

SMYRNA SCHOOL DISTRICT

POLICY

Section:	5000 Students	Office Responsible:	Child Nutrition
Policy:	5147 Wellness		
Related Policies:			

I. Purpose

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

II. Policy

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture, (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.^{11,12,13,14} Finally, here is evidence that adequate hydration is associated with better cognitive performance.¹⁵

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

- Students in the District have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the school campus - in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

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- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

School Wellness Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least quarterly to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred to as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel] who provide school health services), and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public.

Leadership

The Child Nutrition Supervisor or designee will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to maintaining policy relevance.

This wellness policy can be found at: <http://www.smyrna.k12.de.us/index.jsp>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the office of the Child Nutrition Supervisor. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;

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- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Triennial Progress Assessments

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

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy

The position/person responsible for managing the triennial assessment and contact information is the Child Nutrition Supervisor or designee. The DWC, in collaboration with individual schools, will monitor the schools' compliance with this wellness policy. The District will make the triennial progress report available in the office of the Child Nutrition Supervisor.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy as needed. Changes could be the result of community needs, the completion of any wellness goals, availability of new health science, and/or new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the districts website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of

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the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, have zero grams trans-fat per serving, and are red dye free (nutrition label or manufacturers specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP). The District currently has two Community Eligibility Provision (CEP) schools (North Smyrna Elementary and Smyrna Elementary). North Smyrna Elementary is presently a recipient of the Fresh Fruit and Vegetable (FFVP) grant. The District also operates additional nutrition related programs and activities including; Farm to School programs, school gardens, and Mobile Breakfast carts / Grab 'n' Go Breakfast. Smyrna High School, Smyrna Middle School, John Bassett Moore Intermediate, North Elementary, and Smyrna Elementary will offer an after-school meal at no cost to students who remain on the campus after school for academic enrichment, club activities and/or athletics through the Child and Adult Care Food Program (CACFP). All schools within the District are committed to offering school meals through the NSLP:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#) and updates menu items based on guideline changes)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Prohibit display of food / meals that are not compliant with USDA Nutrition Standards
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.

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- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salads, yogurt parfaits, etc.) are made available.
- A reimbursable meal can be created in any cafeteria available to students.
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options. Menus will be created/reviewed by a Registered Dietitian.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes (water cups/jugs will be available in the cafeteria if a drinking fountain is not present.)

Competitive Foods and Beverages

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

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To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will, at a minimum, meet the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods sold on the school campus will, at a minimum, meet the USDA Smart Snacks (Appendix A) in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of SmartSnack compliant foods that parents/teachers can order from the Child Nutrition Program (Appendix B, directions for this process will be made available to parents/students and staff on the CNP Website). A list of non-food celebration ideas will be available as well (Appendix C).
2. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior. Smart Snack exceptions:
 - Student lunches brought from home
 - The Wellness Committee understands parents and students may pack meals from home, however, the students parent(s)/guardian(s) retain the right to govern foods brought from home.
 - Food brought from home for a classroom special event or celebration (The District strongly recommends that food provided from home follow smart snack guidelines.)
 - Food from home must:
 - Be store-bought and unopened in their original container.
 - The ingredient label(s) must be present and legible. **This allows staff to review the product(s) for allergens.
 - Food brought to school by parents, guardians, family members for consumption in the cafeteria during lunch service must:
 - Display a neutral message with regards to marketing
 - Meals with bags, wrapping... displaying outside institutions will not be permitted into the cafeteria during meal service
 - Not be shared with other students due to concerns regarding:
 - Food Allergies
 - Food Safety
 - Food specified in a student's individualized Education Plan (IEP)
 - Students following a specialized diet.

Fundraising

Only foods and beverages that meet the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school

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day*. A list of healthy fundraising ideas have been established by [Alliance for a Healthier Generation](#) and the [USDA](#).

Nutrition Promotion

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

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products

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- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promoting efforts. It is the intent of the District to protect and promote students health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will, at a minimum, meet the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.

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- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

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

Social Dining

As the district is committed to student health and wellbeing, it is a priority to ensure that students are eating in cafeteria settings that are clean, inviting and welcoming to social interaction. Turning off lights will be limited to the last 2 minutes of the lunch period to seek the attention of students to begin the transition from the cafeteria to designated classrooms.

Statistical Support of Nutrition Education

Delaware Statistics

- o 18.9% of children ages 10-17 were categorized as Obese in 2021 (Delaware Public Health, 2021)
- o Delaware has the 12th highest obesity rate for youth between the ages of 10-17 (Delaware Public Health, 2021)
- o 44.2% of males and 35.7% of females were categorized as obese in 2011 (Nemours Health & Prevention Services, Kid Counts/DSCH, 2014).
- o 38.8% of children ages 2-5 years old, 43.1% of children ages 6-11 years old and 37.7% of children ages 12-17 years old were categorized as obese in 2011 (Nemours Health & Prevention Services, Kid Counts/DSCH, 2014).

General Statistics

- o The percentage of children with obesity in the United States has more than tripled since the 1970s.
- o Today, about one in five school-aged children (ages 6-19) has obesity.
- o Children with obesity are at higher risk for having other chronic health conditions and diseases that impact physical health, such as asthma, sleep apnea, bone and joint problems, type 2 diabetes, and risk factors for heart disease.

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Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in Lets move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas. Withholding physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) is not permitted as research shows that daily physical activity is necessary for improved learning, behavior and socialization. Teachers should work with their building Administration for alternative ways to discipline students. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education. All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The District physical education program will promote student physical fitness through individualized fitness and activity assessments.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition

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- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will strive to offer at least 20 minutes of recess on all days during the school year. The Board recognizes the value of recess and believes that it is good educational practice to enable a daily break period for elementary-age children. Evidence has shown that such a break period contributes significantly to the educational, health and social development of children. A break from the daily routine contributes to alertness in people of all ages, particularly young children. Providing daily physical activity is highly compatible with brain research and attention span in children, and it supports the learning process. Physical activity improves students' ability to focus and helps students cognitively process information they are learning. While there is no guarantee that all children will be active during recess periods, the opportunity to engage in physical activity daily helps to support a healthy lifestyle. School recess activities also help to develop children's social skills interactions. Recess contributes to activities that can help develop skills in conflict resolution, leadership, social interaction, and group play. Teachers and administrators shall seek alternatives to recess restriction, employ adopted social support systems, and ensure that the expected behaviors are discussed and clarified for students. Therefore, it shall be the policy of the Board that every elementary child will, to every extent appropriate, have a daily opportunity for recess. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

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

Active Academics

Many students are kinesthetic learners. Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day. The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school through afterschool athletics, community athletics, or friend/family based activities.

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the Districts curriculum experts. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop/continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

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

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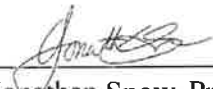
As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (e.g.,), email or displaying notices on the district’s website as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home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

Glossary:

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

School Campus - areas that are owned or leased by the school and used at any time for school related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots. School Day the time between midnight the night before to 30 minutes after the end of the instructional day. Triennial recurring every three years.

Board Approval Acknowledged by:



Jonathan Snow, President
Smyrna School District Board of Education

Policy Actions

Adopted: December 15, 2014

Revised: June 21, 2017

March 20, 2019

August 21, 2019

September 10, 2025

October 8, 2025

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- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523 532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234 1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3 36. ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899 907. ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
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- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199 213.
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- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12 20.
- ¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497 505.
- ¹¹ Centers for Disease Control and Prevention. The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: US Department of Health and Human Services, 2010.
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- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. Association of physical activity and sedentary behavior with academic skills A follow-up study among primary school children. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. Effects of the FITKids randomized control trial on executive control and brain function. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

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Appendix A

Smart Snack Information

See Attached



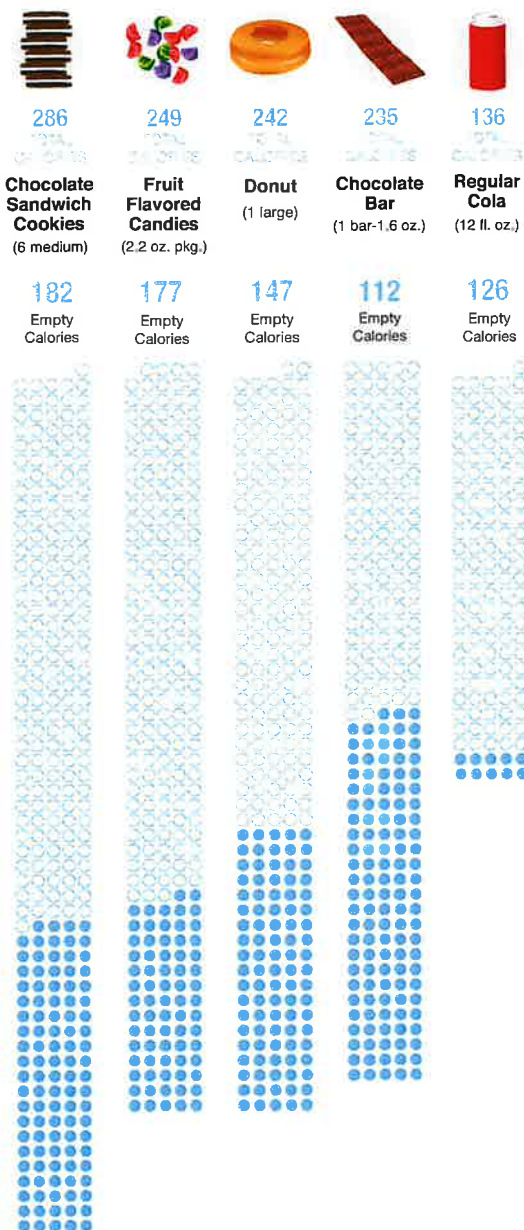
United States Department of Agriculture

SMART SNACKS IN SCHOOL

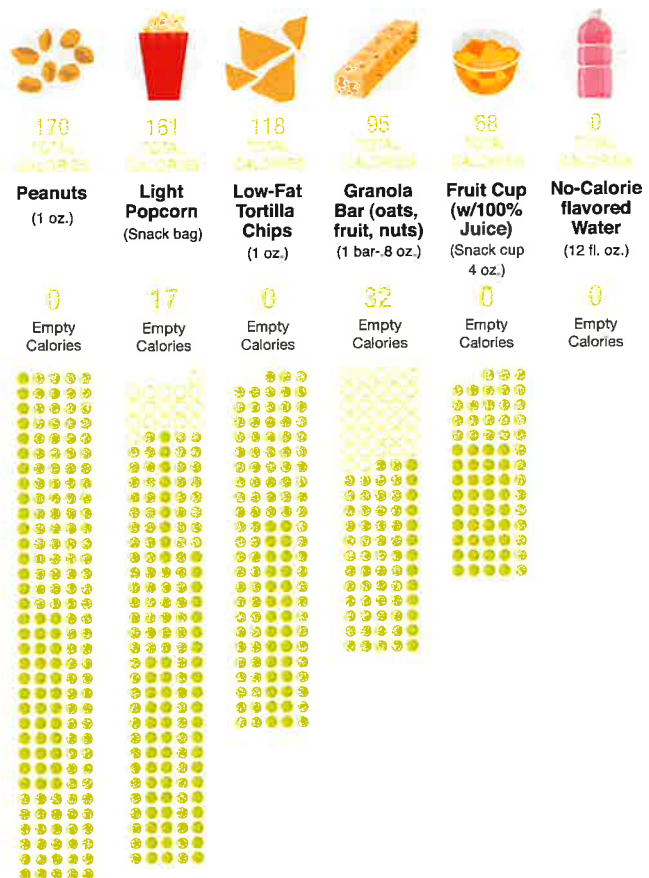
The Healthy, Hunger-Free Kids Act of 2010 requires USDA to establish nutrition standards for all foods sold in schools — beyond the federally-supported meals programs. This new rule carefully balances science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on campus. The rule draws on recommendations from the Institute of Medicine, existing voluntary standards already implemented by thousands of schools around the country, and healthy food and beverage offerings already available in the marketplace.

🍷 Equals 1 calorie ○ Shows empty calories*

Before the New Standards



After the New Standards



*Calories from food components such as added sugars and solid fats that provide little nutritional value. Empty calories are part of total calories.

SMYRNA SCHOOL DISTRICT

POLICY

Appendix B

Healthy Classroom Snacks

See Attached

CLASSROOM PARTY COMING UP? LET CHILD NUTRITION DO THE WORK!

PARENT/GUARDIAN/TEACHER NAME REQUESTING ORDER: _____

TEACHER'S NAME: _____ CLASSROOM #: _____

DATE OF PARTY: _____ TIME OF PARTY: _____

COMPLETED FORMS & PAYMENT MUST BE TURNED INTO THE CAFETERIA MANAGER 3 WEEKS
PRIOR TO THE DATE REQUESTED FOR ORDERING AND DELIVERY PURPOSES.

	# REQUESTING		COST FOR ONE	TOTAL PER ITEM
• 16" CHEESE PIZZA (8 SLICES)	___ PIES	X	\$12.00	= \$___
• 16" PEPPERONI* PIZZA (8 SLICES)	___ PIES	X	\$15.00	= \$___
• FRESH FRUIT TRAY WITH DIP (SERVES 30)	___ TRAY(S)	X	\$50.00	= \$___
• FRESH VEGETABLE TRAY WITH DIP (SERVES 30)	___ TRAY(S)	X	\$38.00	= \$___
• 1 OUNCE BUG BITE GRAHAM CRACKER BAG	___ BAGS	X	\$1.25	= \$___
• 1 OUNCE BAGGED POTATO CHIPS	___ BAGS	X	\$1.25	= \$___
• 1 OUNCE BAGGED NACHO CHEESE DORITOS	___ BAGS	X	\$1.25	= \$___
• 3 OUNCE ICE CREAM SUNDAE CUP	___ CUPS	X	\$1.50	= \$___
• 4 OUNCE 100% FRUIT JUICE BOX	___ JUICES	X	\$0.75	= \$___
• 8 OUNCE WATER BOTTLE	___ BOTTLES	X	\$0.75	= \$___

TOTAL DUE TO CAFETERIA MANAGER \$_____

FORMS OF PAYMENT ACCEPTED INCLUDE CASH AND CHECK.

CHECKS CAN BE MADE PAYABLE TO:
SMYRNA SCHOOL DISTRICT CAFETERIA

*TURKEY PEPPERONIS ARE USED
PRICES UPDATED AUGUST
2025





2025/2026 School Year Cafeteria Managers

- Smyrna High School: Mary Hecker

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- Smyrna Middle School: Jamie Gilbert

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Melissa.White@smyrna.k12.de.us

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- Clayton Intermediate School: Linda Voshell

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- JBM Intermediate School: Janet Leskovar

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- North Smyrna Elementary School: Emily Bantom

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- Smyrna Elementary School: Samantha Norvell

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- Sunnyside Elementary School: Anastasia Jacobs

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1. **Mail:** U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; or
1. **Fax:** (202) 690-7442; or
2. **Email:** program.intake@usda.gov.

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SMYRNA SCHOOL DISTRICT

POLICY

Appendix C

Suggestions for Celebrations

See Attached



HEALTHY REWARDS

Rewards happen at many levels across a school. Teachers, administrators and parent groups offer rewards to recognize and celebrate student accomplishments. The goal of rewarding students is to help them internalize desirable behaviors and create motivation for learning that comes from inside. Food rewards are not recommended at all because they show kids that achievements should be marked by eating—undermining healthy nutrition practices being taught at home or at school. The most effective rewards should promote healthy, active living as a desired value of the community.

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

Elementary School Students

- Make deliveries to office
- Watch a fun movie
- Teach class
- Be a helper in another classroom
- Read morning announcements
- Sit with friends
- Have lunch or breakfast in the classroom
- Play a favorite game or do puzzles
- Extra recess time
- Show and tell
- Free time at the end of class
- Dance to music in the classroom
- Gift certificate to school store (non-food items)
- Walk with the principal or teacher
- Fun physical activity break
- Teacher or volunteer reads special book to class
- Certificate, trophy, ribbon, plaque
- Listen to music or a book
- Read outdoors or have class outdoors
- Extra art, music or reading time
- Teacher performs special skill, e.g., singing, guitar playing, juggling

- Earn points or play money to spend on privileges or non-food items
- Commendation certificate or letter sent home to parents by teacher or principal
- Trip to treasure box filled with non-food items, e.g., stickers, pencils, erasers, bookmarks, school supplies
- Access to items that can only be used on special occasions

Middle School Students

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

ACTION FOR
HEALTHY
KIDS 

Food Rewards

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

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

High School Students

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

PTO/PTA Rewards

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

REWARDING CHILDREN

"Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It's like teaching children a lesson on the importance of not smoking, and then handing out ashtrays and lighters to the kids who did the best job listening."

Marlene Schwartz, PhD, Co-Director
Rudd Center for Food Policy and Obesity, Yale University



Reward with Recognition!

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

¹See ActionforHealthyKids.org/References



Every kid healthy, active and ready to learn

actionforhealthykids.org • 600 W. Van Buren St., Suite 720, Chicago, IL 60607 • 1.800.416.5136