

# Legacy Early College School Wellness Policy

Modeled after ALLIANCE FOR A HEALTHIER GENERATION

## **Table of Contents**

<a href="#">Preamble.....</a>	<a href="#">2</a>
<a href="#">I. School Wellness Committee.....</a>	<a href="#">3</a>
<a href="#">II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement.....</a>	<a href="#">4</a>
<a href="#">III. Nutrition.....</a>	<a href="#">6</a>
<a href="#">IV. Physical Activity.....</a>	<a href="#">12</a>
<a href="#">V. Social-Emotional Wellness.....</a>	<a href="#">16</a>
<a href="#">VI. Safety.....</a>	<a href="#">18</a>
<a href="#">VII. Cultural Wellness.....</a>	<a href="#">19</a>
<a href="#">VIII. Other Activities that Promote Wellness.....</a>	<a href="#">20</a>
<a href="#">Glossary.....</a>	<a href="#">22</a>
<a href="#">References.....</a>	<a href="#">27</a>
<a href="#">APPENDICES.....</a>	<a href="#">29</a>
<a href="#">Appendix A: Campus Wellness Committees.....</a>	<a href="#">29</a>
<a href="#">Appendix B: Executive Summary.....</a>	<a href="#">30</a>
<a href="#">Appendix C - Community Partnerships.....</a>	<a href="#">38</a>

# Legacy Early College School Wellness Policy

## Preamble

Legacy Early College (LEC) is committed to the optimal physical, social, and academic development of every scholar. LEC believes that for scholars 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, as well as summer programs.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive scholar outcomes. For example, scholar participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks<sup>3,4</sup>. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among scholars. In addition, scholars 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.<sup>6,7</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>8</sup>

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

- Scholars at LEC 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;
- Scholars receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- LEC is a **peanut, tree nut, and allergen aware school** and will educate parents, scholars and staff concerning allergens (food products as well as other irritants and allergens);
- Scholars have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote scholar wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in school, at off campus activities and out of school;
- The community is engaged in supporting the work of LEC in creating continuity between school and other settings for scholars and staff to practice lifelong healthy habits; and
- The LEC establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.
- Intrapersonal and Interpersonal Wellness at LEC supports the development of fulfilling connections with others, with quality and personal social skills.
- Cultural Wellness at LEC supports diversity within the school community by building positive relationships and interacting respectfully with people of different backgrounds and abilities.

This SWP utilizes the Whole School, Whole Community, Whole Child (WSCC) model and its five core principles - health, safe, engaged, supported, and challenged - which are critical for improving scholar health and academic achievement. This SWP applies to all scholars, staff and campuses within LEC. Specific measurable goals and outcomes are identified within each section below.

- LEC will coordinate the wellness policy with other aspects of school management, including Legacy’s Improvement Plan, when appropriate.
- We will also include any relevant data or statistics from state or local sources (LEC past and current research) supporting the need for establishing and achieving the goals in this policy.

## I. School Wellness Committee

### **Purpose**

In order to be compliant with the USDA final rule, LEC will convene a representative School Wellness Committee (SWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this school wellness policy (SWP).

### **Committee Role and Membership**

The SWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and families; scholars; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the LWC will include representatives from each school campus and reflect the diversity of the community.

- Each campus within LEC will establish an ongoing Campus Wellness Committee (CWC) that convenes to review school-level issues, in coordination with the SWC. Schools can refer to the [School Wellness Committee Toolkit](#) for guidance

### **Leadership**

The Chief Executive Officer or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

<b>Name</b>	<b>Relationship to the School</b>	<b>Email address</b>	<b>Role on Committee</b>
Jekesha Herring	Physical Education Consultant	<a href="mailto:jherring@legacyearlycollege.org">jherring@legacyearlycollege.org</a>	Oversee committee and its effectiveness
Cathy Brown	Engagement & Digital Communications Director	<a href="mailto:cbrown@legacyearlycollege.org">cbrown@legacyearlycollege.org</a>	Oversee committee and its effectiveness
Kaylynn Hayes, BSN, RN	School nurse	<a href="mailto:khayes@leagacyearlycollege.org">khayes@leagacyearlycollege.org</a>	Assists in the creation and evaluation of implementation

Karla Dunlap	Fitness Coach	<a href="mailto:kdunlap@legacyearlycollege.org">kdunlap@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation
Vanessa Evans-Floyd	Chef	<a href="mailto:vanessa.evans-floyd@compass-usa.com">vanessa.evans-floyd@compass-usa.com</a>	Assists in the creation and evaluation of implementation
Karen Brown	Health Services Consultant	<a href="mailto:drbrown@legacyearlycollege.org">drbrown@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation
Alicia Thomas	Middle School Social Worker	<a href="mailto:athomas@legacyearlycollege.org">athomas@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation
Carlos Villarreal	Director of Human Resources	<a href="mailto:cwillarreal@legacyearlycollege.org">cwillarreal@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation
Favad Mallick	Chief Operating Officer	<a href="mailto:fmallick@legacyearlycollege.org">fmallick@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation
Jennifer Moore	Director of Finance	<a href="mailto:jmoore@legacyearlycollege.org">jmoore@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation
Ana Sanchez	Attendance and Records Coordinator / Parent	<a href="mailto:asanchez@legacyearlycollege.org">asanchez@legacyearlycollege.org</a>	Assists in the creation and evaluation of implementation

Each campus will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators and members.

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

### *Implementation Plan*

The SWC will develop and annually update an action plan for the execution of this SWP. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals.

LEC will use the Healthy Schools Program Assessment or the School Health Index to complete an annual school-level health and wellness assessment and ensure that the SWP aligns with the Alliance for a Healthier Generation's Model Wellness Policy.

LEC requires that all efforts related to obtaining federal, state or association recognition of and/or funding for healthy school environments be coordinated with and complementary of this SWP, including but not limited to ensuring the involvement of the SWC/CWC.

LEC will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school;

and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote scholar wellness.

LEC will use the [America's Healthiest Schools Guide](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report. The SWP and progress reports will be made available to the public via the LEC website: <https://www.legacyearlycollege.org/>

### ***Recordkeeping***

LEC will retain records to document compliance with the requirements of the wellness policy at all campus offices and LEC website. Documentation maintained in this location will include but will not be limited to:

- The current written wellness policy
- Previous copies of are available in the Google Drive
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Policy; including an indication of who is involved in the update and methods the school uses to make stakeholders aware of their ability to participate on the SWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the School Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

LEC will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy with rationale for the changes and dates of implementation, and implementation status. The school will make this information available via the website and/or school-wide communications. The school will provide as much information as possible about the school nutrition environment. This will include a summary of LEC events or activities related to wellness policy implementation. Annually, the school will also publicize the name and contact information of the school officials leading and coordinating the committee, as well as information on a variety of mechanisms in which the public can get involved with the SWC..

### ***Triennial Progress Assessments***

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

- The extent to which campuses are following the wellness policy;
- The extent to which Legacy'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 SWC.

The position/person responsible for managing the triennial assessment and contact information is: Cathy Brown, Director of Social Engagement, [cbrown@legacyearlycollege.org](mailto:cbrown@legacyearlycollege.org).

The SWC, in collaboration with each campus school, will monitor schools' compliance with this wellness policy. LEC will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The SWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as there are changes in school priorities, community needs, wellness goals, health science, information, and technology, and federal or state guidance or standards. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Communication, and Outreach***

LEC is committed to being responsive to community input, which begins with awareness of the wellness policy. LEC will inform parents and stakeholders 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 school will ensure that communications within the SWC and to the public are culturally and linguistically appropriate, and ensure that all stakeholders and families have access to the information, are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. LEC will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including SWP updates and assessments.

LEC will use multiple methods to distribute this information to the community, including but not limited to electronic mechanisms (e.g., email, Class Dojo, text messages), displaying notices on the school website, non-electronic mechanisms (e.g., newsletters), presentations to stakeholders, and sending information home to families.

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

## **III. Nutrition**

### ***School Meals***

Children consume as many as half of their daily calories at school. Schools play an important role in offering meals with vital nutrients while shaping scholar's eating habits. Scholars who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance. The USDA Child Nutrition Programs aim to improve the health of scholars, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

LEC is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements.

All campuses schools within LEC participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others. The school also operates additional nutrition-related programs and activities including Farm to School programs, school gardens, Mobile Breakfast carts, and Grab 'n' Go Breakfast. All campuses are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all scholars;
- 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. (LEC offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following techniques from the [Smarter Lunchroom Scorecard](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of scholars.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to scholars.
  - All staff members, especially those serving, have been trained to politely prompt scholars to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to scholars (e.g., salad bars, snack rooms, etc.).
  - Scholar surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Scholar artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.
  - LEC is a peanut and tree nut aware school and will educate parents, scholars and staff concerning ALL known allergens (food products as well as other irritants and allergens).
- Menus will be posted on the school website, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- LEC child nutrition program will accommodate scholars with special dietary needs
- Scholars will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Scholars are served lunch at a reasonable and appropriate time of day.
- Lunch will follow either a recess period or PE class to better support learning and healthy eating.

- Participation in Federal child nutrition programs will be promoted among scholars and families to help ensure that families know what programs are available in their children's school.
- LEC will implement at least four of the following Farm to School activities (meets Healthy Schools Program Gold-level criteria):
  - Local and/or regional products are incorporated into the school meal program;
  - Messages about agriculture and nutrition are reinforced throughout the learning environment;
  - School hosts a school garden;
  - School hosts field trips to local farms; and
  - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

### ***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 Training Database for School Nutrition Professionals](#) to search for training that meets their learning needs.

### ***Water***

Access to safe, free drinking water helps to increase scholar's' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.<sup>8</sup>

To promote hydration, free, safe, unflavored drinking water will be available to all scholars throughout the school day\*, extended school day\* (including during out-of-school time /and before/after school) and throughout every school campus\* ("school campus", "extended school day", and "school day" are defined in the glossary). The school will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Scholars will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***Competitive Foods and Beverages***

Competitive foods and beverages include items sold as à la carte, in school stores and on snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because scholars may choose to eat them instead of healthier foods offered through the school meal programs.

LEC is committed to ensuring that all competitive foods and beverages available for purchase to scholars on the school campus\* during the school day\* and extended school day\* (including during OST and before/after school) support healthy eating and, at a minimum, meet the USDA Smart Snacks in School nutrition standards. Smart Snacks aim to improve scholar health and well-being, increase consumption of healthy 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: <https://www.fns.usda.gov/tn/guide-smart-snacks-school>

The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at <https://foodplanner.healthiergeneration.org/>

**All food choices offered will be nut free and produced in a nut-free factory.**

### ***Celebrations and Rewards***

Celebrations and positive reinforcement are culturally relevant and an important part of any school's effort in supporting children.<sup>12</sup> Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.<sup>13</sup>

All foods served and offered on school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#).
2. Classroom snacks brought by parents **must be nut free** and produced in a **nut free facility**. The school will provide parents a list of foods and beverages that meet requirements for Smart Snacks as well as Snack Safely guidelines for nut free products from [www.snacksafely.com](http://www.snacksafely.com) in the front office of Parker Campus and Elementary Campus as well as posting on the website.
3. Rewards and incentives. The school will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

Historically, school fundraisers have involved selling baked goods, sweets, and sugary beverages, which is problematic as research has shown that consumption of foods with "empty calories" is a significant contributor to childhood obesity.<sup>13</sup> However, fundraising efforts provide opportunities for student, staff, family and community collaboration and can reflect the healthy eating practices and policies outlined in the SWP.<sup>14</sup>

LEC will encourage the school community to follow the recommendation from Healthier Generation for fundraisers to be non-food items. However, any food or beverage items sold as part of a fundraiser \*during the school day\* must meet or exceed the USDA Smart Snacks in Schools nutrition standards. The school will make available to parents and teachers a list of healthy fundraising ideas from [Alliance for a Healthier Generation](#)

- Campuses are encouraged to use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours are encouraged to sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, popcorn sales, school store, etc. ([Meets Healthy Schools Program Gold-level criteria](#))

### ***Nutrition Promotion***

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors.<sup>16</sup> It also helps to encourage and increase participation in school meal programs. Scholars 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 scholars and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, scholars and the community.

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

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

### ***Nutrition Education***

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.<sup>15</sup>

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

- Is designed to provide scholars with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- A list of recommended restaurants that have 'good choice' options in-line with the SWP can be found on the website and at the front desk of the Elementary and Parker Campuses.
- Teaches media literacy with an emphasis on food and beverage marketing;
- Educate parents, scholars and staff concerning ALL allergens (food products such as peanuts and tree nuts and other irritants and allergens); and
- Includes nutrition education training for teachers and other staff.
- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.

- All health education teachers will provide opportunities for scholars to practice or rehearse the skills taught through the health education curricula.

### ***Essential Healthy Eating Topics in Health Education***

LEC 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
- 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***

LEC is committed to providing a school environment that ensures opportunities for all scholars to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. LEC strives to teach scholars how to make informed choices about nutrition, health and physical activity. Health and wellness efforts are weakened when scholars are subjected to advertising on school property that promotes unhealthy foods and beverages.<sup>17</sup> It is the intent of LEC to protect and promote scholar's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with LEC's wellness policy.

Any foods and beverages marketed or promoted to scholars on the school campus\* during the school day\* will meet or exceed 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 include oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. All LEC Food and Beverage marketing of products will meet or

exceed the USDA Smart Snacks and Nutrition Standards. 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.
- Vending machines are not present at LEC and advertising of trademarks, logos and tags are not utilized.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
- 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 school.

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

### ***Nutrition in Out-of-School-Time (OST) Settings***

LEC understands that resources are not equally distributed and will therefore maintain a focus on health equity and work to ensure that all scholars and staff across campuses have equitable access to health and wellness efforts.

LEC recognizes that the out-of-school time (OST) settings, such as academic enrichment programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, recreation agencies and YMCAs), provide critical opportunities to teach and reinforce healthy habits. As such, LEC will promote the use of the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards among all school-based OST program providers.

## **IV. Physical Activity**

To ensure optimal health, children and adolescents, including those with disabilities, should participate in at least 60 minutes of physical activity every day.<sup>18</sup> A substantial percentage of scholars' 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 LEC is committed to providing these opportunities. LEC 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).

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. LEC will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline scholars.

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

- Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to scholars, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). [Change Lab Solutions](#) provides guidance regarding joint- or shared-use agreements.
- LEC will work with each campus to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many scholars as possible.

### **Physical Education**

Adequate and age appropriate physical education can increase grades, improve standardized test scores, and help scholars to stay on task in the classroom.<sup>27</sup> LEC will provide scholars 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 scholars develop skills to engage in lifelong healthy habits, as well as incorporating 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 scholars will be provided equal opportunity to participate in physical education classes. LEC will make appropriate accommodations to allow for equitable participation for all scholars and will adapt physical education classes and equipment as necessary.

**Daily Physical Education (PE) K-12.** All scholars in grades K-12, including scholars with disabilities, and special health-care needs, will receive daily physical education (or its equivalent of 45 minutes/day for scholars for the entire school year). For high school, scholars receive 1 year of physical education through daily 90 minute classes. HS scholars also have a choice to choose PE as an elective. Physical education is mostly taught by a certified physical education teacher. Scholar involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Scholars will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

All LEC **elementary school scholars** will receive 45 minutes of daily physical throughout the school year.

All LEC **middle school scholars** receive 45 minutes daily physical education throughout the school year.

All LEC **high school scholars** receive 1 year of physical education through daily 90 minute classes. HS scholars also have a choice to choose PE as an elective.

LEC physical education program will promote scholar physical fitness through individualized fitness and activity assessments (via FitnessGram and the Presidential Youth Fitness Program) and will use criterion-based reporting for each scholar.

- *Scholars at LEC will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria) verified by the Physical Education Teacher Assessment Instrument (PETA).*

- *All physical education teachers at LEC are required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes at LEC are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*

### **Health Education**

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity.<sup>26</sup>

Standardized health education that is developmentally and culturally appropriate will be required in all grades (elementary) and LEC will require middle and high school scholars to take and pass at least one health education course. LEC will include in the health education curriculum a minimum of 12 the following essential topics:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### **Recess (Elementary)**

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment.<sup>21</sup>

All elementary schools will offer at least **10 minutes of recess** on all days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside

the cafeteria to ensure proper hygiene prior to eating and scholars 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/time frame before scholars enter the cafeteria.

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

In the event that the school must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for scholars, to the extent practicable.

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

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

LEC recognizes that scholars are more attentive and prepared to learn if provided with periodic breaks when they can be physically active. Although these physical activity break periods may not always be called recess in secondary schools, they serve the same purpose—to provide scholar-selected opportunities to engage in physical activity and take a break from academic work during the school day.<sup>22</sup> Thus, scholars will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. LEC recommends teachers provide short (3-5-minute) physical activity breaks to scholars during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

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

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and LEC will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. OPEN PE Active Classroom modules have been implemented in the K5 - 12 PE curriculum for supplemental lessons to support the emotional, social and physical activity in the classrooms.

Teachers will serve as role models by being physically active alongside the scholars whenever feasible. LEC currently uses ActivEd’s Kinesthetic learning platform Walkabouts that provides movement lessons correlated to SC state standards in Math and English Language Arts/Literacy.

**Integrating Physical Activity into the Classroom Setting**. All Legacy scholars will have 45 minutes of physical education activities, five days per week within the regular school calendar. To receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for scholars to fully embrace regular physical activity as a personal behavior, elementary scholars will also have recess and the middle and high school will need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

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

Encouraging physical activity before and after school may help scholars identify activities they enjoy and engage in long term.<sup>23</sup>

LEC offers opportunities for scholars to participate in physical activity either before and/or after the school day (or both) through a variety of methods. LEC will encourage scholars to be physically active before and after school by: *physical activity clubs (bike club), physical activity in aftercare (swimming, YMCA activities; Salvation Army Kroc Center, intramurals or interscholastic sports).*

### ***Active Transport***

Walking and bicycling to school can be an important part of enabling scholars to accumulate the physical activity they need each day.<sup>24</sup> LEC will support active transport to and from school, such as walking or biking. LEC will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school-Using the Greenville Health System Swamp Rabbit Trail
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to scholars
- Promote safe routes program to scholars, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environments (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **V. Social-Emotional Wellness**

### ***Social-Emotional Climate***

Social-emotional climate refers to the aspects of a scholar's experience in school which impact their social-emotional development. A school's social-emotional climate can impact scholar engagement in school activities, relationships with other scholars, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.<sup>29</sup> LEC is committed to weaving positive social and emotional wellbeing into the fabric of school culture for all staff, scholars and families through various means including:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate

- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyberbullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting positive relationships between scholars and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all scholars in school activities through focusing on multiculturalism and representation\*
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports\* and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning\* (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive\* and trauma-informed\* approaches into school policies and practices
- regularly assessing and reporting upon the district-and building-level implementation of these practices and providing appropriate resources for continuous improvement

### ***Counseling, Psychological and Social Services***

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of scholars and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.<sup>29</sup>

LEC is committed to ensuring that the SEB needs of all scholars are met and will support scholars' SEB needs by:

- ensuring that an evidenced-based process for identifying scholars with SEB needs is in place
- ensuring access by scholars to highly qualified, mental health professionals in the school setting (with appropriate scholar to professional ratios) and a referral pathway for connecting scholars to community-based providers as needed
- coordinating with school and community-based mental health providers to address scholars' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate
- implementing evidence-based interventions for scholars in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying scholars at risk and referring them to appropriate services
- providing appropriate training to all school and school-based OST staff on meeting scholars SEB needs
- coordinating with families and scholars to address scholars' SEB needs
- regularly assessing and reporting on campus implementation of these practices and providing appropriate resources and training for continuous improvement.

### ***School Health Services***

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, family and scholar education help to ensure the optimal health of all scholars.<sup>29</sup>

LEC is committed to ensuring that the physical health needs of all scholars are met and will support scholar's physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of scholars
- ensuring scholars have access to highly qualified, BSN prepared nurses in the school setting (with appropriate scholar to professional ratios) and referrals to and collaboration with community services as needed
- coordinating with families and community medical providers to address scholar health needs
- ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent scholar health information
- disseminating health information resources to scholars and families (e.g., pamphlets, flyers and posters)
- providing state recommended physical health screenings (e.g., vision and hearing)
- addressing management of acute health incidents (e.g., allergic reactions, asthma attacks, and seizures) in the school setting
- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with families to address scholar health needs •
- regularly assessing and reporting necessary data to the Department of Public Health (DPH)
- providing appropriate resources and training for continuous improvement

## **VI. Safety**

### ***Physical Environment***

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and scholars from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school.<sup>29</sup>

LEC is committed to ensuring that the school environment protects the health and safety of scholars and staff and will support healthy and safe school environments within and around all campuses by:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of scholar and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system for monitoring and addressing water quality

- specifying an integrated pest management plan
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- establishing tobacco-free building and grounds
- educating scholars, school staff and school-based OST staff on maintaining the safety of the school physical environment
- specifying physical safety measures and procedures (e.g., scholar ID badges, double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
- requiring the establishment of an ongoing school safety team for the district and in each school building
- specifying a crisis preparedness and emergency response plan for each campus
- addressing the presence of and training for school resource officers and/or armed security personnel
- regularly assessing and reporting on the implementation of these practices and providing appropriate resources and training for continuous improvement

## **VII. Cultural Wellness**

Cultural Wellness is defined at LEC as a support for cultural diversity in the community, building positive relationships, and interacting respectfully with all people.

### ***Community Involvement and Partnerships***

Community Involvement Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to scholar learning and development as well as the physical and mental health of scholars and staff.<sup>29</sup>

LEC is committed to encouraging community involvement in school-level decision making and activities and will support this effort by:

- ensuring that community members are actively recruited for the SWC.
- ensuring that community members participate in the development, implementation and periodic review and update of the SWP •
- making the SWP available to the public •
- developing relationships with community organizations to identify community-based opportunities for scholar service-learning •
- developing joint or shared-use agreements for physical activity participation at all schools •
- including community members in regularly assessing and reporting on the implementation of these practices and providing appropriate resources and training for continuous improvement

LEC will further develop, enhance, and/or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be

evaluated to ensure that they are consistent with the wellness policy and its goals (see appendix C for current list of community partnerships)

### **VIII. Other Activities that Promote Wellness**

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate scholars about healthy habits.<sup>25</sup>

LEC will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. LEC 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 scholar well-being, optimal development and strong educational outcomes.

Schools will coordinate content across curricular areas that promote scholar health, such as teaching nutrition concepts in mathematics, with consultation provided by LEC's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary to the wellness policy, including but not limited to ensuring the involvement of the LEC School Wellness Committee and campus and off campus experts.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### ***Family and Community Engagement***

A strong relationship between families and school staff reinforces scholar health and academic development. School staff should make families feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Families should be actively involved in their child's learning and development.<sup>29</sup>

LEC is committed to encouraging family and community engagement in school-level decision making and activities and will support this through::

- ensuring that families are actively recruited for the SWC with attention to appropriate representation in terms of race, ethnicity, gender, disability status, etc.
- ensuring that families participate in the development, implementation and periodic review and update of the SWP
- making the SWP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with families
- supporting schools in aligning family engagement activities with the needs of the community and district wellness objectives

- ensuring that schools are using culturally responsive practices to engage families
- disseminating health information resources to families (e.g., pamphlets, flyers and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for families and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for families
- including families in regularly assessing and reporting on the implementation of these practices and providing appropriate resources and training for continuous improvement

### ***Community Involvement***

### ***Staff Wellness and Health Promotion***

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to scholar's before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.<sup>29</sup>

LEC is committed to supporting the physical and mental health and well-being of all employees and will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the school's organizational structure
- disseminating physical and mental health information resources through weekly newsletters containing fitness and mental health facts/ or articles on eating and preparing healthy meals, self-care and stress reduction strategies, and daily schedules for campus fitness classes
- conducting free or low-cost physical and mental health risk screenings at least once per year
- conducting employee wellness/health (physical and mental) promotion activities at least once per year
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
  - healthy eating and weight management
  - physical activity
  - stress management
  - tobacco avoidance and cessation
  - social-emotional health
- considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered

- promoting a positive workplace climate with a focus on multiculturalism and representation
- designating a consistent and systemic approach for employee conflict resolution
- addressing space and break time for lactation/breastfeeding
- including employees in regularly assessing and reporting on the implementation of these practices and providing appropriate resources and training for continuous improvement

### ***Professional Learning***

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

### ***Research***

Recent reports from the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention document that youth who are physically active and fit demonstrate higher levels of academic performance and fewer behavioral problems. LEC's multifaceted approach to education is based on the premise that a 'sound body nurtures a sound mind.' Physically active children tend to have greater academic achievement and enhanced cognition. Physical activity has also been documented to support learning capacity along with stimulating structural changes in the brain important for learning.

LEC has actively supported the documentation of the relationship of physical activity and learning activity through a partnership with Dr. Julian Reed from Furman University. The Executive Summary for Dr. Reed's most recent report for the research entitled: "Examining the Impact of 45 Minutes of Daily Physical Education on Cognition, Body Composition and Fitness Performance of Elementary and Middle School Youth-Year 10 and Longitudinal Findings (2010-2019)" can be found in Appendix D.

LEC is committed to the health and wellness of its children.

### **Glossary**

**21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)** – The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs and physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children who are served by the program.

**BOYS AND GIRLS CLUBS OF AMERICA (BGA)** – Boys and Girls Clubs of America is a national, nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by installing a sense of competence, usefulness, belonging and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing

ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

**CHILD NUTRITION PROGRAMS** – The Child Nutrition Programs are federally funded programs aimed at providing low-income children with nutritionally balanced, low-cost or free meals and snacks in schools, childcare centers and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program and the Summer Food Service Program.

**COMPETITIVE FOODS AND BEVERAGES** – Competitive foods and beverages are those sold outside of the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods and beverages are required to meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010 and are often referred to as “Smart Snacks.”

**COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP)** – A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills and confidence to be physically active throughout their lives.

**MULTICULTURALISM AND REPRESENTATION** – multiculturalism and representation ensure that the value of differences within the organization are recognized and that all stakeholders have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how programming is presented, but also reaching out to people, engaging them in ways that address their needs and perspectives and encouraging all to become actively involved.

**EVIDENCE-BASED** – Evidence-based interventions have been rigorously studied and have been shown to improve student outcomes.

**EXTENDED SCHOOL DAY** – The extended school day is the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**FOOD AND BEVERAGE MARKETING** – Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements, made for 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.

**HEALTH EQUITY** – Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination and their consequences including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.

**HEALTHY, HUNGER-FREE KIDS ACT OF 2010** – The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and for the first time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

**LOCAL EDUCATION AGENCY (LEA)** – A Local Education Agency is the local/district agency that is responsible for education within their jurisdiction and/or school district.

**MODERATE TO VIGOROUS PHYSICAL ACTIVITY (MVPA)** – Moderate to vigorous physical activities cause an increase in heart rate, breathing and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

**NATIONAL SCHOOL LUNCH PROGRAM (NSLP)** – The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools as well as residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

**NUTRITION EDUCATION** – Nutrition education involves using a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or it can be integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

**NUTRITION PROMOTION** – Nutrition promotion is using evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, displaying posters about healthy eating in the cafeteria.

**OFFERED** – Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

**OUT-OF-SCHOOL TIME (OST) SETTINGS** – Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after- school programs on (or offsite from) a school campus or facilities, academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs or arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

**POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS)** – Positive Behavioral Intervention and Supports is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know what the expectations are.

**PARK AND RECREATION AGENCIES** – Park and recreation agencies oversee parks and recreation facilities that are for the purposes of leisure, entertainment and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails and built structures for sport, recreation or arts programs. Examples of services include recreation activity programs, athletic leagues, special events, arts programs and environmental education programs. Many recreation agencies provide OST programming for children and youth.

**SCHOOL BREAKFAST PROGRAM (SBP)** – The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students across the country. School breakfast can be offered in the cafeteria, though many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in the meal programs, and to reduce the stigma of receiving school breakfast.

**SCHOOL CAMPUS** – The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the

school building, school buses or other vehicles used to transport students, athletic fields and stadiums and parking lots.

**SCHOOL DAY** – The school day is represented by the time between midnight the night before to 30 minutes after the end of the instructional day.

**SCHOOL FOOD AUTHORITY (SFA)** – The School Food Authority is the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the federal meal programs.

**SCHOOL WELLNESS COMMITTEE (SWC)** – A School Wellness Committee is a school-level committee that focuses on the health and wellness needs of the student, staff and community partners at a specific school. The SWC is comprised of school staff, students, caregivers and community stakeholders, and supports school-level implementation of the local school wellness policy.

**SCHOOL WELLNESS POLICY (SWP)** – A School Wellness Policy is a written document of official policies that guide a local education agency (LEA) efforts to establish a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity.

**SMART SNACKS IN SCHOOL NUTRITION STANDARDS (SMART SNACKS)** – The Smart Snacks in School Nutrition Standards are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went in to effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including through vending machines, à la carte, school stores, snack or food carts and in-school fundraising.

**SOCIAL-EMOTIONAL CLIMATE** – The social-emotional climate refers to the physical, social, academic and disciplinary environment in a school building, school campus or out-of-school time site. This includes norms, values, culture, policies, practices, characteristics of relationships and organizational structure. A positive school climate supports the overall mental and physical health of children while meeting their academic needs and ensuring positive interactions between students and staff.

**SOCIAL-EMOTIONAL LEARNING (SEL)** – Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

**STATE EDUCATION AGENCY (SEA)** – A State Education Agency, often referred to as the Department of Education, is responsible for providing information, resources and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

**TRAUMA-INFORMED APPROACHES** – Trauma-informed refers to the delivery of services in a way that includes an understanding of trauma and an awareness of the impact it can have across settings, services and populations.

**TRAUMA-SENSITIVE APPROACHES** – Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL** – The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention's

framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.

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**APPENDICES**

**Appendix A: Campus Wellness Committees**

Elementary Campus		
Name	Role/Title	Email

Parker Campus		
Name	Role/Title	Email

\* Principals will be strongly encourage to attend all CWC meetings

## **Appendix B: Executive Summary**

### **Year 10 and Longitudinal Findings (2010-2019)**

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Lack of physical activity among youth has become one of the largest public health concerns within the 21<sup>st</sup> century.<sup>1-2</sup> Only 54% of adolescents ages six-19 are meeting the daily physical activity recommendation outlined in the National Physical Activity Guidelines for Americans.<sup>1,3-4</sup>

Rising levels of physical inactivity have been associated with lower levels of aerobic fitness among adolescents according to the most recent National Youth Fitness Survey that stated only ~42% of adolescents ages 12-15 are meeting standard levels of cardiorespiratory fitness, which is a 10% decrease from those reported just a decade ago.<sup>5,6,7</sup> This decrease in aerobic fitness may contribute to an increased risk of obesity, diabetes, and cardiovascular disease among youth due to the inability for children to obtain the health benefits associated with sufficient muscular strength, muscular endurance, and VO<sub>2</sub>Max capacity through regular physical activity.<sup>8-15</sup>

Researchers have indicated that lower levels of aerobic fitness have been associated with higher rates of overweight and obesity among youth.<sup>5-7</sup> Currently, 25 million American children are considered overweight or obese, and are more likely to become obese in adulthood if physical activity behaviors do not improve in adolescence.<sup>16-18</sup>

In particular, African American and Hispanic youth populations are reported to have substantially higher levels of overweight and obesity compared to their Caucasian counterparts, placing minority populations at a greater risk of health complications later in life.<sup>16-17,19</sup> Previous studies have also investigated health disparities among adolescents in regards to gender, as males have been measured to have slightly higher levels of aerobic fitness than females; however, this discrepancy has not yet proven to be significant within the literature.<sup>13,20</sup> In order to address these inequities, adolescents must have access to large, supportive environments and allotted time to be physically active, which can be found within school settings.<sup>1,21-22</sup>

**A November, 2019 paper from researchers at the University of South Carolina and Kaiser Permanente of Colorado found the odds of achieving a Healthy Fitness Zone (HFZ) for cardiorespiratory fitness among South Carolina youth decreased 25% to 34% with an increase in deprivation of the area-level socioeconomic environment.<sup>23</sup> Furthermore, upon examining ~44,000 youth in the same study approximately half had inadequate cardiorespiratory fitness for health.**

***This research provides further evidence that providing daily physical activity opportunities at Legacy Early College may help bridge the health disparity gap for under-resourced youth.***<sup>23</sup>

## **Role of Schools**

Schools provide the opportunity to reach all youth, and offer many opportunities to prevent obesity by creating environments that encourage both indoor and outdoor physical activity through physical education (PE) courses or recess periods.<sup>1,21-22</sup> PE, in particular provides structured physical activity based on standardized curriculum to allow ALL scholars the ability to learn proper techniques on how to exercise and live active lifestyles.<sup>22,24</sup> However, only 4% of public elementary schools and 8% of public middle schools provide daily PE for their respected scholar populations, indicating that fewer adolescents are receiving daily PE than ever before.<sup>14,16</sup>

Current school policies are withdrawing PE to devote more time toward other academic subjects, that in turn limits the opportunities for children to be active within a traditional classroom setting.<sup>25-26</sup> This limitation may attribute to the reported lower levels of aerobic fitness and increased levels of obesity among youth within the last decade.<sup>12-17, 23</sup>

Equally concerning, few high school scholars participate in 60 minutes of daily activity in South Carolina. The percentages of high school scholars who reported they were physically active at least 60 minutes per day on 5 or more days during the 7 days before the survey was administered was only 44% of males compared to 57% for high school scholars throughout the US. Only 29% of South Carolina high school females participated in 60 minutes of daily activity compared to 37% for the rest of the country.<sup>24</sup>

## **State Policies to prevent obesity in South Carolina**

- SC has NOT set a definition for physical activity in early childhood education settings
- SC has NO policy for communities to access school recreational facilities outside school hours.
- SC does NOT require high school scholars to participate in a minimum amount of time of PE
- SC does NOT require middle school scholars to participate in a minimum amount of time of PE
- SC does NOT require recess in elementary schools
- 21% of children in SC are food insecure

## **Obesity in South Carolina**

The national obesity rate for youth ages 10 to 17 in 2017-18 was 15.3%, compared with 16.1% in 2016. African American and Hispanic youth nationally had obesity rates (22.2% and 19.0%,

respectively), that were significantly higher than Caucasian youth, 11.8%, or Asian youth, 7.3% nationally.<sup>25</sup>

The 2018 adult obesity rate for South Carolina was 34.3% and 42.3% among African Americans.<sup>26</sup> In South Carolina, 17.9% of youth ages 10 to 17 are obese, giving South Carolina the 7<sup>th</sup> highest obesity rate in the nation for this age group.<sup>26</sup>

The South Carolina FitnessGram Project funded by BlueCross/BlueShield additionally revealed that rates of overweight and obesity among South Carolina youth are high. Nearly 36% of youth tested were failing to attain the HFZ for weight status for school year 2016-2017.<sup>26</sup>

The immediate health effects of obesity according to the Centers for Disease Control and Prevention (CDC) reveal that obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure.<sup>27</sup> In a population-based sample of 5- to 17-year-olds, 70% of obese youth had at least one risk factor for cardiovascular disease.<sup>28-31</sup>

Obese adolescents are also more likely to have prediabetes, a condition in which blood glucose levels indicate a high risk for development of diabetes.<sup>29-31</sup> Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, social and psychological problems such as stigmatization and poor self-esteem.<sup>28-31</sup>

### **Cognitive Benefits of Physical Activity and Fitness**

The CDC and the Academy of Medicine (formerly IOM) has identified health-risk behaviors such as **physical inactivity** consistently linked to poor grades and test scores and lower educational attainment.<sup>32-34</sup>

The research agenda investigating the influence of regular physical activity on cognition, academic performance and academic achievement continues to be understudied, however promising findings from the Academy of Medicine document positive associations between participation in regular physical activity and brain health.<sup>32-34</sup>

Physical activity can have both immediate and long-term benefits on academic performance and academic achievement. Youth are often better able to concentrate on classroom tasks, which can enhance learning immediately after a bout of physical activity. *Physical activity can have both immediate and long-term benefits on academic performance.*<sup>32-35</sup>

Findings disseminated by *Active Living Research* supported by the Robert Wood Johnson Foundation in 2015 revealed that almost immediately after participating in physical activity, children are better able to concentrate on classroom tasks, which can enhance their learning.<sup>35</sup>

As youth continue to participate in developmentally appropriate physical activity, their improved physical fitness can possibly have positive effects on academic outcomes.<sup>35</sup> Furthermore, there is little to no evidence that increased PE time negatively impacts academic achievement.<sup>35</sup>

**The Year 10 and longitudinal (2010-2019) findings highlighted in this report are consistent with this body of evidence.**

The purpose of evaluating the Legacy Early College Physical Activity Program is to examine the impact of 45 minutes of daily PE on cognition, body composition, and fitness performance of elementary and middle school youth in Greenville, South Carolina.

## Participants

Seven-hundred and forty-eight (N=748) scholars at Legacy Early College participated in the present study in Year 10. scholars attending two Title I schools were identified as controls (N=629). In previous study years, oversampling techniques were utilized to identify a comparison sample of scholars for both controls similar to Legacy Early College's demography. In the present study year (i.e., Year 10 the diversity of Legacy Early College increased, thus all participants in grades **2-8** from Legacy and controls participated in the study).

## Cognitive Findings

- Legacy elementary school scholars improved significantly on all Perceptual Speed (i.e., processing speed) sections including the Total Perceptual Speed (i.e., all three sections combined) 4 of 4 (100%) compared to controls in Year 10.
- Legacy middle school males improved significantly on 2 of 4 (50%) Perceptual Speed sections, including the Total section compared to 1 of 4 (25%) for controls at post-test in Year 10.
- Legacy elementary school scholars had significant gain increases on 3 of 4 (75%) Perceptual Speed sections compared to 0 of 4 (0.00%) for controls from 2016-2019.
- Legacy elementary school scholars had significant gain increases on: 4 of 4 (100%) Perceptual Speed sections, including the Total section compared to 0 of 4 (0.00%) for controls from 2017-2019.
- Legacy elementary school males observed significant gain increases on: 3 of 4 (75%) Perceptual Speed sections, including the Total section compared to 0 of 4 (0.00%) for controls from 2016-2019.
- Legacy elementary school males observed a significant gain increase on the Total Perceptual Speed section, compared to controls from 2018-2019.

## Fitness and Physical Activity Findings

- Legacy Early College scholars had significant improvements in fitness [i.e., in the Progressive Aerobic Cardiovascular Endurance Run (PACER), muscular strength and muscular, endurance] by grade and gender in Year 10.
- Control elementary and middle school scholars observed no significant fitness improvements (0 of 12; 0.00%) by grade level and gender; additionally, decreases in fitness performance by grade and gender was also found at the post-test assessments among control school scholars in Year 10.

- Legacy elementary school females significantly improved on 3 of 3 (100%) fitness measures [i.e., in PACER, muscular strength and muscular, endurance] compared to 0 of 3 (0.00%) for controls in Year 10.
- Legacy elementary school males significantly improved on 3 of 3 (100%) fitness measures [i.e., in PACER, muscular strength and muscular, endurance] compared to 0 of 3 (0.00%) for controls in Year 10.
- Legacy middle school females significantly improved on 3 of 3 (100%) fitness measures [i.e., in PACER, muscular strength and muscular, endurance] compared to 1 of 3 (33%) for controls in Year 10.
- Legacy middle school males significantly improved on 2 of 3 (66%) fitness measures [i.e., in PACER, muscular strength and muscular, endurance] compared to 1 of 3 (33%) for controls in Year 10.
- Control elementary school females and males observed significant decreases in muscular strength and muscular endurance in Year 10.
- The aerobic capacity values of Legacy males compared to control school males differed significantly in Year 10.
- Legacy middle school males and females observed significant gain increases in aerobic capacity compared to decreases in aerobic capacity for control school scholars in Year 10.
- The longitudinal findings for Legacy elementary and middle school scholars revealed significant gain increases from 2015-2019 (6 of 6; 100%) in PACER, muscular strength and muscular endurance compared to controls over time.
- Control elementary school females and males had a significant decrease in muscular strength and muscular endurance over time (2018-2019).

#### Healthy Fitness Zones (HFZ)

- The percentage of Legacy elementary school males and females meeting the HFZ standard for curl-ups significantly increased at post-test in Year 10.
- The percentage of Legacy middle school males and females meeting the HFZ standard for curl-ups significantly increased at post-test in Year 10.
- Close to 68% of Legacy elementary school females were in the HFZ at post-test compared to 10% of controls for curl-ups in Year 10.
- Approximately 64% of Legacy elementary school males were in the HFZ at post-test compared to 15% of controls for curl-ups in Year 10.
- 65% of Legacy middle school females were in the HFZ at post-test compared to 14% of controls for curl-ups in Year 10.
- ~52% of Legacy middle school males were in the HFZ at post-test compared to 22% of controls for curl-ups in Year 10.
- The percentage of Legacy elementary school females and males meeting the HFZ standards for push-ups significantly increased at the post-test assessments in Year 10.
- ~ 62% of Legacy elementary school females were in the HFZ at post-test compared to 8% of controls for push-ups in Year 10.
- 72% of Legacy elementary school males were in the HFZ at post-test compared to 20% of controls for push-ups in Year 10.

- ~ 44% of Legacy middle school females were in the HFZ at post-test compared to 11% for controls for push-ups in Year 10.
- Approximately 62% of Legacy middle school males were in the HFZ at post-test compared to 15% of controls for push-ups in Year 10.
- Approximately 39% of Legacy elementary school females were in the HFZ at post-test compared to 31% of controls for aerobic capacity in Year 10.
- Approximately 37% of Legacy middle school females were in the HFZ at post-test compared to 27% of controls for aerobic capacity in Year 10.
- Approximately 60% of Legacy middle school males were in the HFZ at post-test compared to 54% of controls for aerobic capacity in Year 10.

#### Physical Activity Measured with Pedometers

- Legacy elementary school females accumulated 8,830 steps in a typical week during PE in Year 10.
- Legacy elementary school males accumulated 9,455 steps in a typical week during PE in Year 10.
- Legacy middle school females accumulated 9,265 steps in a typical week during PE in Year 10.
- Legacy middle school males accumulated 11,630 steps in a typical week during PE in Year 10.
- Control elementary school females accumulated 1,680 steps in a typical week during PE, [control elementary school scholars received PE only once per week] in Year 10.
- Control elementary school males accumulated 1,763 steps in a typical week during PE, [control elementary school scholars received PE only once per week] in Year 10.
- Control middle school females accumulated 6,385 steps in a typical week, but only received PE for the fall term during Year 10.
- Control middle school males accumulated 7,060 steps in a typical week, but only received PE for the fall term during Year 10.

## Body Composition Findings

- ~49% of middle school females were in the HFZ for BMI compared to ~45% of middle school control females in Year 10.
- ~48% of Legacy African American middle school scholars were in the HFZ for BMI compared to only 35% of African American middle school control scholars in Year 10.
- ~30% of Legacy African American middle school scholars were >95% BMI percentile compared to 35% of control African American scholars.
- Legacy elementary school females and males observed no significant %BF changes at post-test in Year 10.
  - **These findings suggest 45 minutes of daily PE may help to fend off increases %BF over time.**
- Legacy middle school females observed no %BF changes at post-test in Year 10.
- Legacy males observed a significant decrease in %BF at post-test in Year 10 (26.79 vs. 25.38).
- Legacy elementary school males observed a significant decrease in BMI percentile compared to an increase for controls (-.5359 vs. 3.134) in Year 10.

- Legacy middle school females observed a significant decrease in BMI percentile compared to an increase in middle school control females (-.9479 vs. .3098) in Year 10.
- Legacy middle school females observed a significant difference in BMI percentile compared to controls (1.238 vs. 5.383) from 2018-2019.
- Legacy middle school females observed a significant decrease in %BF over time (-2.49) from 2017-2019.
- Legacy middle school males observed a significant decrease in %BF over time (-5.94) from 2017-2019.
  - **These findings suggest Daily PE has helped to fend off increases in %BF at Legacy Early College over time.**

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## **Appendix C - Community Partnerships**

1. Salvation Army Kroc Center
  - a. Elementary Fit Kids Club, swimming and tennis lessons for spring and fall (ongoing). High School tennis lessons for spring and fall during PE classes. After school tennis lessons for the elementary
2. Bon Secours
  - a. Provides all 3 levels with a school liaison and bilingual resources for families such as wellness information and acute and primary care via the Bon Secour Legacy Early College Health Center
3. Greenville Mental Health
  - a. Provides all 3 levels with counselors for scholars
4. Hispanic Alliance
  - a. Promotes and supports our Hispanic Heritage month
5. Greenville County and City Police
  - a. Provides a School Resource Officer for the Parker campus to improve safety
6. Homeless Period Project
  - a. Support with free hygiene needs
7. Clemson, Bob Jones University, and Greenville Technical College Nursing students
  - a. Provides hearing, vision, and dental screenings
8. St. Paul's Episcopal Church
  - a. Provides scholars and families with weekly food bags and backpacks
9. Bob Jones University and North Greenville University
  - a. Partnership for Student Teachers
10. Christ Church
  - a. Provides scholars and families with weekend food bags year round
  - b. Provides mentors to HS scholars
  - c. Provides room assistants to elementary campus
  - d. Provides holiday gifts for those in need
11. Greenville Country Club
  - a. Prepares meals for families in need for Thanksgiving
12. Origins Church
  - a. volunteers for K4 classrooms and campus events
13. VCOM
  - a. Provide mentors to our high school scholars interested in medical school