

# **Central Union School District**

## **Wellness Plan**

**2018-2019**

BP 5030



Central Union School District  
Lemoore, CA

### **2018-2019 Wellness Committee Members**

John Raven, Gillian Wilson, Sandra Case-Jorgenson, Carrie Dozier, Darin Denney,  
Michael Oakes, Peter Rosselot, Nancy Davis, Curits Elia, Luke Jacobs, Laurie  
Anderson, Raymond Soto, Danny Llamas, Margaret Gladders, Penny Miller

## **Table of Contents**

<u>Preamble</u> .....	3
<u>School Wellness Committee</u> .....	4
<u>Wellness Plan Implementation, Monitoring, Accountability, and Community Engagement</u> .....	5
<u>Nutrition</u> .....	7
<u>Physical Activity</u> .....	10
<u>Goals</u> .....	12
<u>Glossary</u> .....	13

## Preamble

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

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>

This plan 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 plan 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 plan and its established goals and objectives.

This plan applies to all students, staff, and schools in the District.

## **I. School Wellness Committee**

### ***Committee Role and Membership***

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least once 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 plan (heretofore referred as “wellness plan”).

The DWC membership will represent all school levels (elementary and secondary schools) and may include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., Food Service Coordinator); physical education teachers; health education teachers; school health professionals [i.e., school nurses, and school health aides, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, school psychologists, or social workers, school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); Santa Rosa Rancheria staff, (ex., Education department, Tribal members,). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

### ***Leadership***

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

The title(s) of this/these individual(s) are:

Title	Location	Role
Coordinator of Curriculum and Instruction	District Office	Superintendent designee
Food Service Coordinator	District Office	Committee Member
Site Administration	Akers Elementary	Committee Member
Site Administration	Central Elementary	Committee Member
Site Administration	Neutra Elementary	Committee Member
Site Administration	Stratford Elementary	Committee Member

Each school will designate a school wellness plan coordinator, who will ensure compliance with the plan. Refer to Appendix A for a list of school level wellness plan coordinators.

## **II. Wellness Plan Implementation, Monitoring, Accountability, and Community Engagement**

### ***Implementation Plan***

This wellness plan and the progress reports can be found at:

[http://www.central.k12.ca.us/departments/nutrition\\_services/wellness](http://www.central.k12.ca.us/departments/nutrition_services/wellness)

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness plan at Educational Services, (Coordinator of Curriculum and Instruction's Office.) Documentation maintained in this location will include but will not be limited to:

- The written wellness plan;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; (ex. Flyers, Public notices, phone messages) and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness plan;
- Documentation of annual plan progress reports for each school under its jurisdiction; and
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness plan, annual progress reports, are made available to the public; and (2) Efforts to actively notify families about the availability of wellness plan.

### ***Annual Progress Reports***

The District will compile and publish an annual report to share basic information about the wellness plan and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year in March, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness plan and/or how the public can receive/access a copy of the wellness plan;
- A description of each school's progress in meeting the wellness plan goals;
- A summary of each school's events or activities related to wellness plan implementation;
- The name, position title, and contact information of the designated District plan leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC.

The annual report will be available in English and Spanish.

The District and all four school sites, will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary and secondary), for each of the content-specific components listed in Sections III-V of this plan.

### ***Revisions and Updating the Plan***

The DWC will update or modify the wellness plan based on the results of the annual progress reports 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 yearly.**

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

The District is committed to being responsive to community input, which begins with awareness of the wellness plan. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness plan 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 plan, as well as how to get involved and support the plan. 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 other important school information with parents.

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

### **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; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Afterschool Program (ASP), and Summer Food Service Program (SFSP) The District also operates additional nutrition-related programs and activities including Second Chance Breakfast, and self-serve garden bars, 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:
  - Daily Garden Bar selections include mixed green salad of fresh spinach and romaine, two raw vegetables selections, fresh fruit selection and a canned food selection
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - Milk available in a variety of flavor and fat content in all coolers
  - All meal options are displayed daily
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options
- Menus will be posted on the District website or individual school websites, and will include nutrient information.
- ALL foods and beverages available to students at District schools will support health curriculum and promote optimal health. Nutritional standards adopted by the District for all foods and beverages provided to students, including foods and beverages provided through the Districts food services program, will meet or exceed the Smart Snacks in School nutritional standards.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 15 minutes to eat lunch.
- 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 cafeterias use a Point of Sale (POS) system to avoid overtly identifying students and their meal qualifications in any way. All students, regardless of type of payment they make for school meals, or other food being purchased (meal or a la carte), are given code to enter at the POS station.

#### ***Sharing of Foods and Beverages***

Schools will discourage students from sharing their food or beverages with one another during meal or snack time, given concerns about allergies and other restrictions on some children's diets.

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

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#).

### **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 accordance with Education Code 38086 and 42 USC 1758. In addition, 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 (i.e., “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.

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\* [and *ideally, the extended school day\**] will meet or exceed the USDA Smart Snacks nutrition standards [or, *if the state plan is stronger, “will meet or exceed state 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, a 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 [or, *if the state plan is stronger, “will meet or exceed state 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 from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and all food items brought to school must have ingredient/nutrition labels in order to comply with the Wellness Policy. Health staff evaluates all food to ensure compliance with standards and to address any allergies in the classroom.
3. Rewards and incentives. The District will encourage teachers and other relevant school staff to use other means of rewarding student, rather than rewarding with food products. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

## ***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 and 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:

- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).
- School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties.

## ***Nutrition Education***

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

- Is designed to provide students with the knowledge/skills necessary to promote/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;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.
- 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
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior
- Partner with local agencies to provide health and nutrition education resources and experiences for the classroom, e.g. Mobile Dairy, local dentists, online lesson plans, etc.

#### IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

All students will be given the opportunity for physical activity during the school day on a regular basis. Moderate and vigorous physical activity shall be provided through physical education and recess and may also include school athletic programs, extracurricular programs, before and after school programs, programs encouraging students to walk or bike to school, in-class physical activity breaks, and other structured and unstructured activities. (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. The district will encourage teachers and other school staff to use alternative ways to discipline students.

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

##### ***Physical Education***

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

All students, including students with disabilities, and special health care needs, 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 District **students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

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

##### ***Recess (Elementary)***

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year to all students in transitional kindergarten through 8<sup>th</sup> grade. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

**Outdoor recess** will be offered when weather is feasible for outdoor play. If the air quality is deemed unhealthy for that day, student physical activities will be limited.

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

### ***Active Academics***

Teachers will be encouraged to 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 through school sports programs, Mileage Club, Color Runs to include the community, School Fun Run, Walk of Pride, etc.

### ***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 *three or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional 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
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school

## V. **Goals**

- The District will decrease the average BMI by 2% base on the 2018-2019 Presidential Fitness Test school results for all 5<sup>th</sup> and 7<sup>th</sup> grade students.
- Sites will offer extra curricular physical activities before and afterschool.
- Nutritional services will explore more appealing food options to increase the number of students purchasing healthy school meals. (ie more scratch made food rather than processed)
- District will work to share Nutrition Nuggets flyers with parents and families.

## Glossary:

**Comprehensive School Physical Activity Program** - A multicomponent approach for schools and districts to use all opportunities for students to be physically active, meet the national recommendations for physical activity each day, and develop knowledge, skills, and confidence to be physically active for a lifetime

**Extended School Day** - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

**Point of Sale (POS)** - the part of the software system used by cashiers to move students through the serving line and charge their accounts for the lunch being served.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, 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** –for the purpose of the Wellness Plan, the definition of a school days means: midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

---

<sup>1</sup> Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

<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.

<sup>4</sup> Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

<sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

<sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

<sup>7</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

<sup>8</sup> MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

<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, Uijtendewilligne 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.

<sup>13</sup> Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

<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>.