fresh fruits. Baked foods are offered instead of fried foods. For dessert we can choose healthy fruits or sherbert instead of unhealthy cakes or ice cream.

   The bathrooms are equipped with anti-bacterial foam soap. Hand sanitizer dispensers are located throughout the school. There are also tissues available in every room, and students are asked not to come to school sick. These things help cut down on the spread of germs at our school and keep our students healthier.

   [NS] also has the D.A.R.E. program and health classes which help keep the students informed about health issues. Our school combines health education, athletics, diet, and germ prevention programs to create a healthy environment for our students. You can see that all the things that [NS] in [C], IN does to promote Health and Fitness makes it a Healthy Hoosier School.

67. At [NS], I play TILE basketball to be active and to help my skills. I also play frisbee with my friend so it will help my catching ability and I play tag to help my running. I play football at recess to help my running, throwing and blitzes. I run at recess around the rocks so I could start to run faster and to help my leg strength rise. I also run so I can outrun my friends. My friend and I always get a ball if possible so we can kick it back and forth so we can help our kick be more powerful and stronger. We also play kickball when the grass isn’t muddy or wet with a lot of people to help our aiming, kicking, and rolling skills to help kick farther and higher than ever before.

68. [NS] should be a Healthy Hoosier school because in today’s society, people are starting to get away from healthy foods and going towards the junk food. [NS] has so many devoted students that are willing to help teach others why it is so important for them, now and for their future, to stay healthy.

   At [NS], students and staff always encourage one another to stay active and be involved. We support physical activity and proper nutrition. We eat healthier foods now at lunch: not as many fried foods and also participate in more physically active games in PE. We used to always have pizza and fries on Thursdays, but most of that has been
replaced by healthier options including wraps and salads. [NS] also serves fruits and
vegetables with lunch every day. They also serve water or milk to drink. This promotes
proper nutrition.
Exercising at home and in a gym has become more natural because of what we are
practicing in Physical Education. One of the things that we are doing is weight lifting.
Weight lifting makes us stronger and burns fat. We also roller-skate. Roller-skating uses
our leg muscles to keep moving and to keep our balance.
On days when we do not have PE, we have Health. Health teaches us how we should
eat right, how many vitamins we should be taking, and serving sizes for all food. [NS]
teachers don’t just tell you what’s good or bad for you, but actually teach you about
everything you are putting into your body, what is found in it, and what it is doing to your
body. They explain how much of everything you need in a day and what to try not to
have too much of. I find this information very important for teens to know since their
parents will no longer be deciding what they eat.
[NS] does a lot to promote physical activity and proper nutrition to its students. I hope
this paper has convinced you of this, and that you agree that [NS] should be a Healthy
Hoosier School.
69. Thank you for the opportunity to nominate my school, [NS], to be a Healthy Hoosier
School.
[NS] has a lot to offer to help keep us active. To begin with, every fall all the students
in each grade run in the [NS] Olympics. For the Olympics, each grade has to run a
specific distance at or under a certain time. If a person achieves this time they become a
[NS] Olympic team member. And the top 3 team members in each event receive a medal.
Staff, parents, P.E. specialists, and the superintendent of the [C]SC are participants.
From the beginning to the end of the day, [NS] is active and healthy. For example,
every morning from 7:15 to 7:40 a.m the Walking Club is taking action in the gym. This
is a great way to get up and get going in the morning. This is followed by a 2 minute
toner after announcements. Then during lunch there is always a fresh selection of foods
that are good for you such as salads, fruits, and plenty of vegetables. There are even
nutritious snacks available. In class our teachers encourage students to eat healthy and
stay active.
The first semester is when [NS] has its annual family fun night, which includes
numerous blow ups to jump around and play on. Younger and older siblings are allowed
to come as well. During the last week of school, Field Day takes place. You can compete
with friends in your grade in 3 relays. If you enjoy the rush of running you can participate
in the 440, 180, 100, 75, or 50 yard dashes. If you like crazy fun, you can do the bouncy
ball races or the 3 legged races. Contests like shooting the basketball, the long jump, pull
ups, and softball throw are options as well. You might get the opportunity to win a 1st,
2nd, or 3rd place ribbon. Parents, grandparents, neighbors, and friends can have the
pleasure of attending this entertaining event! At the end of field day each grade and all
the parents witness the relay races and tug-a-war, which are strictly for 3rd, 4th, and 5th,
grade students only!
[NS] also has an intramural basketball program in which all 5th grade students can
participate. [NP] and [NP] generously spent their time after school to coach our teams.
These are some of the reasons that [NS] should be considered to be a Healthy Hoosier School. “Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity.” John F. Kennedy

70. Health issues, especially obesity and diabetes continue to be a growing problem in schools across America today. Young people continue to act as if they do not need to worry about their health. Many students do not get the proper information from home about nutrition and wellness. This is where [NS] and the [C] School Corporation have taken the lead in offering students a wealth of information and services for our students.

Our school lunch program has multiple options for students who wish to choose alternatives during their lunch period. The Reality Bites Program keeps us on our toes as we stand in line with posters about calories and how much exercise it takes to burn off certain foods. Every student at [NS] has a net book. On the student homepage is a different Reality Bite of information for all of us to see each day. This has created good conversation between faculty and students on a different topic during school.

[NS] has removed many temptations from us with the introduction of only juice, water and Gatorade to drink during the day. Changes in fund raising sales have also helped students to eat better during the school day. Let’s face it, when we eat better, we feel better about everything.

We have multiple Nutrition and Physical Education classes for students to pick from. Our Nutrition classes stress positive food choices and healthy cooking. Most students have had one or more of these courses during their four years. Each student is required three semesters of Physical Education during their stay at [NS], many choose to take classes all four years to stay in shape and work off stress.

71. Hello, my name is [NP] and I go to [NS]. I'm in 5th Grade and I think our school is a Healthy Hoosier School. Our school does jump rope for Heart and we get to go to gym five times a week for an hour. We do stretches, run and get energy. All the kids love to go to gym class cause its fun. We have a lot of sports like basketball, cheerleading, track and cross country. Our school helps out with pennies for patients for kids with leukemia. So far we raised more than $900. Our school food has changed also. Now we have a salad bar. In the salad bar we have grapes, oranges, watermelon, lettuce, cucumbers with ranch. We have grape juice out of recycling bottles, and have water fountains everywhere in the school. The whole school goes outside when its warm and walks around the whole track for an hour. I think our school is a healthy hoosier school.

72. [NS] is the healthiest school in [C] Schools! We eat vegetables and fruit every day from our veggie bar at lunch time. We even get to eat as much as we want, they let us go back and get 2nds and 3rds … it is so cool. Kids at [NS] also learn nutrition to stay healthy. One of the nutritious rules we learned is to not eat too much candy. Candy is bad for your body and candy can rot your teeth too you know.

We can get a lot of energy if we stay healthy. It is mostly important to eat and drink good foods. If you do not eat or drink good choices you can lose energy. You don’t want to lose energy because you can lose power. We need power to be great students.

[NS] kids are physically active because we do dance, cheer, basket and cross country too. In gym class we are working up to running 2 miles. We also just had Jump Rope
for Heart at our school to raise money for people with heart diseases. Jumping rope is a
great exercise for our heart.

Like I already said, [NS] is the most healthiest school in [C] Schools and I bet it is the
healthiest in the entire United States of America.

73. With so many overweight kids in the U.S., [NS] in [C], Indiana has gone above and
beyond to show the importance of healthy lifestyles to me and others at my school.

Twice a week, when the weather is nice, we walk, jog or run laps around our two football
fields. We are given a "toe token" for every 15 laps we do which we put on a necklace
and collect during the school year.

Our school was the first of the [C] Schools to have a Cool * Cafe. This new program
gives us fun, new healthy food choices in our cafeteria and a fruit and vegetable bar. The
healthy food helps us eat better and have a better day in class because we're not crashing
from sugary and fatty foods. It also allows us to try new food choices which we will
carry with us as we grow older.

Our gym teacher, [NP], applied for and was awarded a Game On grant from Department
of Agriculture and the Department of Education. With the grant, [NP] and [NS] has held
a Family Fitness Fair and Walk with other organizations from our community for
students, their families and friends and a Sports Extravaganza which was a two hour
evening where students, our families and friends could come to [NS] and join up to four
30 minute classes like Turbo Kick, Zumba, Dance Aerobics, Yoga, Karate, and sports
enhancement classes and more. We learned that exercising and being fit is very fun and
can be something we do together as a family. I can't wait until I'm old enough to take
these classes at our local YMCA and think there should be more things like this available
for kids my age.

Our teachers set good examples for us too. Our principal, [NP], decided to get healthy to
set an example for us and lost a lot of weight! [NS] cares about its students and does
more than any school is required to show its students how to be healthy Hoosiers. Go
Tigers!

Vegetables, fruit, basketball, chicken, turkey, track, milk, golf, jump rope—yes, these
are all examples of healthy things, and I know a place that has all of these and more.
[NS] is full of healthy foods, exercises, and sport activities. This is why our school
should be a Healthy Hoosier School.

To be more specific, I'll discuss what kind of things would make us a Healthy Hoosier
School. One reason is because we have healthy breakfasts and lunches. [NS] has
changed a little over the years, and now we have a free fresh fruit and vegetable bar. In
this bar, we have grapes, oranges, apples, broccoli, bananas, carrots and much more.

Another reason is because all students participate in gym class at least once a week.
Gym class is a class or special area as some people call it, where we can get enough
exercise by doing push ups, sit ups, running and sometimes at the end we will add a little
fun and play an active game. I think that gym class is important for the students to stay
healthy and have fun.

Sports are a fun and entertaining way to stay healthy. [NS] has eight different team sports
such as basketball, or cheerleading, four intramural activities, and there will be a walking
club added in the Spring 2011. There are plenty of options although the students are not forced to do these activities.

Jump rope for heart is a great idea where, in gym, we learn about your heart, we learn how to check your pulse, we learn about heart rates, and of course we jump rope. Jump rope for heart is a donation to the patients who have heart problems.

[NS] deserves to be a Healthy Hoosier School because of these reasons. Please agree with me and know that being healthy is the best thing that could ever happen to you.

75. [NS] students feel they should be a Healthy Hoosier School because of all the various healthy school programs and initiatives they are exposed to on a daily basis. Students are able to exercise daily through recess and they are exposed to various rigorous activities while participating in physical education. They were recently able to learn about pedometers and participation in the GCCS Mileage Club.

I am on the basketball team and we train everyday to get ready for the games. It is hard work but we are good. [NP].

I did not know how many steps I took in gym, especially on those days we really moved. I like being able to have the pedometer count my steps for me. [NP].

I run at recess. It is healthy. I like to do healthy things like run and play. [NP]

Special areas are fun. I like singing and dancing with Mrs. Zurlage (fine arts) We come in early to practice our performances so we are ready to perform. [NP].

I am no good at playing basketball, but intramurals give me a chance to get better so I can try out for the team. [NP].

Other healthy school programs would include the types of food offered in the cafeteria. Students are given healthy choices during lunch to pick from fresh fruit and vegetables.

I've go to eat healthy. It is important to my grandpa. [NP].

Lunch is so much better than it use to be. I can go to the cart and pick from fresh apples, pineapples, bananas, oranges, cucumbers, peppers and so much more. [NP]

Students at [NS] love to attend Carnival or participate in the Health Fair put on at the beginning of the year to promote healthy choices. [NS] was able to invite many health conscious venders to participate as well. The teachers walked a mile with students and families to promote health.

I know I am too old to keep coming back to [NS] for the Carnivals. I just have so much fun playing the games and earning prizes and talking to my old teachers and friends. [NP].

The Health Fair was cool. We got to walk a mile around the school. The greatest part of it was mom was able to walk with me and my friends. [NP].

76. We think [NS] should be a Healthy Hoosier School because we have fruits and vegetables everyday at lunch. The cafeteria serves more healthy food than it used to. We get to do gym and walking club.

77. Schools are meant to be establishments of learning. They install ideas and life lessons in the minds of their pupils. These concepts always consist of things like math, science, problem-solving, right from wrong, and other obvious subjects. What about health? Health is the overall condition of a person’s life and body. Mental health, physical health, and emotional health habits formed during adolescence stick with
someone for the rest of their life unless they take a huge step to change them. Schools like [NS] are working hard to ensure that their students continue through their life with healthy habits and a good understanding of just what health is. [NS] is a paradigm of what a healthy school should be. To help physical health, each student is required to take one period of P.E., a health class, or a drug prevention program all year round. P.E. teaches our kids about sports and keeps them active for forty-five minutes each day. Health class teaches the students about the human body and mind, how it functions, and how to keep it in tip-top shape. Our drug prevention program helps to inform kids about some of the decisions they will be faced with in the future, how to handle them well, and how those decisions will affect the rest of their life. Our school lunches require one fruit and recommend two. We don’t offer any sodas, only juice, milk, and water. To keep mental and emotional health balanced, we strongly discourage and censor any bullying or negative behavior, and counselors and the school nurse are available all day to students. Our students have a good understanding of their health and how to keep it pristine.

It’s a shame that American schools have drifted so far from healthy living. Many schools are selling out to food corporations and fast-food companies to make extra money. Those unhealthy companies shove their advertisements and products in our students’ faces during lunch and in hallways, but at our school, we keep our kids healthy and active for as long as we can.

Let’s tell you about our lunch. When we pick up our food, we get at least one food from each category of the food pyramid. There are variety of fresh fruits and vegetables to choose from. All of our milk is low-fat. We have 1%, low-fat, and skim. The fourth grade can have ice cream that is low-fat and follows the guidelines of the USDA (United States Department of Agriculture). [NP] works with every grade, switching grades daily. She teaches us about nutrition. Sometimes if you’re tired, the food really wakes you up and gives you energy.

One last thing we’ll say about lunch is that we have different choices. If you’re a vegetarian, you can get a PBJ or a yogurt lunch. You can also choose to get a turkey sandwich instead of the main hot lunch.

Now that we are done talking about lunch, let’s tell you about the exercise we get. Every Friday, 4th grade gets 15 minutes of extra recess. Each grade level gets 25 minutes of recess a day. This gives our school’s students a chance to walk, run, skip, jump, and climb. Every grade, besides Kindergarten, has P.E. two times a week for a total of 70 minutes. You can also join before and after school activities such as track, cross-country, clogging and dance club, and Circle of Friends. Recess, P.E., and these clubs keep the students at [NS] moving!

At [NS] healthy habits and making them part of daily life are something we take seriously. We have tons of healthy food choices in the cafeteria including fruit cups, salad cups, and vegetables cups. We also have salad entrées and we have milk and water to drink at lunch, which help build strong bones. We have extracurricular events after school that help kids get in to shape and build a life long love for staying fit. [NS] offers things like track, football, basketball, cross country, Healthy Hawks(a running club), Soccer club, and Tennis club. We have a superior level of exercises that we do in gym to
keep healthy they include warm-up jogs, the mile, warm-up stretches, and other fitness
tests like the pull-up bar, sit-ups, and the shuttle run (a sprinting run). At [NS] we wash
our hands before and after we enjoy our lunch making sure to keep the germs away.
[NS], as you can see, has tons of healthy habits, it encourages its students to be healthy
and enjoy school.

80. These days, when the country is struggling with childhood obesity, it’s hard to find a
school that’s healthy, active, and fit. Many schools say they’re against obesity, but they
rarely ever put a plan to stop it into action. It isn’t often that you find people partaking in
fitness programs, either. But here at [NS], exercise is just as important as education.
The first step to improve students’ health is by giving them options. We have many
extracurricular physical activities to select from. Girls can bump, set, and spike on the
volleyball team, or try their hands at shooting and scoring on the basketball team.
Choices for boys are football, basketball, and wrestling. Cross country and Healthy
Hawks, a team that runs for fun, are programs both boys and girls can participate in.
Those aren’t for everyone, though. Aside from that, we have wellness class every day,
all year. Students set goals for the fitness tests, and work hard to achieve them 3 days a
week. In the other 2 days, we have health class. We learn about anything from drugs, to
healthy eating habits, to human muscles and bones. In fall we had an exciting Play 60
punt, pass, and kick competition. Everyone got to test their football skills, and winners
got special recognition. To really push for excellence, students were recently offered
extra credit to come in at 7 AM and work out in a fitness club.

But fitness goes beyond exercise. A healthy diet is just as important, and we’re aware
of that. There are many nutritious items on the menu to choose from. Beverages include
various juices, purified water, or any type of milk. The wholesome entrees can be things
like grilled cheese and tomato soup or whole grain rice with egg rolls. If that doesn’t suit
someone, they can have fresh salads and sandwiches, and bagels. There’s always a fruit
or vegetable side to choose from. Plus, all hamburger buns and bread rolls are whole
wheat. Posters are set up by the serving lines that support healthy eating habits. They
show things like food pyramids and serving sizes.

As everyone knows, keeping fit takes work. But we don’t mind the work. In the end,
it all pays off. No matter the age or gender, [NS] is one of the healthiest schools in
Indiana.

81. This year we had to say goodbye to old [NS] and welcome a brand new school! In 4th
grade, you learn about how great being a Hoosier is. Our goal is to be the best school in
Indiana, and to do that we are going to have to be healthy. To help us meet our goal we
have automatic faucets and warm water to keep our hands clean and germ-free! Also, to
make it even better we have automatic flush systems and automatic hand driers.
In P.E., if we get lucky we’ll play dodge ball! It’s everyone’s favorite. Anyway we got
so much new equipment! [NP], our gym teacher loves the new gym. P.E. helps keep our
hearts pumping and healthy!
The menu for lunch is spectacular! We serve plenty of fruits and vegetables. There is a
water jug so kids can get water or milk. We get to choose if we want a salad, a sandwich,
or the main course.
During recess we have so many things to play on! It’s very hard to decide. I love recess!
At the beginning of the year we had an asthma clinic. Kids who had asthma got to eat their lunch together. They also got some pretty cool stuff. Most importantly, they learned how to manage their asthma!

Our Nurse, [NP], helps keep us healthy. She tells us to keep our hands to ourselves in case we have a bug. She takes care of us when we’re sick. She gives us monthly health tips. Most of all, she leads a healthy life, so we are listening to a pro! Without [NP] our school wouldn’t be a healthy school!

[NS] is a healthy school because we work together to keep our school clean, and boy are we proud of it!

82. I am a fourth grade student at [NS]. Our school deserves to be a Healthy Hoosier School because we are active in many ways. We not only have a Physical Education every fourth day, but we also are active in Hawk-a-Walk-a-thon, Hawk Relays, and Jump Rope for Heart which involves the entire school for all three events and more.

We should also be a Healthy Hoosier School because we are encouraged to bring healthy snacks and our cafeteria provides healthy lunches. We get to choose from many vegetables and fruits instead of cookies and pie.

This is why I think [NS] should be a Healthy Hoosier School!

83. [NS] should be a Healthy Hoosier School for many reasons. The most important reason is we have a lot of programs that keep us active, fit and healthy. Another reason is we have fun P.E. classes and a fun P.E. teacher ([NP]) that encourages us to be active!

The fitness programs offered at [NS] are: Game Day Tuesdays, Fitness Fiesta, Run for Fun, Tae Kwon Do and Running Club. During Game Day Tuesdays, students meet before school and play games for about 30 minutes. During Fitness Fiesta, classes go outside during a special school day and do balloon tosses, obstacle courses, jump rope, and other fitness activities. During Run for Fun, students stay after school and get in shape for the Run for Fun race at [NS]. During Tae Kwon Do, students stay after school and practice kicking and punching with Master Yoo. The last program is Running Club. During this club, students stay after school and see how many miles they can run around the school. (My personal best is 3.5 miles).

In P.E. we are very active, too! We play a lot of fun games, like "Battleship" where 4 people stand on a mat with pins on each corner and try to knock down the other team's pins with balls. Another game we play is called "Blast Off". This is when [NP] counts down from 10 and everybody has to be back to back with someone else or they are out. Another fun activity is the Decathalon. During the Decathalon, every fourth grader competes at 10 different fitness activities to see which boy and girl get the trophy at the end of the year. Besides games, we also spend time playing different sports and talking about good nutrition and exercise during P.E. class.

[NS] is a very healthy, active and fun place to be! As you can see, [NP] dedicates a lot of his time to keep us active and fit during school hours and outside of school hours.

Please pick our school to be a Healthy Hoosier School.

84. Hi! My name is [NP]. I go to [NS]. I’ve been here since Kindergarten and have loved it. The main reason I like it is because the teachers make you feel like family.

Everybody feels welcome here.
I think our school should be a Healthy Hoosier School. One of the main reasons is our café. Every day the café has fresh fruit and vegetables. Every other day they serve juice. Our café doesn’t give out a lot of unhealthy food. We have no vending machines. The basic food they serve is a hot lunch with 2 sides. The sides are mostly a kind of fruit. I think this is a good idea.

Another reason we should be a Healthy Hoosier School is we do lots of things in gym. We start out with either stations or a jog. We always do the jog though. My favorite units that we do are bowling and a soccer unit. I like the bowling unit because we don’t have to wait in a line, we do stations in between our turns. I also like the soccer because if the weather is nice we get to go outside.

The teachers are healthy too. Every once in awhile I see mine snacking on an apple or another kind of fruit. The teachers also eat healthy stuff like the kids. Sometimes I think it is a good influence on the little kids.

In class we are doing a health unit. One thing we did was read and do a readers theatre. It was all about the food groups. We also learned how much servings we need a day.

I think we should be a Healthy Hoosier School because of our café options, gym class, how are teachers are eating, and learning about health in class. That’s why I think we should be a Healthy Hoosier School.

85. [NS] encourages students to be healthy by providing nutritious foods at breakfast and lunch, placing posters around the school (especially in the cafeteria), and persuading children to exercise and eat healthily. [NS] also supplies time to get fit at recess and physical education, and hosts after school activities.

In the lunchroom, kids are promoted to choose healthy meals. The school offers fruits and vegetables as wholesome side dishes to the entrees. In addition, numerous signs are placed in the cafeteria to persuade students to make wise eating choices and exercise daily. The posters illustrate the beneficial effects of healthy eating and exercise such as increased energy, looking better, feeling better, and being healthier.

Recess and Physical Education are great opportunities to release excess energy in beneficial and healthy ways. In Physical Education class, the students run two laps around the gym, stretch, and then perform a variety of exercises, including mountain climbers, jumping jacks, and push ups. After warm ups, classes play fun and energetic games. Before leaving, the gym teacher lectures students on the importance of physical activity and healthy eating. Playgrounds for second and under have swings, teeter-totters, monkey bars, and slides. Playgrounds for third grade and up have soccer fields, swings, basketball goals, bars for flips, climbing materials, and other equipment for entertainment and exercise.

Students also have opportunities to exercise before and after school with clubs such as Intramurals (before) and Health and Fitness Club (after). Intramurals and Health and Fitness Club focus on good sportsmanship and healthy lifestyles while enjoying the competition of sports. Intramurals offer games and activities change frequently ranging from dodge ball to basketball to obstacle course; whereas Health and Fitness Club involves jogging and games focused on running.

Because of [NS]'s efforts, I now understand the importance of eating healthy and exercising. Since my arrival at [NS], I have been leading a healthier lifestyle by eating
healthy snacks instead of junk food, playing outside with my friends, and playing sports in leagues, because I am convinced that being healthy is essential for the future.

86. [NS] is a healthy, physical school that should be considered a Healthy Hoosier School Award winner. One of my favorite things that [NS] does food-wise is that in the lunch line, students have choices of tasty healthy food. The students are not forced to eat what they don't like; therefore food will not be wasted. Even if a student doesn't like the choices, the lunch ladies are very encouraging to students to try new, healthy delicious food. Other schools do not have a choice, so if a student does like what's on the menu, they won't eat it and they will throw it away, then the food would be wasted.

What [NS] does physical-wise that is a factor to being awarded the Healthy Hoosier School, is that we have Spartan Shuffle, no other school in Warsaw does this! The Spartan Shuffle is [NS]'s main fundraiser where everyone (including the teachers) at [NS] stop what they're doing and run around the soccer field for thirty minutes, instead of selling candy. [NS] students go around to friends and families to ask if they would sponsor them, this is a lot of fun for students to get sponsors, because if a student gets a certain amount of money, they will be able to get prizes, so it's a real competition and everyone enjoys it.

Also, every year, [NS] has their annual family bike night, where everyone is invited. What happens is that families with kids that attend [NS], ride their bikes in a closed road right next to Winona Lake. This encourages kids to get up and to get active with their friends, and have a ton of fun! This costs no money at all, you just bring your own bike and helmet.

These are only a few things and events out of a handful that [NS] does, but if I were to list more, it would go onto three pages. So, if you were to pick a Healthy Hoosier School, just a SINGLE one, [NS] is definitely the one.

87. [NS] is a proud health-supporting school. We have tons of programs to encourage kids to eat healthier, try new foods, get lots of exercise, and stay active every day.

Throughout the school year, we have had several different fitness programs designed to help kids get more exercise. We all have physical education class twice a week, and play lots of sports and calorie-burning games in the gym or outside. For one special program that the school did, Think Your Drink, some of the high school's varsity football players came to [NS] and led us through an outside obstacle course, where we chose and drank the healthiest drinks along the way.

We also have nutritious health programs throughout the year in the cafeteria. Every so often, we have the opportunity to try new things during a food tasting. During the morning announcements, the lunch ladies tell us what the new food will be and describe the different ways you might eat it, and some of the health benefits. At lunch, we get to try what are usually things that most kids probably have never tried before, such as kiwi, papaya, V8 juice, hummus and more. Not everybody likes all the new foods we try, but sometimes we like them so much we ask our parents to buy more at the store.

Another program called Taste Your Colors labels the foods that are served at lunch, showing the nutritious values of grains, vegetables, fruits, etc. The idea of this program is to teach kids that it is good to have a variety of colors on your plate. The Taste Your
Colors program explains to us how all the different colors (and types) of foods have
different kinds of nutritional values that our bodies need for a well-balanced diet.
Through these various programs, [NS] students have become more conscious of the
foods they eat, and are more aware of how much exercise their bodies need every day.
More programs that are similar to what we’ve already been doing would help our
students live even healthier lives.

88. [NS] has many ways to promote wellness, whether it is physical, spiritual, or mental
wellness. Physical health is vitally important for children, and by having CYO athletics,
recess for middle school, Courtney Cup, Presidential Fitness, and Field Day, Saint Luke
helps keep its students fit and healthy. Students who receive the Presidential Fitness
award achieve the highest level of fitness. The students are tested in speed and distance
for running, flexibility in the sit and reach, and upper strength in push-ups. For Field day,
the physical education teachers organize a series of events to test the abilities of students
and give them a chance to compete with their peers. Competitions such as long jump, 50
and 100 yard dash, and tug-of-war challenge students and encourage them to engage in
physical activities.

Spiritual wellness is encouraged, by providing opportunities for prayer and reflection.
Students participate in a number of retreats. As eighth graders, they go on a retreat to
Camp Rancho Framasa where they grow as individuals and in their relationship with
God. Prayer, reflection, group bonding, and strength building activities enrich the retreat
experience. The Passion Play, presented by the eighth graders, reenacts the passion,
suffering, and dying of Christ on the cross. This play provides a spiritual growth
opportunity for both the cast members and the student body audience. Weekly all-school
masses give the students a chance to worship as a community and praise God in a loving
environment where people share a common belief.

Mental wellness can be divided into two subcategories: intellectual and emotional.
[NS] provides numerous academic opportunities for intellectual wellness including
speech competitions, spell bowls, science fair, and the Academic Olympic teams. The
requirement for foreign language study in the form of Spanish from fourth through eighth
grade further stretches and develops intellectual wellness. To address emotional
wellness, [NS] employs a counselor. Eighth graders also contribute to the emotional
stability of their first grader buddies by mentoring them. Prayer is always encouraged.
[NS] offers a judgment-free environment where students can openly discuss problems or
intention during class.

89. Hello, I am a student of [NP]’s 4th grade class at [NS]. I along with the rest of my
classmates have written a brief summary of why our school should be a Healthy Hoosier
School. Our number one reason why our school should be selected as a Healthy Hoosier
School is [NP]’s enthusiasm to make us healthier students. He gives us a lot of
information about nutrition and our bodies. He brings us new games, equipment that he
borrows from other schools, and knowledge of fruits, vegetables, and reading food labels.
[NP] talks about initiatives all the time and bringing new things to our schools wellness
program. Our school is involved with the Alliance for Healthier Generations, Peyton
Manning’s Project 18, NFL’S Play 60, Fresh Fruits and Vegetables Program (FFVP), and
an after school Wellness Club “PE4ME.” Our class has helped with hanging banners and
posters around the school to show our support for the schools "Wellness Initiatives." My classmates want to make our school a healthier school. We enjoy playing four square, jump rope, basketball, and kickball during recess.

As for the food we eat here at school is too small of servings. We want more for lunch, more vegetables, fruits, and milk. I personally think we should have more options in elementary. We have learned about the Food Guide Pyramid in Gym class. [NP] tells us all the time that you have to eat enough of each food group to maintain optimum body weight and health. We all understand that being healthy is up to us. We have to be responsible for our own bodies. Eating healthy foods, eating healthy snacks, and being active are topics stressed in our gym class. Our class learned about how the heart works and was active on the heart course in gym. Overall, our school should be selected as a Healthy Hoosier School due primarily to what my class has learned about the topics of health, nutrition, physical activity, and Action Based Learning (ABL).

90. At [NS], [NP], our physical education teacher, teaches us many things about staying healthy. She stresses how important it is to stay in shape and eat healthy foods. [NP] tells us that we should not be spending too much time in front of a computer or video game. We should be outside playing and having fun.

One of my favorite things we did this year was the Heart Adventure Obstacle Course. The course was set up as heart chambers and we were blood traveling through the circulatory system. It was so cool. We talked about the circulatory system and how blood travels through our arteries and veins.

Recently, our school, collected over $2700 for the American Heart Association. Through our Jump Rope for Heart Program we learned how to keep our hearts strong and the importance of cardiovascular endurance activities.

I can’t wait until our fifth grade field day. We get to go to the high school and participate at fitness and activity stations. I’ve never been on the high school track before and I’m looking forward to that.

In this response we hope to persuade you in to why our school is a great environment for healthy habits. [NS] provides a healthy atmosphere for students to get educated, fit, and healthy. Our school provides an opportunity for us to mature and stay healthy. Wellness is an important topic at [NS]. In Physical Education, we do a variety of different activities and sports. We have Mile Mondays, Fitness Fridays and fitness stations. Fitness Stations are different exercises that include sit-ups, jumping jacks, push-ups, forward lunges, etc. On Fitness Fridays we do Personal Best Day which we see how many push-ups and sit-ups we can do in a minute. We keep track of our progress to see how much we have improved throughout the course of the PE class. When we’re done we play basketball or other sports.

Table tennis is another wellness activity we do. Basically, we set up tables and get partners and compete to see who can get 11 points first. Then the last two winners compete in a tournament. The presidential fitness test is a test we take every year.

Students do a variety of exercises to see how healthy and fit they are. Health is a class work subject. Instead of going in the gym we stay in a class and read about how bad foods can harm your body. We also learn about how drugs can affect your organs. We complete worksheets about what we’ve read. Sometimes we have
speakers called “Peers Project” that come from the high school and speak to us about making positive choices. They tell us stories that we can relate to so we won’t make the same mistakes they did that damaged their life.

6th, 7th, and 8th grade participate in basketball intramurals. In basketball intramurals it includes only the students that go to [NS]. In intramurals 6th grade plays alone and 7th and 8th play together. We also do a “Million Mile Walk” our school goal is to walk 86,000 miles. Students get dismissed from related arts classes to go outside on the track listen to music and walk. We do it three-four times a year for health.

In our cafeteria our food has improved a lot. We now have a variety of healthy choices to eat. We have a salad bar where we can make healthy salads of our choice. Instead of regular pasta they changed it to wheat pasta which is healthier for our bodies, we also have wheat wraps. We have more fruit choices so we don’t have to settle for one fruit.

In conclusion, [NS] hopes to continue to make this school a healthier learning environment. We are improving healthier habits by having healthier food choices and a lot of exercise. We hope to have persuaded you into noticing our improvement. [NS] is a great choice for students to get educated while living a healthy life.

92. Shouts and laughter fill the air as elementary students play outside in the warm spring air. They run and jump, gleefully playing tag around the play sets and monkey bars. They are full of healthy foods – fruits, vegetables and grains, and full of life and energy. The healthy food choices available at [NS] spur students on toward a balanced healthy lifestyle. The healthy food choices at [NS] are helps rather than hindrances for student who wish to live a healthy life. In the elementary school, students who order lunch from the school receive a full, healthy meal deal. This plan helps develop healthy eating habits for the future: because the students are given a balanced meal from the school, they are more likely to make those same healthy eating choices in life. Through middle and high school students can pick their own meals. Healthy food options such as yogurts, fruits, soups and salads are available on a daily basis. In addition to healthy choices [NS] has one thing that other schools do not have: a purpose for healthy living beyond sporting accomplishments or even a healthy body. [NS] views healthy living as a way to glorify the Creator. God has given each person a physical body; one needs to be a good steward of that body by keeping it healthy. Healthy living also gives the Christian parallel to his spiritual life. I Cor. 9:24 (NIV) says this, “Do you not know that in a race all the runner run, but only one get the prize? Run in such a way as to get the prize”. [NS] does not promote healthy living for earthly purposes; the school promotes healthy living to provide a model for the perseverance the Christian should maintain in pursuing God. In conclusion, [NS] is taking daily action to stress the importance of a healthy lifestyle to its students. Every student has the opportunity to live well; all the student has to do is take the first step.

93. [NS], to me, has a motto of “healthy makes it happen.” This means being healthy gets you through the day happier and easier. Being healthy is very important to our school. We have Physical Education class at least four times a week. The lunches give kids a nice variety of healthy choices to pick from. Health class, in middle school, teaches young adults how important being healthy is and ways to be healthy. [NS] believes strongly that being healthy makes you happy.
Physical Education class is my favorite class of the day. We usually start by doing an active warm-up to make sure we are stretched out and getting our heart rates up. Then we sometimes go in the Wellness Center. This is a nice resource to our school. It is filled with cardio equipment like treadmills, cross trainers, and two different kinds of bikes. There are also machines to work out your muscles like the bicep or tricep curl, the leg press, and the abs cruncher are just a few to name. Then we spend the rest of class in the gym playing fun games. Volleyball is my favorite to play. P.E is a great way to get an hour of my daily activity in. It is a fun class and helps my class to work hard on our appearance.

Lunchtime is a favorite to most kids. We have three main choices to our lunch bar. There is a salad bar, a sandwich bar, or the main meal of the day. These are three great choices that are healthy and delicious at the same time. If you like bringing your lunch, which is what I do, [NS] likes to remind us that bringing healthy meals is important to how our brain will act the rest of the day. Sodas are forbidden at lunch. This is good because soda is a very sugary drink. There are also extras, which are like side items. These items are pretzels, fruit snacks, and cookies. They mostly are healthy, Lunch is important for kids. It is important too that we eat a balanced diet.

Health class, in middle school, is important to our education. This year, we have learned about fast food and how unhealthy it can be. We did a project on picking a fast food restaurant and seeing what their meal’s health contents are. It was interesting to see just how bad fast food is for your body. We also learn about drugs and what they do to you. We are now starting to learn about some mental health disorders and how to handle stress. Health class makes me aware of my wellbeing. In class, I think about how I am doing health wise. Health class is good for all kids to learn about the importance of health.

[NS] supports kids and teaches them on how to take good care of their body. They also teach us on how, outside of school, to watch what you eat or to set aside two hours of physical activity each day. Every teacher cares about the wellness of every student. They try to teach the importance of being healthy. Kids at [NS] are healthy because of the information we learn in health class, the activities we do in P.E, and the lunches we eat. We all are healthy and happy!

I am a fourth grade student at [NS] in [NP]’s class. We are doing a lot of things to be a healthy school. We are growing vegetables and flowers in our class. We have planted tomatoes, beans, lettuce, peppers, and sunflowers. At the end of the year we get to take them home to continue growing and eat them with our families. I would like to share the food that I grow with the homeless. Our class also gets weekly visits from the YMCA staff. They help us learn about healthy foods and exercise with us. They teach us about the food pyramid and what kinds of things are good for us to eat. Our class and the other fourth graders have started an anti-bullying campaign. We all get together before recess and sing a song about not laughing at others. It also comes with a book that teaches us that we all deserve respect and to not be laughed at for being different. We have recently signed up for certain areas that we want to tell the other kids at our school about anti-bullying. We have already started making posters, developing our own anti-bullying website, and talking about going into classes to teach about keeping all of us safe from bullying. We think we are a healthy school in many ways.
When the students at [NS] walk out the doors at the end of their eighth grade year, the staff’s goal is that they make that big step to High School with not only academic readiness, but the attitude and potential for a healthy lifestyle. Physical well-being is promoted throughout the school in several ways.

All around the school there are several posters promoting personal health. The posters aren’t just about exercising but also promote eating healthy and staying away from drugs and alcohol and are pretty much all around the school, especially in the cafeteria, the gym, the health room, and the nurse’s office. We also have occasional convocations in the gym with guest speakers talking about how important it is to have a healthy mind, as well as a healthy body.

Along with verbal promotion, physical activity is obviously a big part of keeping the population at [NS] healthy and fit. We offer a lot of after-school sports including swimming, wrestling, basketball, football, and probably a lot more. This year our seventh grade girls basketball team and our eighth grade football team had a perfect undefeated streak this year, which is a major feat. As well as after-school activities, physical education class is very active. Last year, a few kids in sixth grade (including myself) received the Presidential Physical Fitness Award, and probably more in the seventh and eighth grades.

We also provide healthy and nutritious food in our school cafeteria. We rarely have junk food, and if we do, it’s usually for a special occasion, like a holiday. We also have a wide variety of foods, and we always have side salads available and various fruits as sides. I believe the majority of people eat school lunch, but I’m not sure.

So in conclusion, I think our school is a very healthy school, and we all try very hard to keep it that way. In a world where obesity is the number one cause of death in the world, it’ll take the effort of all of us to turn it around.

[NS] is a Hoosier Healthy School because we have an educational program called Kid's Choice, we have healthy choices in our lunch line, and our school has a very good Physical Education Program. The details supporting this are true.

To start with, we have an educational program called Kid's Choice. Kid's Choice teaches kids how eating healthy foods can promote a healthy lifestyle. It tells how many calories or salt we should eat every day. We learn that we can help pick out groceries with our mom or dad, and help the whole family be healthy.

Another reason is, we have healthy choices in our lunch line. Every day our school's lunch line has at least four vegetables. The kids always have a choice between the main dish, a ham and cheese sandwich, etc. The lunch ladies always have yummy, yet healthy meals picked out.

Third, our school has a very good Physical Education program. The students get a lot of exercise, and also have a lot of fun. Our school's Physical Education is strict and the students here get a lot of exercise. P.E. teaches us how to stay fit. [NP], [NS]'s P.E. teacher, does a great job at that.

To summarize, [NS] is a Hoosier Healthy School because we have an educational program called Kid's Choice, we have healthy choices in our lunch line, and our school has a very good Physical Education program. We always strive for perfection at [NS], and being a Hoosier Healthy School puts us one step ahead.
97. I believe that [NS] should receive the "Healthy Hoosier School Award" for several reasons. First of all, our school has healthy menu choice everyday. Every student always has a choice of vegetables and fruit. We also get to make our own salads or sub sandwiches. Every week, each classroom is involved in a PE class where we participate in healthy activities and games. This year we had an NFL Fuel Up to Play 60 day to promote healthy living. At recess, students in the elementary have access to a walking track that stretches around the soccer field. Here, you can walk, jog or run around the field during your recess anytime you would like. Even our before and after-school programs are filled with fitness activities. We have a Walker's Club, where students get to walk laps inside the school every morning before class starts. Their names are then entered into a drawing for a prize, such as a healthy drink. At our after school Lights On program, we participate in Fun and Fitness. We also have a Winter Meltdown program where students run and participate in community running events. As you can see, our school is very active. We are encouraged to be active and make smart food choices by our teachers, and I believe that has made a huge impact on how healthy our school is.

98. In 1945, [NS] was a small, but charismatic school for students of every grade. Farming was a way of life for most, a hobby for some. Today, not much has changed. It is only an elementary school now, but has many of the same characteristics as before. [NS] has great PE classes that help us develop lifelong skills, such as shooting a basketball or dribbling a soccer ball. We also participate in activities that are great for the mind and body, such as “Minds in Motion” and “It’s in the Cards”. I also participate in dance, tumbling and 4H Club. These enjoyable clubs keep me in fit and active. Circle the State with Song, Spell Bowl, Running Club, volleyball and basketball are the few after school activities offered at [NS]. I joined these activities because I love the opportunity that comes with them. For example, Running Club inspired me to try something bigger, The Silver Mile. I was able to challenge myself and support charity. “Fun in the Sun” at [NS] is a field day to celebrate the end of the school year. We get to play fun games that get our hearts pumping. We also get to sign yearbooks and T-shirt as we bond with fellow students. Recess at [NS] is fantastic! From kickball field to a jungle gym, we have a safe, clean environment to play in everyday. When I go outside, I like to build snow forts with my friends. Lunchtime is always a favorite time for me. What I love about our cafeteria is that there are always healthy made by our lunch workers themselves. My favorite dish is the green bean casserole. Our cafeteria also provides a safe area for those with food allergies. In conclusion, [NS] is a safe and healthy school to attend. As I move on to middle school, I will miss the amazing teachers that care for every individual student. I will also miss the walks taken on [NS]’s beautiful Nature Trail. [NS] has motivated me to put my best foot forward in school and in life.

99. Many problems with schools is getting the students to eat healthy and exercise. I'm an eighth grader, and I currently attend [NS]. I believe [NS] does a great job of encouraging students to eat healthy and be a part of school activities.
[NS] offers many sports to be a part of such as wrestling, football, track, cross country, volleyball, cheerleading, and basketball. Even if you are not the most athletic person, they help you to improve on your skills and get better. We also have programs to participate in such as intramurals, Five Star, and music activities.

Mandatory activities in school in our Physical Education classes exist to help us get better in our fitness. We have a five minute jog every day in class before we get into our activity for the day. We also have Silver Mile training for five weeks in which we train to run a 5k race that is held at [NS] High School every spring. This event includes not only the race but also a health fair and many booths that give tips for healthy eating and maintaining physical activity. We also go to the several times per month and track our gains in fitness by biking and taking our heart rate, and we keep track of the weights that we lift.

Another way [NS] is a great example of a healthy school is that our staff supports a healthy diet. For breakfast, we offer many great choices for students to get healthy items for breakfast. We also have vegetables and fruit available every day for lunch, and our school does not offer any soda or candy. The only beverages we give out as a choice are white or chocolate milk, juices, and water. By limiting our choices on junk food or unhealthy drinks, I think more kids are starting to eat better. I know I am!

[NS] Health teachers also teach us about portions and calories with our healthy eating. We made posters to put up in the school to remind kids about the Food Guide Pyramid and what we should be eating every day. We also were allowed to choose the Physical Education units that we would be participating in for the year so that we would enjoy them and choose to do them even when we are not in school.

[NS] does not only have healthy food and good activities, but we also have a clean and sanitary environment for learning. All teachers have Kleenex and hand sanitizer in their classrooms, and they remind us the importance of washing our hands to keep germs away. Our custodians always do a great job of cleaning up and making sure we have a clean place to learn.

I am very proud to attend [NS]. I know each day I'm learning ways to be healthy and stay healthy. [NS] has done a great job of encouraging healthy lifestyles, and they are going to keep improving.

100. This year our school had a skating program in gym. It was healthy, good exercise, and loads of fun. The seventh and eighth graders didn’t get to participate. We only had enough money for the fifth and sixth graders to do it, and we had a reduced fee due to a fundraiser. Unfortunately the fundraiser only covered some of the cost. Our school counselor told us hopefully next year we might be able to do it for everyone. We would need lots of money for it, so that’s why we are asking for this grant.

At [NS], we have lots of creative ways to incorporate movement and physical activity. We play fun, unique, and healthy games in gym class.

Almost everywhere you look, there is some sort of encouragement to exercise and eat right at [NS]. There are posters in the cafeteria and above the drinking fountains that show how important it is to be healthy. Also in health class, teachers show us how to make good life choices. We’ve had units on making healthy food choices and getting the right amount of exercise. In the future, our school will do more similar activities.
Our school has lots of programs that promote good health. For example, our recent skating activity. Everyone who participated got a good workout. We also have Sensational Salad days, and our school encourages Play 60, a program that encourages being active for at least sixty minutes a day. In our gym classes, we play lots of fun games that keep us active while having a good time, and we have lots of after school activities that help students get active, for example track, baseball, soccer, basketball, cross country, and others.

So to sum it up, [NS] should get the grant due to all the things it is doing to encourage and incorporate physical activity. We have showed you what we are doing now, and some things we’ll do in the future. We would put this money to good use: to make kids healthy and have a good time while they’re exercising.

101. Hi, we are fourth grade students at [NS] in [C], Indiana. We believe our school should earn a Healthy Hoosier Award because we think we have a healthy school. We are encouraged to exercise from our teacher and principal. [NP], our principal got a great program for us. It's called Zumba. Some of the students go to Zumba after school every Monday. If you do not know what zumba is, it is a dance fitness class. It is very, very fun! We learn about eating healthy snacks, too.

We practice the Presidential Fitness Challenge in gym. It is very fun. We do push up, sit-ups, and shuttle run every Tuesday.

In the winter, we had a garden party. We tasted healthy foods like honeydew, strawberries, green onions, and spinach. We are going to grow these fruits and vegetables in our new garden. [NS] will be having a Garden Groundbreaking Ceremony on April 15, 2011 to kick off the start of our garden and greenhouse. Yesterday our class wrote letters to Mrs. Obama inviting her to attend the ceremony because we know she wants healthy kids.

In the winter we did Jump Rope for Heart. We watched a video called "It Takes Heart To Be A Hero." All week we jumped rope. This is why we think we should get the Healthy Hoosier Award

102. I think that the Academy of Innovative Studies is a Healthy Hoosier School because we have many activities and different opportunities than other schools. Some people think if we go to this school we are bad kids but what they don't know is that we are in this school because we chose to come here ourselves.

I think that this school is good because the teachers and staff at this school let us talk to them and tell them what we want to do and if it is school appropriate and if we don't abuse what they let us do we can do those things. For example, during lunch we are allowed to go to the gym and play basketball or shoot around when we are done eating because we talk to the teachers and they know we need to do something active while on our lunch break.

We have a good selection of after school programs that our after school director, [NP], lets the kids pick themselves. We have activities for those that need help on their school work, tutors, then we have the fun filled activities: basketball, rock climbing, swimming at the Y.M.C.A, hip hop dance ect.

We have things at this school that other schools would like to have, and us students can go to anyone in the office to talk about our problems. We have all different grade
levels in this school but the students that are in high school find ways to communicate and help the younger ones around us. I personally think the best class in this school for high school is Leadership. I love that class because it is a good way to help out in the community and it makes you want to reach out to the younger ones around you that need help or that want to talk to you about anything bothering them in school or even if they need help on their school work. The mentoring program part of Leadership class also helps [NS] be a Healthy Hoosier School.

103. At [NS] ways we show and practice health is we have afterschool programs that help us exercise like Cheerleading, Dance Dance Revolution, Work It Out Club, Fit N Fun Club, Field Day and Nintendo Wii with workout games that make you work out while having fun. In gym we have heart rate monitors for fifth grade only. This allows us to check our heart beat during exercise.

When we have birthday parties we eat healthy snacks like apples, fruit snacks, pretzels, animal crackers, and juice boxes. We also have to eat healthy snacks during afterschool programs like Goldfish, Baked Cheetos, Breakfast Bars, Pretzels, Granola Bars and Juicy Juice. We do not have vending machines at school because they do not have healthy snacks in them.

In our cafeteria we have healthy lunches and snacks. We do not allow pop at school or parents to bring in fast food when they come to eat lunch with us. [NS] has a rule that we are not to have those items here so that we may choose healthier foods. In the cafeteria there are posters that show healthy foods. We also do not eat the buttery or sugary popcorn on Fridays. We eat plain popcorn so it is good for our health.

We have social silent reading for us to cool down from a hard day. We have Red Ribbon week to stay and show were drug free. We stay healthy so we don’t have to go to the doctor for sickness of sugar or the dentist because of sugar we eat. We have sugar free signs in classes, and we learn how to be healthy. Our school is healthy because we eat apples as fractions in 3rd grade. We have good health because we get enough sleep so we don’t come to school hungry or tired. We try to stay healthy by not spreading germs. We wash our hands with soap and water for 30 seconds and use a paper towel to turn off the water.

104. I think every one should have a healthy school!

[NS] is perfect example! Here, all students take care of themselves. Every time we use the restroom, we wash our hands. In our Bearcat Cafe we eat food that helps our mind be on track, like whole grains and fruit. When we sneeze or cough we use a tissue or the inside corner of our elbow. I can tell everybody gets enough sleep for the night.

Most people I know here is in school sports, team sports, or our middle school walking club. Everyday we exercise our body and minds. One other thing we do here is we recycle! We have about six recycling bins. Each bin has room for mixed paper, aluminum, and bottles. I am so happy we have a clean, healthy enviroment here at school so I can live a clean, healthy, and happy life out of school, too! So, do you think every schol in Indiana should be healthy just like here at [NS]?

105. I'm [NP], a 4th grader at [NS]. I'm writing to you so I can tell you why [NS] should be a Healthy Hoosier School.
First, [NS] is a very sanitary school. Every night the janitors clean the restrooms to make sure there are no messes left behind. Plus, every time there is a mess, a janitor is there immediately. Also, the janitors can clean almost anything. Seriously, they could probably clean garbage.

Second, we are very healthy. Our nurse is the greatest! She can cure everything a child can get. Plus, she can make you immune to any type of bacteria...well maybe I'm exaggerating. Our nurse knows all the remedies.

Third, we even eat healthy! Here at [NS], we encourage parents to bring in healthy snacks for special occasions. Plus, the lunch ladies make the most delicious and healthy lunches. We can also buy small, healthy snacks in the cafeteria. On Wednesdays, we can buy popcorn for twenty-five cents.

Last, we get tons of physical activity. Our gym teacher, [NP], teaches us so many exercises like push-ups, crunches, and shoulder rolls. We also play games like Builders and Bulldozers. That's why we're so fit. Did I mention we have a Walking Club here? Well, we do! Plus, we are having our 2nd [NS] 5K in May.

I really hope you consider giving [NS] the award of being a Healthy Hoosier School.

106. Attending a school fortunate enough to be a participant in the healthy schools initiative has been extremely beneficial. As a result of the various wellness policies in place at our school I have learned to make better food choices. I now consume a variety of foods such as salads and my diet includes more fruit.

I’ve also started to exercise. Swimming is a great way to exercise and have fun at the same time. Statics show that over 60% of children do not know how to swim. What a shame! Hopefully next year our school will offer an after school swimming program and perhaps gymnastics as well.

Our school has a variety of after school programs with an emphasis on physical activity. The gymnastics and cheer leading programs are great because a lot of the time the girls’ sports get over looked. Some don’t believe cheer leading is an actual sport. As a cheer team it is important for us to be healthy and well trained. I’m thankful that we have a coach who has helped us become a healthier and safer cheer team.

I believe we should have an after school program where students and teachers could exercise and do aerobic activities together. I think it would be a great way for teachers and students to become closer and build a relationship with each other.

In conclusion, the resources provided by the Healthy Schools Program have enabled our school to do much more than we have done in the past. It has not only affected us but our community as well.

107. [NS] should win the Healthy Hoosier Award for many reasons. In the mornings, three fourths of the whole school, or more, are burning calories at Walking Club. At recess you get to run around outside and have fun. Next, when you go to lunch, you walk in and see the food pyramid and the Organ Wise Guys on posters. Plus, the cafeteria serves really healthy foods like apples.

After school, our gym teacher, [NP], provides us with after school sports. You can shoot a 3-pointer in basketball, throw a ball at your friend in dodge ball, and serve a tennis ball at tennis. All those activities burn calories and are super fun!
[NP] is in charge of an afterschool activity called R.O.C.K. ROCK is where [NP] teaches the kids about drugs and gambling. So, when they are older they won’t smoke or gamble. Some days you get to go to the gym and play different games. That’s why we should win the Healthy Hoosier School Award.

108. [NS] is a health school. It should receive the healthy school award because... Well let me tell you some reasons why. Here they are.

[NS] does morning exercises. Some are really silly, but everyone is in motion.

Plus, it is a marvelous way to start off your school morning. After a lazy lumpy morning, then you’re doing the twist! How much healthier can that be?!

We eat nutritious fruit and vegetable cups which is part of the entrée. We also drink flavorful chocolate milk and milk. Yummy right! We always have fruit or vegetables and let me give you a tip: Take the corn! Anyway, the fruit is great too. TIP: Go for the brown hairy kiwi. All of the appetizers are splendid.

We kids worship water, so our school has fountains everywhere. Everywhere you turn there is H2O. When we drink water it’s like a small waterfall transporting down your throat. Which is why water is healthy for you. So our water tanks are pretty full.

[NS] is a school of healthy bright stars. We are the school that is healthier than any galaxy. If we receive this award, we will shine brighter to receive another. [NS] Stars are healthy!

109. I think [NS] should be the Healthy Hoosier School because they encourage a healthy overall school environment. One example of this is we take part in daily morning exercise where the secretary plays a fun song and everyone marches in place and moves around for about 2 minutes to get their blood flowing. Another example of our schools healthy environment is the playground; there is not only the usual playground equipment, but also a track that circles the playground and we are encouraged to walk around it before we play. Something else we do at our school is having Fitness Fridays and Kid Fit Wednesdays. This is where kids can come have fun and be active. Another thing we do at our school is actively participate in the Jump Rope for Heart program. The purpose of this program is to collect donations for the American Heart Association and take part in the jump-a-thon. The last example of why I think our school should be the Healthy Hoosier School is because of our school lunch. The cafeteria ladies always make sure that we have fruits and vegetables every day and sometimes we even get fresh fruits such as bananas or strawberries. There is even a choice of chef salad available if we do not like what is on the menu that day. These are just a few examples of why I think [NS] should be the Healthy Hoosier School.

110. [NS] should be a Healthy Hoosier School because of the facilities it offers to the students and the community as well as the nutritional food offered daily to the students and staff. Our school has spent approximately $1,000,000 on our Wellness Center and updates the equipment regularly. This Wellness Center is available for the students, mainly high school, who take advanced physical education classes, such as weight-lifting and team sports. These students have access to all of the cardio machines and free weight machines during these times to workout and keep in shape. It is great to have these classes available, especially to athletes who like to stay in shape, both in and out of
season and it encourages non-athletic students to utilize the facility. After school hours, the Wellness Center is open to the public to come in and workout. This is a great asset to have in our small community because there is no other facility in [NS] where one can workout and exercise to stay in shape. It is convenient, close, and very affordable. It benefits everyone in the community.

Our school provides the students and staff with a healthy, nutritional lunch every day that has many different options. Students can have a choice of what they want to eat and everyday offers something new for us to try. This award would allow our school to keep up with our healthy lunches and possibly add even more variety to our choices. As a student, I believe we would love to have more fruits and other healthy side items to try. It makes us feel great knowing our school cares about our health and wants us to eat right and get into shape.

The Healthy Hoosier School Award would help [NS] keep up its efforts to maintain a healthy and fit community. From our students to our fellow residents, this would benefit all. It would allow us to keep our Wellness Center up-to-date and our school lunches nutritious and delicious. Please consider [NS] for this grant.

111. Our school, [NS], is a Healthy Hoosier School. You will think so too when we tell you these reasons!

- We get lots of exercise at school. On the 100th day of school, we did 10 exercises 10 times and they added up to 100. We did sit-ups, push-ups, and lots more. We also did 100 math facts on the 100 day. It exercises our minds.
- Also during the Jump-A-Thon we got great exercise. Jumping rope is good for your heart. That why they call it Jump Rope For Heart. Every week we go to the gym for PE class and that is great fun and great exercise. At recess we get exercise by running, galloping, walking, jogging, stretching, and lots more. Sometimes we ride our bikes to the school playground after school. That’s good exercise.
- We love to get exercise by walking around the playground at recess. Sometimes we walk around the school. Our school building is big with lots of hallways, so we get good exercise walking to our other classes. We can walk almost anywhere. Walking gives us great exercise and we like that!
- In our lunches that are packed we could have fruit, cereal bars, and more. When we buy our lunch at the cafeteria we get a choice of fruit and also vegetables. There is usually a choice of fruit and vegetables every day. [NS]’s dental hygienists came to our classrooms and told us all about how important it is to brush our teeth and how to do it the right way. Kids hate cavities and especially the shot! So this was good to have the dentist send his nurses to teach us about flossing.
- We also learn a lot about blood. A lady from the blood donating place came and taught us all about our blood and how to stay healthy. We love to get nutrition and exercise and learn about keeping our bodies healthy! We really are a great Healthy Hoosier School!

112. I'm writing this for one very important reason, to tell you that [NS] is healthy. Students are getting healthier every day at [NS]. Here are some reasons why. [NS] recently got a new fruit and veggie bar; this allows us to choose from a variety of different healthy foods. This includes oranges, apples, carrots, grapes and so much more.
We also have a choice of eating a salad everyday. Our menu includes a daily choice of milk, water, or juice.

[NS] offers a wide selection of after school sports. This includes basketball, track, cross-country, dance team, cheerleading and volleyball. We also get recess on a regular basis. Every class at [NS] has PE anywhere from 2 to 3 times per week. That's 2 times more than most other schools. We also have program going on called the Brain Domain. In the Brain Domain you get a healthier mind and body. You get to do various activities that help your muscles in many ways.

I hope that you agree with me that [NS] is truly a Hoosier Healthy School.

113. Here at [NS], [NP], our PE teacher sees us two times every week for 45 minutes of activity time. Our class starts with stretches, sit-ups and push ups. Then we walk/jog for 10 minutes. After our warm up we participate in the class. Thus far we have played volleyball, basketball, done a variety of activities in stations, VBB, and now are playing soccer. In the stations we did fitness testing. In September, we took an 800 meter time test, we retested in October and many of us improved our times. Some of us even were capable of taking a mile time test.

114. [NS] should be a healthy school so kids wouldn't be obese, they would be healthy, and so all students could be happy and energetic. [NS] shouldn't be the kind of school who makes students sit down all day long and only get 10 minutes of exercise. [NS] should be the school who has 30 minutes of recess and 50 minutes of gym. If we had those things we could be a super healthy school.

There are many ways to become a healthy school. We could encourage the whole school to walk more by giving everyone a pedometer. That would let the students have a reason to have a little more fun walking.

Another way [NS] can become a healthy school is by eating more and more vegetables and fruit in the cafeteria. Also the students have more choices for lunch so they won't be hungry when they get back to their classroom.

My last reason that [NS] can become a healthy school is by having a bigger playground. If we had a bigger playground the students could climb and run greater distances and get more exercise.

Now you know why [NS] should become a healthy school and how.

115. [NS] should be a Healthy Hoosier School because we do many healthy things. Such as Jump Rope for Heart. Another thing we do is a walk-a-thon. At our walk-a-thon our gym teacher, [NP], encourages us to run as much as we can. She cares about our health and wants us to stay healthy. Soon [NP] will be starting a pedometer walk for all the students. She will help us to keep walking then see how many steps we have taken.

Our cafeteria workers also want us to stay healthy. They don't only serve fruits and vegetables they encourage us to eat them. They have opened up a fruit var in the cafeteria. Many students have been eating many fruits over that time.

Many teachers hold after school sports programs. Such as cheerleading, basketball, track, soccer and much more. We travel to other schools and work together as a team to make each other healthier.
The gym teacher has us work on cardio. We run up and down steps, and we've even done a 800 meter run!

We also do field day close to the end of the year. We run, jump, and do many fun but healthy things. Once again, we should be a Healthy Hoosier School.

116. Vegetables! Fruits! Flavor! Yum! healthy food is great. [NS] has many more healthy items to eat at lunch now! Some kids or faculty at [NS] might not be happy with our recent changes at school, but you should be happy our school is a healthy place. [NS] also known as [NS] should always be a healthy school because eating right keeps you in shape, and puts a smile on your face. Too much junk food makes you gain weight, so you get a little bigger than you need to be. I be many kids love playing on the playground at school and may even swinging on the big white rope in gym we have. Well, healthy foods help make and build muscles in you so you can do fun things in life. The foods at [NS] are also good because you might not like veggies and fruit but in it there is excellent vitamins and nutrients that you need, such as, oranges have citrus in them that gets you up and running maybe for a test or even getting up and ready for school. Broccoli has vitamin C in in it and helps keep your bones strong. Another reason [NS] should be a healthy school is because its a way to try foods you never knew you liked, because if you judge foods by what they look like, you'll never know if you love it or not if you don't try it. You don't always have to eat healthy foods, you can have a junky food every once in a while, just don't eat unhealthy foods all the time. Its your choice, so make a good one. That is why [NS] should be a healthy school. What would you decide if this was your own decision?

117. Our school should be Healthy Hoosier School because we are always striving to do our best and will do anything it takes to get there.

We always exercise in gym class and on the playground. We like to run, jump and play hard.

Also, we love to eat healthy. Recently our cafeteria got healthier by adding a fruit and veggie bar. They are also making sure that we get vital vitamins by switching to whole wheat buns and bread and substituting pizza crust with pitas. (Yum) This year on our playground we have generously gotten some dodge balls, basketballs, soccer balls, and jump ropes.

These help us to be active by simply giving us something to do!

Along with the great equipment we have received playing areas. Now we no longer have to imagine 4 squares or hop-scotches.

This is why I think our school should be a Healthy Hoosier School.

118. Hello, my name is [NP]. I'm in the 5th grade. I am here to tell you about why [NS] is a Healthy Hoosier School.

First, I am going to tell you about PE classes and exercises. Every grade goes to PE. We do exercises to get ready and build muscles. We do all kinds of cool, fun and good exercises like push-ups, jumping jacks, sit ups and more cool exercises.

We also do activities like Minds in Motion. Minds in Motion is like something that will help your brain. It helps a lot. We have to do obstacles, like skipping, rolling on a board,
counting beads, and balancing. Physical things like that. Kids that are in grades k-5 do it every morning. 3-5 do it before breakfast. K-1 do it after breakfast.

We have healthy selections for lunch. We have salad, fruit platter, and wraps. They have healthy things in it. We also have healthy sides like broccoli, carrots, cauliflower, celery and green beans too. We have a fruit bar with healthy selection of oranges and apples. We also have water bottles for 50 cents.

Next I am going to talk about Jump Rope and Hoops for Heart. We go to neighbors that we know, family and friends. We jump rope for people and gain money. We give the money to the kids and adults that have problems with their hearts and can't afford to get surgery. So we give them the money to help the kids.

Last I am going to tell you about recess. We go outside almost everyday to get some fresh air and some exercise. If we don't go outside we still go to the gym to get some exercise and play.

And that's why I think [NS] should be a Healthy Hoosier School.

119. Our school is [NS]. Our school is a healthy school. We eat something healthy every day at lunch like salad, fruits, veggies and more! A couple times a month we get to try healthy foods like cherries and apples at a tasting table in the cafeteria. Our school is also a healthy school because we exercise during gym. Every day teachers and kids walk and do exercises around the school. The teachers walk after school to stay healthy. Every Monday and Wednesday second and third grade students have a walking club during recess on the track on the playground. They try to reach one or more laps during recess!

Walking is a good way to exercise. On our announcements every day we hear ideas for healthy things to eat from our nurse. She encourages us to try new things. After school on Tuesdays and Thursdays a teacher named [NP] has a jump rope team. On Tuesdays it's beginners and on Thursdays it's the advanced jump rope teams turn. Jump roping is a great way to stay healthy. All of those things make our school a healthy place to be.

120. [NS] should be a Healthy Hoosier School because being healthy is good for your body and it is just fun to go outside and do a mile or play soccer, etc. You will be proud of yourself if you challenge yourself to do something and you succeed at it. We have this thing in our school called the Walking Club and what it is, is every Monday, Wednesday and Friday, we go outside at 2nd recess and try to get as many miles as we can. We also had a lot of cool programs during the year. One of them was Health Works. They told us how to eat good foods and that you need to drink a lot of water. You can tell if you are drinking enough when you go to the bathroom and your pee is clear. That means that you have been drinking enough water but if it is darker then that means that you have to start drinking lots and lots of water.

If your going to go running the number one things is to make sure you are safe or have an inhailer with you if you start breathing hard. One time my friend just finished walking and all of a sudden he starts crying. I ask him what's wrong. He said "I can't breathe". I tell him to relax and take deep breaths. That is why it's important to always be safe and why our school is fighting to be a Healthy Hoosier.

121. I am [NP]. I'm from [NS] and I'm in the forth grade. I think our school is healthy because 1. we have healthy food in the Cafeteria fresh apple. 2. We stay Active at school, YMA [YMCA] after school program and home. 3. We use hand sanitizer to keep our
hands clean and by washing hands. 4. We watch a video on how to sneeze and cough without spreading germs. 5. In gym class we are Active by doing exercise like Jumping Rope. My favorite special is gym. 6. We have sign that has healthy foods on them in the cafeteria. 7. We go out to recess everyday we drink water and milk to stay Healthy. 8. The people that came to our school that talk about smoking said it's bad because you can get cancer. And that the things that is healthy in Sugar Grove.

122. At [NS] we are all about health! In the cafeteria the food we have is baked - not fried, we used to have a few fruits and vegetables to choose from, but now we have a fruit and vegetable bar for any student that gets a tray. They are allowed as much fruits and vegetables as they want. We have one hour of recess each day. We have gym class once a week for fifty minutes. We have lots of activities around the school year to influence kids to get active like: The Jump-Ropers, Good Samaritan - No More Couch Potatoes, D.A.R.E., and other activities. If we have inside recess the younger children go into the gym and run 2 laps to get their exercise, and that is the health of [NS]!

123. Our teachers teach us different ways to be healthy like physically, mentally, morally, and emotionally. Many schools have regular gym class but not us. We have unique activities that students do in gym class. We have a rare Ballroom dancing class. Our principal hires a dance instructor that is apart of a school and they come in and teach us how to dance. We also have many other activity options like extra curricular sports and Expo. Expo is an extra class we have on Friday. There are many different options you can choose from such as Walking for fun and fitness, Basketball, and Yoga. Every so often the teachers plan tournaments for each home room team to participate in. The sport is usually basketball or volleyball. At the championships the top four home room teams compete at the pep-rally. It’s very exciting for everyone. Our school offers a club called Youth Network that can really help a person mentally and emotionally. Youth Network got a grant to help teach students how to stay healthy in many ways. The club teaches teenage kids how to be drug and alcohol free. Many kids our age want to or get pressured into trying drugs or drinking. Being into drugs can really tear a young adult apart so joining this group really helps you learn ways to be a positive kid and one that can say no. Our school lunches have healthy side and main choices each day. You can get bigger salads which would count as a main dish or a smaller salad which would count as a side. They also have healthy sandwiches and fresh peppers. For drinks they have all sorts of choices, such as water, juices, milk, etc. These are our reasons why we are a Healthy Hoosier School.

124. We are 4th graders and have lots of healthy activities at [NS]. Our school does a school walk for Diabetes for one. We also have ball chairs in two of our classrooms. We have active recesses and our school lunches are better. All of these things make us healthy.

The school walk for Diabetes is when everyone walks around the school to prevent Diabetes. Then everyone collects money for medicine for people with Diabetes. We show them that it is going to be ok, and we will support them along the way to try to make them healthier. Ball chairs help keep kids with a lot of stuff. It helps kids get the back alignment that they should have. It helps kids who can’t think or concentrate. Kids
who need to fidget can bounce on the ball. It allows you to stretch your arms and legs. People who love and play sports can train on these stability balls.

These ball chairs can help you strengthen your core muscles. It puts 30% less pressure on the discs rather than standing. This stability ball has been helping people improve balance, coordination, and flexibility. It also helps with blood flow and keeps you alert and focused.

Exercise is included in the activity called recess. We get moving twice a day with recess. It helps us to relax our brains from all the math, science, etc. The kids are able to use built up energy from working on subjects for long periods of time. At lunch we have healthy new choices that are better for your brain and body. Kids are getting healthier all the time with our new school lunches. The lunches are not only healthy but good too.

Our school is healthy and happy, and that’s what makes us want to come to school. What do you think?

125. I am a 7th grade student at [NS]. A new program was started this year that involves the entire middle school. The after lunch walking program was started to add to the physical activity a person receives, and it's fun. All students go to the gym after lunch and if they choose to walk they can and when they do this is how it works. Every time you walk one lap you collect a popsicle stick. After reaching certain mile markers (ie number of popsicle sticks) you receive charms. You have a bracelet to put the charms on and it is cool. Then you get to choose items from the prize cabinet that are fitness related. The prizes are donated and there is no cost for the program. When you reach a mile your name also goes in the daily announcements and there is a competition between the 3 grade levels.

126. We feel [NS] should be a Healthy Hoosier School because of the great things we are taught concerning being healthy and the great programs we have going on. In our physical education classes we are using pedometers daily and have to go a certain distance each day. We are learning the importance of knowing what your body needs, activity wise, to stay healthy. At lunch time we are encouraged to make healthy choices for ourselves. Each category of the food groups has two or more choices. There are two mains to choose from, two vegetables, of which we can have both, and two fruits, of which we can have both. Fresh fruit is offered daily and whole grains are offered most of the time. You can leave the cafeteria with a full tray that is so good and mainly good for you. We also have opportunities to be in different clubs as well as intramural sports during school hours. [NS] tries to have something for everyone.
Appendix K: Nebraska Codes

What programs are being implemented?

**Nutrition**

- 5-4-3-2-1 GO!
- backpack program
- Breakfast Week
- Cooking Club
- encourage fruits and veggies
- food education
- Food Group Dragon
- food tasting
- free breakfast item
- fruit and vegetable program
- Fruits and veggies more available
- healthier beverages
- healthier food choices
- healthier snack choices
- healthy eating challenge
- healthy food rewards
- healthy or non-food sales
- Healthy Snack Week
- implementing breakfast program
- improving school meals
- improving vending machines
- increased food variety
- increased fresh fruits and vegetables
- increased fruits and vegetables
- increased lunch time
- increased nutrition education
- increased water accessibility
- Junk food drive
- nationwide school recipe contest
- non-food rewards
- nutrition education
- nutrition poster contest
- recipe contest
- Refuel with Milk
- Tasting Adventures
- The Two Bite Club

**Physical Activity**

- After School Obstacles
- All Recreate on Fridays
- Program
- all school assembly
- Before school gym
- bootcamp for staff and students
- daily physical activity
- Community event participation
- Community walk/run
- Feet First Fridays
- focus on physical education
- Fun walk for Neuroblastoma
- Get up and Move week
- Hoops for Heart program
- increased PE time
- increased physical activity
- increased recess time
- indoor recess activities
- intra-mural sports
- jammin’ minute
- Jump Rope for Heart
- lunchtime activities
- Move-It Challenge
- Moving Mondays
- new physical activities
- NO CHILD LEFT ON THEIR BEHIND
- open gym
- physical activity breaks
- physical activity celebration
- physical activity challenge
- physical activity clubs
- physical activity electives
- physical activity fundraiser
- Running Club
- SPARK PE curriculum
- video dance contest
- walk to school days
- walking challenge
- Walking Club
- walking program
- wednesday warm-ups

**Combined**

- bicycle smoothie machine
- health education
- Healthy after school club
- Contests
- creating healthy message videos
- Family Wellness Night
- Fuel Up To Play 60
- health activities at assemblies
- health and wellness day
- Educational skits
- recess before lunch
- staff wellness program
- Weekly wellness day
- Wellness club
- Wellness Carnival
- Wellness Day activities
- wellness education
- Whatcha Doin? program

**Other – Creating Culture**

- Alliance for a Healthier Gener...
- Annual Health screening
- Collaborating with other schools
- Handwashing/Sneezing
- older students mentoring
- Staff training
- Student involvement
- emotional health program
- encouraging lifelong health
- formed a wellness committee
- incentive prizes
- including all students
- informational booths
- kick-off at school-wide event
- kids are actively involved
- making learning fun
- new equipment/space
- positive attention rewards
- positive role models
- promotional activities
- Random Acts of Kindness
- Reinforcing messages
- Safe Routes to School
- school/community garden
- Using community resources
- Wellness as part of school culture
How were they received?

**Positive**
- desire to continue
- Excited about physical activity
- Excited to drink milk
- Excited to participate
- Excited to try new foods
- having fun
- kids are actively involved
- making learning fun
- most students still participating
- parent support
- positive feedback
- Positive response to national programs
- Student involvement
- Students express happiness

**Negative**
- Challenge bad habits at home
- Challenge Dislike change
- Challenge encouraging parent participation
- Challenge fear of trying new foods
- Challenge keeping activities fresh
- Challenge lack of funds
- Challenge limited space
- Challenge limited staff
- Challenge maintaining garden all year
- Challenge negative attitude
- Challenge scheduling

What impact to these programs have on school wellness?

**Physical**
- Better recovery after exercise
- fewer stomach aches
- increased energy
- increased fresh fruits and vegetables
- increased fruits and vegetables
- Reduced obesity rate as a school
- plate waste reduction

**Emotional**
- desire to continue
- feeling of unity
- happier and more attentive
- having fun
- improved attitude

**Behavioral**
- increased desire to exercise
- increased food variety
- increased knowledge
- making positive changes
- positive environment
- positive role models

**Mental**
- increased awareness
- increased focus

**Other**
- Mixed feelings about program
- Wellness as part of school culture

- increased breakfast consumption
- increased healthy choices
- increased meal participation
- increased milk consumption
- increased vegetable consumption
- less discipline problems more activity before, during and after school

- encouraging lifelong health
- Wellness as part of school culture
- More cost effective
Appendix L: Indiana Codes

What programs are being implemented?

**Nutrition**
- all school breakfast
- backpack program
- bowling night
- Breakfast Club
- breakfast provided
- canned food drive
- cooking education/contest
- displaying nutritional information
- encouraging students to try new foods
- Expanded Breakfast Program
- Family dinner night
- Fear Food Factor Challenge
- food education
- food journals
- food tasting
- Fresh Fruit Fridays
- Fresh Produce Initiative
- Fruit and vegetable contest
- fruit and vegetable program
- healthier beverages
- healthier food choices
- healthier snack choices
- healthy or non-food fundraisers
- healthy or non-food rewards implemented breakfast program
- improving school meals
- improving vending
- increased fruits and vegetables
- increased variety of fruits and vegetables
- no unhealthy outside food policy
- nutrition books
- nutrition education
- posted nutrition facts
- Professor Popcorn
- promoting school breakfast
- Reality Bites Program
- reduced plate waste
- Refuel After School
- self-serving entree
- Taste Your Colors
- Think Your Drink
- variety of food choices

**Physical Activity**
- Active for Life
- activity-based field trips
- Activity backpacks program
- after school physical activity
- all-school physical activity
- ball chairs
- Bike for Life
- C'Motion
- circuit training program
- community races
- creative physical activity
- dancing in music
- Disney Radio Move It
- exercising with friends
- FAST Track
- Fitness 4 Life
- fitness clinic
- Fitness Extravaganza
- Fitness Fridays
- fitness testing
- Game Day Tuesdays
- Greek Olympics
- Happy Dance for birthdays
- health journals
- improved physical education
- increased access to equipment
- Increased PE time
- increased physical activity
- increased recess time
- indoor recess activities
- intense activity level
- intramural sports
- JAM School Program
- Jump Kids Jump Movement
- Jump Rope for Heart
- Kids On the Mooooooove
- lock-in activities
- lunchtime physical activities
- morning basketball
- Morning exercise program
- open gym/access
- physical activity breaks
- physical activity celebration
- physical activity challenges
- physical activity clubs
- physical activity competition
- physical activity days
- physical activity fundraiser
- physical activity rewards
- Race for the Cure
- Riding to school program
- roller-skating program
- running club
- running program in PE
- S.H.A.P.E. standards
- school-wide kickball tournament
- school boot camp
- school dances
- school musical
- school triathlon
- school walk/run
- schoolwide basketball tournament
- scooter race
- structured recess activities
- student parking far away
- variety of equipment
- variety of exercises
- walk to school day
- walking club
- walking program
- weight training program
- YMCA Play 60
- Zone training
- Zumba class

**Combined**
- CATCH program
- Celebrity/mascot promoted messages
- Colts PRIDE
- community health fair
- community kick-off
- Family wellness night
- Family wellness program
- healthy pledge card
- Fuel Up to Play 60
- Game On program
- health tip of the day/week
- healthy school week
- Healthy Student of the Month
- heart rate monitors
- HEROES Program
- Kid's Choice Program
- Minds in Motion
- monthly wellness activities
- OrganWise Guys
How were they received?

**Positive**
- increased school meal participation
- media support
- parent support
- positive attitude.
- positive feedback
- positive student response
- proud of accomplishment
- strengthened relationships in community
- student initiative
- students appreciate staff
- students are motivated
- students encourage each other to exercise
- students enjoy changes
- students enjoy healthy foods
- students feel safe
- students grateful
- students motivated to meet goals
- students understand and appreciate exercise
- students understand and appreciate nutrition
- well-attended

**Negative**
- apprehension
- Challenge first implementation
- Challenge fragility of fresh produce
- challenge including everyone
- Challenge increasing awareness
- Challenge lack of funds
- Challenge lack of space
- Challenge limited staff
- challenge limited time
- Challenge motivation
- Challenge parent participation
- challenge student training
- challenge students taking ownership
- Challenge weather
- dislike of healthier choices
- healthy because staff cares
- lot of time for preparations

**Other**
- mixed feelings about changes
What impact to these programs have on school wellness?

**Physical**
- athletes aided in recovery
- below national obesity rate
- collective weight loss
- decreased injuries
- improved BMI
- improved body composition
- improved fitness level
- improved fitness test scores
- improved oral health
- improved skills
- increased energy
- increased energy expenditure
- increased flexibility
- increased strength
- lower blood pressure
- meeting nutritional needs

**Mental**
- improved grades
- increased awareness
- increased focus
- increased knowledge
- increased mental fitness
- students understand and appreciate exercise
- students understand and appreciate nutrition

**Emotional**
- understanding that fitness = diet and exercise
- being healthy is easy and exciting
- confidence in ability
- desire to make healthy choices
- happier students
- improved attitudes
- improved relationship between students and staff
- increased morale
- increased motivation
- instilling love of fitness
- students understand and appreciate exercise
- students understand and appreciate nutrition

**Behavioral**
- making new friends
- positive role models
- something for everyone
- strengthened relationships in community
- student initiative
- team work/comradery

**Other**
- daily milk consumption
- decreased discipline problems
- decreased tardiness
- healthier food choices
- healthier snack choices
- healthy choices outside school
- healthy lifestyle choices
- improved attendance rates
- increased accountability
- increased fruit and vegetable consumption
- increased involvement
- increased participation
- increased physical activity

- Achieving goal
- building/growing the whole student
- encouraging healthy lifestyle
- encouraging overall health
- learning sportmanship
Appendix M: Validation Codes

"Be Well" books
"Girls on the Run"
5 minute walk at lunch
5K Dash/Fun run
Active student wellness group
Activity days to meet goals
Add selected foods to menus
Addition of a gymnasium
Additional activity opportunities offered
Additional fitness staff
After-school fitness programs
After-school intramural programs
After-school running club
Before/After-school fitness programs
Behavioral crisis hot line
Benefits of physical activity
Better attitudes
Better health equals better attendance
Breakfast program
Cardio room
Chart for tracking miles
Classroom physical activity
Classroom stretching
Counseling services
CPR training for staff
Creating healthy habits
Crisis hot line well accepted
Daily health messages
Daily recess
Daily recess guaranteed
Dance CDs
Decreased overweight/obesity rates
Diet education
Different fitness activities/programs
Drug education/awareness
Eat and play healthier
Eat new foods & stay active
eat parfaits
Eating breakfast is encouraged
Elective food and fitness
offering
Eliminated pop machines
Elimination of unhealthy rewards
Emphasis on walking
Encourage healthy eating & exercise
Encourage healthy eating/exercise
Encouraging healthy choices
Encouraging strength training enjoyed with minimal complaint..
Every elementary student is practicing
Excited about effects
Excited for future progress
Exciting for everyone
Exercise and eat right
Exercise has academic impact
Exercise in cheerleading class
Exercise in gym
Exercise is encouraged
Exercise more with friends
Exercising in gym class
Exercising in P.E.
Extremely proud
Facilities/resources to encourage activity
Family fitness nights
Family health classes
Family involvement in meal selection
First health fair
Fitness activity
Fitness Council
Fitness education
Fitness equipment purchased
Fitness testing
Fitness testing each quarter
Fitness/healthy snack stations
Food tasting group
Four milk options daily
Fuel Up to Play 60
Fun activities
Fun activities to increase activity
Fun fitness activities
Fun warm up activities
Good exercise facilities
Good school lunches
Good student participation
Good support
Great times for mile run guarantees daily recess activities
Guest speakers/instructors
Gym helps with fitness
Handwashing/Sneezing
Have fun playing/getting healthy
Health and fitness classes offered
Health announcements
Health class
Health committee created
Health education
Health fair
Health fairs
Health is important to students
Health messages
Health nurse
Health screenings/fairs
Healthier beverage options
Healthier eating environment
Healthier foods offered
Healthier options at breakfast/lunch
Healthier options available
Healthier staff snacks
Healthy after-school snack
Healthy beverage options
Healthy beverages offered
Healthy birthday celebrations
Healthy eating
Healthy eating is important
Healthy eating/choices
Healthy eating/options
Healthy eating/physical activity encouraged
Healthy food/beverage choices
Healthy lifestyles & improved fitness goals
Healthy lunch choices
Healthy lunch option
Healthy lunch options
Healthy lunches
Healthy snack advertisements
Healthy snack options
Healthy snack/drink fundraiser
Healthy snacking
Healthy students
Heart maze yearly
Heart rate monitors to maximize workout
Hoops for Heart
Huge Success
Impact on wellness
Improved overall school health
Improved physical fitness
Incentives for participation
Incentives for walking/riding bike
Increased classroom focus
Increased classroom physical activity
Increased energy/effort
Increased fitness levels
Increased fitness opportunities | Students more alert
Increased fruits and vegetables
Increased nutrition knowledge
Increased physical activity
Increased safety & sanitation
Increasing family physical activity
Jump Rope for Heart
Kids enjoy the food
Kids try new healthy foods
Knowledge of food pyramid
Learn how to stay fit
Less high fat foods
Lots of exercise
Lots of interest
Lunch blue print
Maintain resources for health curriculum
Many health improvements made
Many sports/clubs offered
Many staff/students affected
Menus posted
Milk coupons for academic success
Milk machine
Minds in Motion
Morning stretches
Motivated inactive students
Motivates inactive kids
Nutrition & physical activity surveys
Nutrition and Exercise Education
Nutrition and physical activity awareness
Encourage good lifestyle choices
Nutrition education program
Nutrition information posted
Nutrition messages displayed
Nutritional message monthly
Offer regular dental checkups
Offer student physical activity opportunities
Offer variety of fruits/vegetables
Offering better choices
Offers fitness/nutritional classes/clubs
Once we are all finished racin.. Open gym
Open workout room
Organized running club
Parents educated on healthy snacks
PE increases physical activity
Pedometer tracking, fitness program
Perception of impact
Physical activity
Physical activity breaks daily
Physical activity challenges
Physical activity opportunities
Physical education class
physical education program
Play games during homeroom
Pop/Tea not allowed
Presidential Physical Fitness Program: Healthy Eating
Program: Healthy eating and nutrition education
Program: Mental/Emotional Health
Program: Physical Activity and Healthy Foods
Project 18
Promote exercise/healthy eating
Promote healthy lifestyles
Promote healthy snacking
Promotes physical activity/health
Promotion of healthy foods/staying active
Promotion of lifelong fitness
Protecting lives!
Proud of medals
Proud of program/effects
PSA & public speaker
Physical activity classes offered
Random Acts of Kindness
Re-writing wellness policy
Recess allows for additional activity
Run the track when outside safety patrol program
Sandwich bar
Sanitation & safety practices
Saying no to drugs/alcohol
School fitness facilities open
Scooter 500
Scooter 500 racing
Screening tools
Setting examples for other schools
Several wellness activities/programs offered
Several wellness related changes made
Significant changes in lives
SPARK fitness program
Sponsor blood drives
Staff are health role models
Staff health fairs/health screenings
Staff health programs/classes
Staff health screenings/activities
Staff role model wellness
Staff screenings
Staff weight loss competition
Staff wellness needs assessment done
Staff wellness opportunities
Staff wellness programs
Staff wellness programs/opportunities
Staff/student run/walking competition
Staying fit/healthy is important
Strength training
Student health screenings
Student incentives
Student physical activity clubs
Student running club
students are healthy
Students develop activities
Students enjoy recess
Students excited to share
Students had fun
Students have fun
Students have fun in gym
Students have fun in PE
Students identify healthy snacks
Students know importance
Students know importance of PE
Students learn about health
Students like field day activities
Students like learning about health
Students like PE
Students love tasting table
Students making healthier choices
Students more active in PE
Students more educated
Students relay meal concerns
Students rewarded for positive behavior
Students think PE is fun
Students try to meet goals
Students want clubs to continue
Students work hard
Students/staff loved “Game On” | Students want program to continue
Successful program
Suicide Prevention
Summary of health level
Sustain School Wellness Program
Swimming lessons at YMCA
taken away junk foods
Tasting table
Teacher health/exercise programs
Teachers encourage being healthy
The staff members compete in a..
Trying new foods
Unhealthy classroom snacks discouraged
Variety of healthy options
Vending machine restrictions very exciting for everyone
Very good PE program
Walking activities
Walking between class
Walking club
Walking with friends
Walking with role models
Weekly physical education
Well received/liked
Well received/liked.
Wellness awareness
Wellness committee
Wellness display
Wellness Policy
Wellness programs
Youth Network
Yummy, healthy meals