

## **Central Consolidated School District Wellness Policy**

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## Central Consolidated School District Wellness Policy

### Preamble

Central Consolidated School District **Mission statement** is “Student’s first building a collaborative relationship within our collective community through continuous learning, open communication and shared trust. District **Vision statement**: A community of learner’s dedicated to building lives. The CCSD believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.<sup>11,12,13,14</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>15,16,17</sup>

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

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

- *The District will coordinate the wellness policy with other aspects of school management, including the District’s School Improvement Plan, and school safe plan.*

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## I. School Wellness Committee

### **Committee Role and Membership**

The District will convene a representative district school health advisory committee (referred to as the SHAC) that meets at least **four** times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (referred as “wellness policy”).

The SHAC membership will represent all school levels (elementary and secondary schools) and include parents; students; representatives of the school nutrition program (school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (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; and the general local community public. When possible, membership will also include

- *Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC.]*

### **Leadership**

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

The designated official for oversight is Cheryl George Health & Wellness Specialist

### **CCSD SCHOOL HEALTH ADVISORY COUNCIL (SHAC) MEMBERS:**

<b>Name</b>	<b>Title / Relationship to the School or District</b>	<b>Email address</b>	<b>Role on Committee</b>
Margene Purcella	Food Services Coordinator	purcm@centralschools.org	Assists in the evaluation for nutrition and smart foods in the implementation of the wellness policy
Cheryl George	Health & Wellness Specialist	georc@centralschools.org	SHAC Lead

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	Wellness Policy Lead		
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Lance Duncan	Health Education Teacher	<a href="mailto:duncl@centralschools.org">duncl@centralschools.org</a>	Health Education and Physical Activity
Roddell Denetso	Cultural Assistance Team (CAT)	<a href="mailto:dener@centralschools.org">dener@centralschools.org</a>	Behavioral Health
Marvis Frazier Cheryl George	School Safety	<a href="mailto:mfrazier@centralschools.org">mfrazier@centralschools.org</a> <a href="mailto:georc@centralschools.org">georc@centralschools.org</a>	School Safety
Cheryl George Laura Huish	Staff Wellness	<a href="mailto:georc@centralschools.org">georc@centralschools.org</a> <a href="mailto:huisl@centralschools.org">huisl@centralschools.org</a>	Staff Wellness
Parent/Guardians Cheryl Jones Cheryl George Shina Benally	Parents/Guardians Family members of students in CCSD	<a href="mailto:jonesch@centralschools.org">jonesch@centralschools.org</a> <a href="mailto:georc@centralschool.org">georc@centralschool.org</a> <a href="mailto:benas@centralschools.org">benas@centralschools.org</a>	SHAC parents
Ashinee George Creighton Murphy	Student Council President sophomore Senior Student		Student Representatives
Jody Bidtah Shaundale Gamboa Patience Williams	Capacity Builders Health Promotions (IHS) San Juan County Partnership (HCHC)	<a href="mailto:j.bidtah@capacitybuilders.info">j.bidtah@capacitybuilders.info</a> <a href="mailto:shaundale.gamboa@IHS.gov">shaundale.gamboa@IHS.gov</a> <a href="mailto:williamsp@sjcpartnership.org">williamsp@sjcpartnership.org</a>	Local Community  Local Community

Each school 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.

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

### ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to 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 student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) 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.

This wellness policy and the progress reports can be found at: [www.ccsdnm.org](http://www.ccsdnm.org)

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy at **Health and Wellness Department**. Documentation maintained in this location will include but will not be limited to:

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

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

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide auto-dialer communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's and **schools'** individual website of events or activities related to wellness policy implementation. Annually, as well as information on how the public can get involved with the school wellness committee.

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

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

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

The position/person responsible for managing the triennial assessment and contact information is Cheryl George-Health & Wellness Specialist [georc@centralschools.org](mailto:georc@centralschools.org) 505.368.4984

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

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

The SHAC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach and Communications***

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

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

## **III. Nutrition**

### ***School Meals***

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in

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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. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the CCSD 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, Summer Food Service Program (SFSP) After School at Risk programs, or others.* The District also operates additional nutrition-related programs and activities including *Farm to School programs, school gardens, Breakfast in the Classroom, Grab 'n' Go Breakfast.* All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards.](#))
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - Student artwork is displayed in the service and/or dining areas.
- *Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.*
- *The District child nutrition program will accommodate students with special dietary and food allergy needs.*
- *Students will be allowed at least 15 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated*
- *Students are served lunch at a reasonable and appropriate time of day.*
- *Lunch will follow the recess period to better support learning and healthy eating.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The District (currently has not implemented) plans implement at least four of the following five Farm to School activities the District plans to do:*
  - *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*

### **Staff Qualifications and Professional Development**

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

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes in the following:

- *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.*
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### **Competitive Foods and Beverages**

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

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

### **Celebrations and Rewards**

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

1. Celebrations and parties. The district 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, SMART snacks](#) and from the [USDA](#).

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2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District 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***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The District will make available to parents and teachers a list of healthy fundraising ideas [Alliance for a Healthier Generation](#) and the [USDA](#).

*Fundraising during and outside school hours will 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, cookie dough, candy and pizza sales, market days, etc.*

### ***Nutrition Promotion***

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

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. 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 students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

### ***Nutrition Education***

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;

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- 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;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education **Essential Healthy Eating Topics in Health Education***

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

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### **Food and Beverage Marketing in Schools**

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent

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with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student'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 the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards **only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.**

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an 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. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

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

#### **IV. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied

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physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the district will be encouraged to participate in *Let’s Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

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.”** The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

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

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours.*

### **Physical Education**

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts in physical health education. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All CCSD **elementary students** in each grade will receive physical education for at least 90-149 minutes per week throughout the school year.

All CCSD **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments ([Presidential Youth Fitness Program](#)) and will use criterion-based reporting for each student.

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions*
- *All physical education teachers in CCSD will be required to participate in at least a once a year professional development in education.*

### **Essential Physical Activity Topics in Health Education**

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

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

### **Recess (Elementary)**

All elementary schools will offer at least **20 minutes of recess** on all days during the school year (*This policy may be waived on early dismissal or weather inclement days*). Recess is offered after lunch, schools will have appropriate hand-sanitizing mechanisms located just inside the cafeteria to ensure proper hygiene prior and after eating for students to use these mechanisms before/after eating. Hand-washing time essential to reduce the spread of germs and bacteria which cause Flu/cold symptoms.

**Outdoor recess** will be offered when weather is feasible for outdoor play. *CCSD will give discretion of the building administrator based on his/her best judgment of safety conditions of the weather inclusive of wind chill factors, during storms with lightening or thunder, or excess of heat.*

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. *CCSD guidelines do not yet exist, the district SHAC will create them or facilitate their development on a school-by-school basis and include them here. [If CCSD opts for school-by-school indoor recess guidelines, each school will maintain and enforce its own indoor recess guidelines inserted here in the future implementation].*

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

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

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#), and <http://www.cdc.gov/healthyschools/P4HS.htm>

### **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 do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects 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.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

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

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: **CCSD physical activity clubs and 21<sup>st</sup> Century, intramurals or interscholastic sports.**

### **Active Transport**

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to: **CCSD will select from the list below and insert them here as policy** as 11 of our schools are located on remote and open terrain on the Navajo Reservation and safety is CCSD number one priority of our students point of transportation by walking or bicycling to school.

- Designate safe or preferred routes to school
- 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 students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards

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- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- **CCSD guidelines do not yet exist, the district SHAC will create them or facilitate their development on a school-by-school basis and include them here in this section.**

### **V. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

**Schools in the CCSD will** coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District'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 of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

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.

#### ***Community Partnerships***

The Central Consolidated School District will **continue** relationships with community partners (Northern Navajo Indian Health Services-IHS Health Promotion, Capacity Builders, local Navajo Nation Chapter House and Services, San Juan County Partnerships, and SMART snacks and nutrition.) 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.

#### ***Community Health Promotion and Family Engagement***

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

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (email or displaying notices on the CCSD website and Facebook account), as well as non-electronic mechanisms, (newsletters, presentations to parents or sending information home to parents from individual schools and district wide), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

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

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The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. **The subcommittee leader's name is Cheryl George.**

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. **Examples of strategies schools will use, as well as specific actions staff members can take, include Zumba, Yoga, and Line Dancing, Tai Chi, Shiprock Marathon Relay School Relay Teams, Acudetox (Seeding and Needles), Reboot You're Wellbeing (Tapping Emotional Freedom Technique).** The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

### ***Professional Learning***

When feasible, the District 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 District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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### *Glossary:*

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

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

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- <sup>2</sup> Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.
- <sup>3</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
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- <sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
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- <sup>7</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.
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- <sup>9</sup> Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- <sup>10</sup> Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.
- <sup>11</sup> Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- <sup>12</sup> Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
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- <sup>14</sup> Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- <sup>15</sup> Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

# Wellness Policy Regulations or Exhibits Format

<b>GENERAL</b>	All CCSD Student including students with disabilities, special health-care needs and alternative education setting for each grade Pre-K-Kindergarten through 5th grade will receive physical education classes for at least 90-149 minutes per week throughout the school year. All CCSD secondary students (Middle and High School) are required to take the equivalent of one academic year of physical education.
<b>NUTRITION</b>	Meets guidelines 6.12.6.8 NMAC District follow's for a la carte offerings meeting no competitive food sales, following smart snacks in schools, Assurance adherence to <a href="#">requirements for food allergies in schools</a> .
<b>PHYSICAL ACTIVITY</b>	Daily recess for all student's, 90% of student's participate in physical activity during the school day. Provide physical activity opportunities before & after school in collaboration with the community and century 21 after-school wellness program.
<b>HEALTH EDUCATION</b>	Per Guidelines 6.30.2.19 80% passing grade in health course(s) aligned with standards in code. <a href="#">Hands Only Compression CPR, AED and to Perform Heimlich Maneuver for choking victims</a> . Per Guidelines 6.12.2.10 NMAC CCSD is compliant <a href="#">HIV</a> for staff right to privacy and students right to privacy and appropriate access to public education. "Opt-Out" of sexuality performance standards for curriculum. Credit of 0.5 of Health education is offered in Middle School and High School. NMSA 24-5-4, 7.5.28 NMAC, and 6.12.2 NMAC Immunizations for school Entry is followed protocol. McKinney-Vento Homeless Assistant Act CCSD students identified are not prevented from entering schools. Utilize the "Amaze" animated video for parents, educators and children medically accurate resources for sexual health.
<b>PHYSICAL EDUCATION</b>	K-12 physical fitness assessment tool, 70% of student's in medium range of K-12 physical fitness assessment tool.
<b>HELATH AND SAFETY</b>	Rapid Response Team developed within CCSD and <a href="#">duty to reporting Child Abuse and Neglect and Substance Abuse including on Navajo Reservation protocols</a> adhere to the Safe School Plans. K-12 students PER NMPED6.12.2.9;6.12.8 NMAC Right to carry and authorization for emergency treatment medications, to self-administer prescribed by a health care practitioner Asthma treatment and anaphylaxis and self-management diabetes in school setting.
<b>HEALTH SERVICES</b>	CCSD provides facilities for I.H.S. provider usage, works with Inna Counseling. 90% accurate on annual school health reports to NMPED. 7.30.11 NMAC Vision Screening Test Standards for pre-K, Kindergarten, 1st and 3rd grades are conducted in schools within CCSD.
<b>SOCIAL AND EMOTIONAL WELLBEING</b>	Behavioral Health Plan with procedures for Level I-III, Developed and maintained building level crisis team intervention, Developed district wide CAT (Cultural Assistance Team). <a href="#">LGBTQ identify "Safe Zone/Places with the CCSD to provide: Support, Advocacy, Education and Safety to all gender identities and sexual orientations for students and staff of CCSD. Reboot your Wellbeing"(Tapping) for all CCSD students. Acudetox for staff and Students (seeding &amp; Needles)</a>

**STAFF WELLNESS**

Initiate Yoga, Tai Chi, Zumba, and Shiprock Marathon relay teams from CCSD to participate in staff wellness events.