

WASHINGTON NORTHEAST SUPERVISORY UNION

CABOT SCHOOL – TWINFIELD UNION SCHOOL

POLICY C9

CHILD NUTRITION - WELLNESS POLICY

Purpose

It is the intent of the Washington Northeast Supervisory Union to promote wellness for students and staff of the supervisory union while complying with the local policy requirements of the federal *Child Nutrition and WIC Reauthorization Act of 2004* and *Healthy, Hunger-Free Kids Act of 2010* (HHFKA). In accord with those requirements, this policy has been developed in consultation with parents and other community members, representatives of the school food services authority, school administrators, PE teachers, students, and school health professionals.

Nutrition Environment and Services (see Vermont Wellness Policy Guidelines, pg. 9-16)

1. Nutritious Food Choices

- a. Nutritious and appealing foods will comply with the Smart Snack nutrition standards of the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7CFR210.11 whenever food is sold or otherwise offered or available to students at all school sponsored programs and activities, including fundraising.
- b. Nutritious foods are nutrient dense foods including whole grains; low-fat or nonfat dairy products; fresh, frozen, or canned fruits and vegetables; lean meats, poultry, fish, and beans.
- c. Nutritious foods must exceed the nutrient levels of Foods of Minimal Nutritional Value, which have been identified by the United States Department of Agriculture (USDA).
- d. “*Foods of Minimal Nutritional Value*” include carbonated beverages, non-fruit drinks, candies in which the major ingredient is sugar, frozen ice bars, and chewing gum with sugar (7 CFR Part 210).
- e. The Supervisory Union shall make free potable water available to children in the meal service area in accordance with Section 203 of the Healthy Hunger-Free Kids Act (HHFKA).

2. The Supervisory Union Food Service Program

- a. Menus shall be planned to conform to the Dietary Guidelines for Americans and the nutrient standards established in the regulations of the National School Lunch Program (7 CFR 210) and the School Breakfast Program (7 CFR 220).
- b. A la carte food includes all foods sold by the food service program that are not part of a reimbursable meal. A la carte food shall conform to the a la carte guidelines outlined in the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7CFR210.11)
- c. Food pricing strategies shall be designed to encourage students to purchase nutritious items and/or reimbursable meals. Paid meal pricing must meet the USDA Paid Lunch Equity guidelines.

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- d. Compatible with federal regulations for such purchases, the food service program shall establish procedures to include locally grown foods and beverages in the development of purchasing bids or procedures.
 - e. Schools shall incorporate the three C's: community, classroom, and cafeteria, into all farm-to-school plans.
3. Other Food Choices at School
- a. Foods and beverages sold during the school day (12:00 AM to 30 minutes after the official end of the school day) outside the USDA Food programs must comply with the Vending Guidelines outlined in Appendix B at or above the Acceptable Practice level where applicable. No foods shall be sold from vending machines during meal service times.
 - b. Commercial advertising that promotes foods and beverages other than nutritious foods shall be prohibited in The Supervisory Union.
 - c. There is no exemption in Vermont, during the school day for fundraisers that do not meet the Smart Snack standard. The Supervisory Union will encourage fundraiser activities that promote physical activity.
 - d. To the extent possible The Supervisory Union will encourage foods and beverages sold outside the school day in vending machines, school stores, fundraisers, and other venues meet the minimal level of the Smart Snack standards.
 - e. Schools in which 50 percent or more of the enrolled students are eligible for free or reduced-price meals, that offer summer programs for 15 hours per week or more shall offer a meal and/or snack as part of the program (16 V.S.A. 1264).
4. Promoting Healthy Eating Behaviors
- a. Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. At a minimum, lunch periods will be 20 minutes long, not including transition time, in accordance with findings of the National Food Service Management Institute.
 - b. Careful consideration will be given to scheduling recess and other physical activities before lunch.
 - c. The Supervisory Union staff shall limit the use of food as a reward for students and encourage alternatives to food as rewards.
 - d. The Supervisory Union will strive to limit celebrations that involve food to one per month and only allow foods that meet District's nutrition standards. Parents are apprised of the nutrition standards and given a list of recommended food items to provide for in-school celebrations.
5. Wellness Committee's Role in Nutrition
- a. The Food Service program at each school, in coordinate with the School's Wellness Committee, will develop specific guidelines and procedures in accordance with the Healthy, Hunger-Free Kids Act for the school breakfast, lunch, and snack programs. These guidelines are to be followed by any food service agency that is contracted to provide the school breakfast and lunch programs.

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- b. The Wellness Committee or designated subcommittee will discuss nutrition and the associated sections of the Wellness Policy at least (4) four times per calendar year, and will report directly to the Superintendent of Schools. They will ensure, by bringing to the attention of the Superintendent, that the Nutrition components of the Wellness Policy, as adopted by the School Board, are being adhered to by the food service agency. They will recommend changes in menu offerings when needed and will review and evaluate policy guidelines. They will communicate with the student population and the administration at each building and with each of the schools' PTAs to encourage involvement in the school nutrition program. They will be responsible for sharing ongoing in-service nutrition education opportunities with teachers.
- c. The Superintendent is the designated LEA official authorized to enforce.
- d. This policy will be reviewed at least every three years, to ensure continued compliance with the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7CFR210.11) and may be updated more frequently when notified of significant changes to this law.
- e. The Superintendent will report to the public about updates to and progress towards the School Wellness Policy. Such report may be made by posting to school websites or some other routine public communication method.

Counseling, Psychological, and Social Services

- 1. The Supervisory Union shall continue to recognize the need for counseling, psychological, and social services for all students and shall make available the information necessary for families of students to seek the proper assistance.
- 2. The Supervisory Union shall encourage a positive psychosocial climate by implementing their policy on bullying and harassment of students. It is within implementation of this policy that The Supervisory Union will create a climate of wellness.

Employee Wellness

- 1. The Supervisory Union recognizes that fostering a personal commitment to positive health behaviors in staff contributes to improved health status, higher morale and greater personal commitment to the school's coordinated school health program and creates positive role modeling. The Supervisory Union will strive to identify and disseminate wellness resources to support staff wellness.
- 2. The Supervisory Union highly values the health and wellbeing of every staff member and shall plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.
- 3. The Supervisory Union shall establish and maintain a staff wellness committee 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.
- 4. The staff wellness committee shall be involved with the Whole Wellness Team and report on activities to the group on a regular basis.
- 5. To the extent feasible, staff should model healthy behaviors for students, including healthy eating and physical activity.

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Health Services

1. The Supervisory Union shall provide a cohesive, integrated approach to the delivery of services to appraise, promote and protect health.
2. School services are evidenced based as outlined in the VT School Nurse Standards of Practice manual, and the National Association of School Nurses Scope and Standards of Practice.
3. The foundation of the school health services will be based on the student needs assessment, plans and implementation of programs that support the wellbeing and academic success of students.
4. The Supervisory Union shall provide a safe school facility with sanitary conditions to treat students for illness or injury.
5. The Supervisory Union shall make available information regarding educational and counseling opportunities and referrals for promoting and maintaining individual, family and community health.
6. School health services will make referrals and connections to the student's medical home based on the health assessment need.
7. The School Nurse will encourage students and their families to establish and access a dental home to receive age specific comprehensive oral health care annually.
8. The School Nurse will encourage students and their families to establish and access their medical home to receive age-specific health supervision visits (well-care visits) annually.

Health Education

The Supervisory Union recognizes that students (K-12) at Cabot School and Twinfield Union School benefit from having consistent, frequent Health education. Topics within the Health curriculum support students as they move vertically throughout grade levels. Such consistent and frequent exposure, discussion, and practice teach students to develop practical, transferable skills that will positively affect student lives and promote lifelong wellness.

1. Washington Northeast Supervisory Union shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in health education as defined in 16 V.S.A. §131 (EQS rule 2120.5).
2. Comprehensive health education means a systematic and extensive elementary and secondary educational program designed to provide a variety of learning experiences based upon knowledge of the human organism as it functions within its environment. Comprehensive health education includes the study of:
 - a. Body structure and function, including the physical, psychosocial and psychological basis of human development, sexuality, and reproduction.
 - b. Safety including:
 - 1) first aid, disaster prevention, and accident prevention
 - 2) information regarding and practice of compression-only cardiopulmonary resuscitation and the use of automated external defibrillators.

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- 3) Disease, such as HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease.
 - c. Family health and mental health, including instruction that promotes the development of responsible personal behavior involving decision making about sexual activity including abstinence; skills that strengthen existing family ties involving communication, cooperation, and interaction between parents and students; and instruction to aid in the establishment of strong family life in the future, thereby contributing to the enrichment of the community; and which promotes an understanding of depression and the signs of suicide risk in a family member or fellow student that includes how to respond appropriately and seek help and provides an awareness of the available school and community resources such as the local suicide crisis hotline.
 - d. Personal health habits including dental health.
 - e. Consumer health, including health careers, health costs, and utilizing health services.
 - f. Human growth and development, including understanding the physical, emotional, and social elements of individual development and interpersonal relationships, including instruction in parenting methods and styles. This shall include information regarding the possible outcomes of premature sexual activity, contraceptives, adolescent pregnancy, childbirth, adoption, and abortion.
 - g. Drugs, including education about alcohol, caffeine, nicotine, and prescribed drugs.
 - h. Nutrition.
 - i. How to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources. 16 V.S.A. 131.
3. Teacher Licensure: For grades 7 – 12, health is taught by a licensed health educator.

Physical Education and Physical Activity

Physical education shall be considered in design of an educational support that enables each student to access the general curriculum (16 V.S.A. 2902).

- 1. Facilities
 - a. Each school in The Supervisory Union shall provide a safe environment to implement physical education and physical activity programs. A safety inspection shall be conducted annually.
 - b. Each school shall provide functional, non-personal, and protective equipment for all students to actively and safely participate in offered programs.
 - c. Interruptions to scheduled physical education classes shall be kept to a minimum. This includes interruptions due to scheduling non-physical education activities in physical education facilities.
- 2. Curriculum

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- a. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in physical education (EQS Rule 2120.5).
 - b. Each school shall provide students in grades K-8 with at least two physical education classes per week. Each school shall provide students in grades 9-12 with one and one half years of physical education or the equivalent there of (EQS Rule 2120.5).
 - c. The Physical Education program shall be taught and assessed by a licensed physical educator. (EQS Rule 2120.5)
 - d. The physical education curriculum uses developmentally-appropriate components of a health-related fitness program.
 - e. The curriculum shall equip students with the knowledge, skills, and attitudes necessary for lifelong physical activity. It shall build students' individual competencies in their own physical abilities, and thereby work toward improving their self-confidence.
 - f. The curriculum shall offer students multiple opportunities to prepare for a variety of lifetime physical activities.
 - g. The physical education program shall be closely coordinated with other health and wellness programs in each of the schools. Physical education topics are to be integrated within other curricular areas, including:
 - h. Demonstrating the benefits of physical activity during instruction on human growth, development, and physiology in science class.
3. Inclusion
- a. The physical education program includes all students, unless otherwise contraindicated medically.
 - b. Suitable physical education is included as part of Individualized Education Plans (IEPs) for students with chronic health problems, other disabling conditions, and other special needs that preclude participation in regular physical education instruction or activities.
 - c. A student with a chronic health problem or other disabling condition is permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications as other students. The school makes reasonable accommodations to allow the student to participate.
4. Recess and Other Physical Activity Opportunities
- a. The Supervisory Union shall provide supervised unstructured active play, commonly referred to as recess, daily for all students pre-K-6. Recess is in addition to a student's physical education class and not substituted for physical education.
 - b. The Supervisory Union shall work toward a system in which a student may lose recess only if their behavior during recess necessitates it. As part of this system, discipline issues that arise in the classroom, including consequences for incomplete student work should be addressed by other avenues other than taking away physical education or recess.
 - c. Proper equipment and a safe area shall be designated for recess.

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- d. The Supervisory Union shall strive to make physical activity opportunities available to students in grades 7-12 during the school day, in a safe environment, beyond the physical education class.

Facilities and Equipment

1. Facilities and equipment are maintained and inspected regularly for safety hazards.
2. Outdoor and indoor facilities are clean, safe and free of hazards; are of developmentally appropriate size (110 to 150 square feet per student (AAPAR, 2005); are heated and cooled; and are conducive to moderate and vigorous activity, so that students can participate safely in physical education.
3. Once reported, hazardous conditions are repaired or otherwise remedied in a timely manner. Reports are recorded, and maintenance and safety-check records are kept.
4. Physical education space and equipment are secured (off-limits) during all other times of the school day, unless appropriate supervision is provided.
5. Storing non-physical education items in the gym in the area where class is held (e.g., pianos, chairs, desks and books) is not allowed.
6. Teachers continually monitor environmental conditions (e.g., sun exposure, thunder/lightning, heat/humidity, smog, cold and inclement weather) to ensure safety for all students.
7. Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe. Equipment is used for its intended purpose.
8. Written emergency plans outline the protocol for emergency responses to injuries and other health-related incidents in physical education.
9. Accident-reporting protocol and procedures for notifying parents and administration are in place and are practiced.
10. First aid supplies are readily available to physical education teachers.
11. Adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class.
12. The school minimizes interruptions to scheduled physical education classes. This includes interruptions due to scheduling non-physical education activities in physical education facilities.

Social and Emotional School Climate

1. The District shall maintain and implement a PK-12 anti-bullying curriculum.
2. The District shall encourage a culture of wellness throughout the District schools, which includes, but is not limited to, clean and safe buildings and a positive psychosocial climate.
3. Schools in the Supervisory Union will offer appropriate curricula to teach social skills and maintain a school climate based on Positive Behavioral Interventions & Supports (PBIS)

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4. Schools in the Supervisory Union will support students who have experienced childhood trauma by creating and maintaining a Trauma-Informed School Environment of positive supports and interventions.
5. School Counseling Services will focus on academic, career and social/emotional development to increase student achievement in and outside of school.
6. The schools will maintain collaborative efforts benefiting students, parents, teachers and administrators in the collective goal of supporting student achievement.
7. School counseling services is available to all students.

Community Involvement

1. It is Supervisory Union policy that our schools will be open to, and actively seek, opportunities to collaborate with community groups, organizations and local businesses to share resources, and to facilitate the engagement of outside volunteers to support student learning, development, and health-related activities.
2. The Supervisory Union recognizes that each school, student, and their families can benefit from participation in appropriate school-related activities by members of the community including community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups.
3. School leadership (Principals, Assistant Principals, and their delegates within the school) will be responsible for coordinating community-based services within their respective schools, in conformance with this overall policy.

Family Engagement

1. The Supervisory Union recognizes that student success is best achieved through collaboration with each student’s family (parent(s), foster parent(s), grandparent(s), and other caregivers). Therefore, family engagement with schools is a shared responsibility of both school staff and families.
2. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Examples of activities that will involve families include:
 - a. Open House and Parent Conferences.
 - b. Grades 8,10 and 12 passage presentations.
 - c. Mentoring Programs
 - d. Newsletters
 - e. PLP meetings
3. The Supervisory Union recognizes that modern family constructs can be complicated and sometimes confusing. We are committed to treating all families of any type or configuration with equal respect. We believe that this relationship between school staff and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.

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