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SUBJECT: WELLNESS**1. Preamble**

The district is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.

This local school wellness policy (LWP) outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students, staff and schools in the district. Specific measurable goals and outcomes are identified within each section. Be sure to reference the glossary of this policy for important terms and definitions.

2. District Wellness Council**Purpose of the Council**

The district will convene a representative District Wellness Council (DWC) that meets At least 3 times a 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 local school wellness policy.

Council Membership

The superintendent (or designee) will convene the DWC, facilitate development of and updates to the Local Wellness Policy (LWP) and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

The DWC membership for the district includes:

Jeremy Belfield, Superintendent
Jason Ryan, Jr/Sr High School Principal
James McKenna, Jr/ Sr High School Vice Principal/Athletic Director
TBD, Grimshaw Principal
Susan Osborn, Big Picture Principal
Simone Gonyea, ONS Principal
Rob Kennedy, Food Services
Jennifer Gates, School Nurse
Jackie Shostack, Onondaga County Health Department
Karyn Meaney, Elementary PE
Tom LaRose, Elementary PE
Cheryl Polinsky, HS PE
Karl Seemann, HS PE
Heather Amidon, HS Health
Mallory Charpentier, FACS

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SUBJECT: WELLNESS POLICY (Cont'd.)

Public Involvement

The district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate the ways in which representatives of the DWC, School Wellness Council (SWC) and others can participate in the development, implementation and periodic review and update of the LWP.

3. Accountability

Triennial Assessment

At least once every three years, the district will assess the LWP by measuring the following:

- the extent to which the LWP meets the requirements of the final rule of the United States Department of Agriculture which requires schools to have an expanded wellness policy in order to participate in the National Free Breakfast and Lunch program
- the extent to which schools under the jurisdiction of the district are complying with the LWP
- the progress made in attaining the goals of the LWP
- the extent to which the LWP compares to model local wellness policies

The district recommends that schools use the Healthy Schools Program Assessment, Centers for Disease Control and Prevention (CDC) School Health Index, or local School Health Assessment to complete an annual school-level health and wellness assessment.

The district ensures that the LWP aligns with the Alliance for a Healthier Generation's Model Wellness Policy.

The district 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 LWP, including but not limited to ensuring the involvement of the DWC/SWC.

Documentation

The district will retain records to document the presence of and compliance with the LWP, including but not limited to the following:

- the current and previous board-approved LWP
- documentation demonstrating that the LWP has been made available to the public
- documentation of the most recent district- and school-level assessments of implementation
- documentation of efforts to review and update the LWP, including who was involved and how the district made stakeholders aware of their ability to participate

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The district will document the impact of the LWP on behavioral and educational outcomes, (e.g., student and employee attendance or office discipline referrals, summary data from the Behavior Intervention and Monitoring Assessment System, summary data from the Body Mass Index data, etc.) and will make this information available to the public.

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Policy Updates

The district will update the LWP based upon the following:

- the results of the triennial assessment
- district priorities
- community needs
- the results of school health assessment
- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance

Notification to the Public

The district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to the following:

- its content and any updates
- district- and school-level implementation status
- an explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate
- the effective dates of any policy changes
- the names and contact information of the district and school officials leading and coordinating the DWC
- information on how the public can get involved with the DWC
- information about DWC meetings including dates, times, locations, agendas and meeting minutes
- mechanisms for the public to provide feedback and comments

The policy can be found here: [DO/policies/ website](#)

The district will use multiple methods to distribute this information to the community, including but not limited to the following:

- electronic mechanisms (e.g., email)
- displaying notices on the district and school websites
- non-electronic mechanisms (e.g., newsletters)

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- presentations to caregivers
- sending information home to caregivers

SUBJECT: WELLNESS POLICY (Cont'd.)

4. Nutrition Services

School Meals

All schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet the nutrition standards for school meals by including the following:

- fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans and peas and legumes)
- grains (whole grain-rich)
- meats and meat alternatives
- fat-free and low-fat milk
- access to free drinking water

In addition, the district will ensure the following:

- School meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations.
- School meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA.
- The district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status).

Other nutrition related programs offered outside of the National Lunch Program and School Breakfast Program include the following:

- school gardens
- alternative breakfast options

The district/schools will:

- offer a variety of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting

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- provide adequate time to eat school meals, meaning that students 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
- establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income

SUBJECT: WELLNESS POLICY (Cont'd.)

- prohibit the use of food as a reward or the withholding of foods as a punishment
- ensure that menus are created/reviewed by a Registered Dietitian or another certified nutrition professional
- post menus on the district website and/or individual school websites and include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs
- encourage staff to model healthy eating behaviors
- promote healthy food and beverage choices using the following marketing and merchandising techniques: displaying whole fruit options in attractive bowls or baskets (instead of chaffing dishes or hotel pans); making sliced or cut fruit available daily; displaying daily fruit options in the line of sight and reach of students; giving creative or descriptive names to all available vegetable options; bundling daily vegetable options into all grab-and-go meals available to students; training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal; placing white milk in front of other beverages in all coolers; highlighting alternative entree options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas; allowing students to create reimbursable meals in any service area available to them (e.g., salad bars or grab-and-go lines); conducting student surveys and taste testing opportunities and using them to inform menu development, dining space decor and promotional ideas; using daily announcements to promote and market menu options

Water

Free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

The district will implement the following:

- Free, safe and unflavored drinking water is available to students during the school day and during the extended school day (including during out-of-school time and before and after school).
- Water cups/jugs are available in the cafeteria if a drinking fountain is not present.
- Students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus.
- All water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards.

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Competitive Foods and Beverages

The district will ensure that all foods and beverages sold to students on the school campus **during the school day** support healthy eating, including those provided outside of the school meal programs. All foods and beverages **sold** outside of the school meal programs, **during the school day** will, at a minimum, meet

SUBJECT: WELLNESS POLICY (Cont'd.)

Smart Snacks guidelines established by the USDA. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to À la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption **during the school day**.

Additionally, all foods and beverages sold outside of the school meal programs during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks.

Celebrations and Rewards

The district will ensure that celebrations and rewards are consistent with their nutrition policies. All foods and beverages served and offered on the school campus outside of the school meal programs **during the school day** will meet:

Smart Snacks

This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

The district will make available for caregivers and all school and school-based out of school time (OST)staff: A list of healthy and non-food party ideas; A list of foods and beverages that meet Smart Snacks; A list of healthy and non-food rewards.

Fundraising

The district will allow only foods and beverages that meet or exceed Smart Snacks to be sold through fundraisers on the school campus during the school day.

The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

The district will make available to caregivers and all school and school-based OST staff a list of healthy fundraising ideas.

The district should ensure that fundraising policies are clearly communicated to schools.

Food and Beverage Marketing

(Continued)

The district will ensure all foods and beverages marketed to students on the school campus during the school day will meet or exceed Smart Snacks standards. This includes the marketing of products on the following:

SUBJECT: WELLNESS POLICY (Cont'd.)

- the exterior of vending machines
- posters, flyers, menu boards, coolers, trash cans and other foodservice equipment
- cups used for beverage dispensing

All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time and before and after school) will meet or exceed Smart Snacks.

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited: (1) brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district (2) advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system (3) free samples, taste tests or coupons for products (4) educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products.

5. Nutrition and Health Education

The district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level.

The district will ensure it will meet the following goals for nutrition education:

- Nutrition and physical activity education is taught to all K-12 students using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics.
- Curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum and provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy.
- The curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health.

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- Nutrition and physical activity education include developmentally appropriate, culturally relevant and participatory activities, addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors.

SUBJECT: WELLNESS POLICY (Cont'd.)

- Schools will not utilize activities or materials that are the product of a food, beverage or dietary supplement company.
- Teachers and other staff are provided with training on nutrition and physical activity education.

The district will ensure it will meet the following goals for health education:

- All students, K-12, take comprehensive, skills-based health education.
- Health education is taught by qualified and trained professionals.
- The health education learning standards and curriculum are regularly evaluated and revised.
- Schools utilize a planned, sequential and comprehensive health education curriculum that: is culturally and developmentally appropriate addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy.

Nutrition Promotion

The district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs.

The district will ensure it will meet the following goals:

- School announcements, newsletters and website postings will promote healthy food and beverage choices.
- The district will work with a public relations specialist through the Central New York Regional Information Center to use a variety of media to promote healthy eating habits.

6. Physical Activity

The district will ensure that a combination of physical activity opportunities will be offered to students in the form of the following:

- classroom physical activity, daily recess, physical education
- before- and after-school activities and sports
- active academics and transportation

The district requires that all students receive education on the benefits of physical activity.

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The district prohibits the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time and before and after school).

SUBJECT: WELLNESS POLICY (Cont'd.)

The district will provide resources and training to school and OST staff on appropriate ways to discipline students. The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

The district will ensure it will meet the following goals:

- Schools will provide all students with adequate and safe spaces, facilities, equipment and supplies for recess. Students will not be excluded from recess for disciplinary reasons or academic performance.
- Classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom.

Classroom Physical Activity

The district will implement the following:

- Physical activity will be provided in the classroom outside of planned instruction (physical activity breaks).
- Schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company.
- Classroom physical activity will not be withheld from or required of students as a disciplinary approach.
- Classroom teachers will receive resources and annual training on promoting physical activity and integrating physical activity in the classroom.

Daily Recess

The district will implement the following:

- Recess will be offered at all elementary schools for 20 or more minutes on all days during the school year which will complement, not substitute for, physical education class.
- Schools and students will be provided with adequate spaces, facilities, equipment and supplies for recess.
- Spaces and facilities for recess will meet or exceed recommended safety standards.
- Students will not be excluded from recess for disciplinary reasons or academic performance in the classroom.
- Staff members who lead or supervise recess will be provided with ongoing professional development.

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- The accessibility of playgrounds and outdoor play areas will be assessed, and changes made to improve access.
- Equipment will be provided to allow for inclusion of students with disabilities into activities.

SUBJECT: WELLNESS POLICY (Cont'd.)

Physical Education

Physical education teachers will assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment.

Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education.

The district will ensure all PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

The district will ensure it will meet the following goals:

- All middle school students, including students with disabilities, will receive PE during all academic years.
- All high school students, including students with disabilities, will receive PE during all academic years.
- All students are engaged in moderate to vigorous physical activity (MVPA) for at least 50% of class time during most or all PE classes.
- All PE teachers in the district receive professional development in PE at least once per year.
- All PE classes are taught by licensed teachers who are certified or endorsed to teach PE.
- Waivers, exemptions or substitutions for PE classes are not granted.
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate.
- All student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criteria-based reporting is used for each student, including students with disabilities.

Before and After School Activities

The district will offer the following:

- physical activity clubs
- physical activity breaks in aftercare
- intramurals or interscholastic sports

Active Transportation

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The district will at minimum support active transportation in the following ways:

- Instruction on walking/bicycling safety to students will be provided.

SUBJECT: WELLNESS POLICY (Cont'd.)

7. Other Activities That Promote Student Wellness

The district will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms, and physical activity facilities.

The district will ensure it will meet the following goals:

- Wellness activities are coordinated and integrated throughout the school day, as well as culturally inclusive, accessible to all students and staff across the district and are age appropriate.

8. Whole School, Whole Community, Whole Child (WSCC)

The WSCC model is centered on the school, while connecting to the family and the community to address the needs of the whole child. The WSCC model provides greater alignment, integration and collaboration between health and education. The five tenets located in the center of the WSCC model - healthy, safe, engaged, supported, and challenged - are critical for improving students' health and academic achievement.

Nutrition environment and services, health education, and physical education and physical activity have already been addressed in the policy to meet the requirements of the USDA final rule of 2016. Physical and mental health policies and programs are included in this section to create more comprehensive LWPs to address all components of the WSCC model.

Social-emotional Climate (School Climate)

The district is committed to creating a positive social emotional climate across all school campuses during the school day and OST.

The district will promote a positive social-emotional climate in the following ways:

- 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 cyber bullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards

(Continued)

- ensuring that school and school-based OST staff are promoting positive relationships between students and employees

SUBJECT: WELLNESS POLICY (Cont'd.)

- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- 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

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' social, emotional and/or behavioral needs (SEB) needs in the following ways:

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

(Continued)

Health Services

The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health in the following ways:

SUBJECT: WELLNESS POLICY (Cont'd.)

- conducting assessments and planning for meeting the individual chronic disease management needs of students
- ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed
- coordinating with caregivers and community medical providers to address students' health needs
- ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent student health information
- disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
- providing student physical health screenings (e.g., vision and hearing)
- addressing management of acute health incidents (e.g., allergic reactions, asthma attacks and low blood sugar) in the school setting
- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with caregivers to address students' health needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

A critical issue facing schools is the increase in the use of e-cigarettes.

Schools are being called upon to teach students about the health risks of e-cigarettes and offer tobacco prevention and cessation programming. In addition to presenting numerous health risks, there has been an increase in suspensions as a result of e-cigarette use. Healthier Generation has a tobacco-free policy that can decrease the use of tobacco products on and around school campus and school related events.

Physical Environment

The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities in the following ways:

- 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 student and staff exposure to toxicants (e.g., vehicle exhaust, mold, air pollution, pesticides, and cleaning products)
- specifying a system for monitoring and addressing water quality

(Continued)

- specifying an integrated pest management plan
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation, and air quality)

SUBJECT: WELLNESS POLICY (Cont'd.)

- establishing tobacco-free building and grounds
- educating students, school staff and school-based OST staff on maintaining the safety of the school physical environment
- specifying physical safety measures and procedures (e.g., 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 (can be part of the DWC) and in each school building
- specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- addressing the presence of and training for school resource officers
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Employee Wellness

The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being in the following ways:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district organizational structure
- disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters)
- 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

(Continued)

- 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 diversity and inclusion practices
- designating a consistent and systemic approach for employee conflict resolution

SUBJECT: WELLNESS POLICY (Cont'd.)

- addressing space and break time for lactation/breastfeeding
- including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Family Engagement

The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement in the following ways:

- ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, and disability status, etc.
- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
- making the LWP 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 caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers, and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO, school wellness committee, and other school committees)
- including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Community Involvement

The district will support community involvement in the following ways:

(Continued)

- ensuring that community members are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, and disability status, etc.

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- ensuring that community members participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- developing relationships with community organizations to identify community-based opportunities for student 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 district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

9. 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 instilling 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.

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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.

District Wellness Council (DWC)

A District Wellness Council is sometimes referred to as the School Health Advisory Council (SHAC). It is comprised of district, school and community members who meet at least four times per year to establish district goals and to oversee school health and safety policies and programs, including development, implementation, evaluation and updates of the Local School Wellness Policy.

Diversity and Inclusion Practices

Diversity and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all 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 include 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

(Continued)

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).

SUBJECT: WELLNESS POLICY (Cont'd.)

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.

Local School Wellness Policy (LWP)

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

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 described 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).

Parent Teacher Association/Parent Teacher Organization (PTA/PTO)

Parent Teacher Associations and Parent Teacher Organizations are associations of caregivers and teachers that play a pivotal role in how educational standards and other policies are enacted and implemented at the state, district and school levels. PTA/PTO leaders are encouraged to meet with their school, district and/or state administrators to ensure a school environment where all students can learn.

SUBJECT: WELLNESS POLICY (Cont'd.)**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.

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 into 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.

SUBJECT: WELLNESS POLICY (Cont'd.)

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.

Adoption Date: September 14, 2022

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