



Campus Community School Wellness Policy

Modified from the Alliance for a Healthier Generation Model Wellness Policy

Last Reviewed and Updated - 1/13/2021

Table of Contents

<u>Preamble</u>	2
<u>School Wellness Committee</u>	3
<u>Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement</u>	4
<u>Nutrition Promotion</u>	4
<u>Nutrition Education</u>	6
<u>Physical Activity</u>	7
<u>Other Activities that Promote Student Wellness</u>	9

Preamble

Campus Community Charter School (hereto referred to as CCS) 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.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines CCS' 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 CCS have access to healthy foods throughout the school day through reimbursable school meals 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 CCS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CCS 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 and staff.

I. School Wellness Committee

Committee Role and Membership

Campus Community School will create a representative CCS Wellness Committee (hereto referred to as the CCSWC) that meets quarterly to assist in the development, implementation, and periodic review and update of this Wellness Policy (heretofore referred as “Wellness Policy”) and will establish and monitor goals and objectives for each school.

The CCSWC membership will represent all school levels and include (to the extent possible), but not be limited to:

- Parents and caregivers;
- Students;
- Representatives of the school nutrition program (ex., school nutrition director);
- Physical education teachers;
- Health education teachers;
- School health professionals (ex., health education teachers, school health services staff [i.e., nurses, 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, psychologists, social workers, or psychiatrists];
- School administrators (ex., superintendent, principal, vice principal), school board members;
- Health professionals (ex., dietitians, doctors, nurses, dentists);
- And the general public.

Leadership

The Head of School or designee(s) will convene the CCSWC and facilitate development of and updates to the Wellness Policy, and will ensure the school’s compliance with the policy.

The names, titles, and contact information of these individuals are:

Name	Title	Email address
Heidi Greene	Principal	heidi.greene@ccs.k12.de.us
Gamaliel Colon	Student Support Coordinator	gamaliel.colon@ccs.k12.de.us
Vicki Martin	Child Nutrition Manager	vicki.martin@ccs.k12.de.us
Howard Kimmel	School Nurse	howard.kimmel@ccs.k12.de.us
Trevor Mears	Physical & Health Education Teacher	trevor.mears@ccs.k12.de.us

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

Campus Community School will develop and maintain a Policy for implementation of the Wellness Policy that allocates roles, responsibilities, actions, and timelines specific to CCS.

This Wellness Policy will be posted on the school website at: <http://campuscommunityschool.us/>

CCS will evaluate implementation and effectiveness of the Wellness Policy every 3 years at a minimum. Revisions will be made as necessary.

The position/person responsible for managing the triennial assessment and contact information is Heidi Greene, Principal, heidi.greene@ccs.k12.de.us

CCS will actively notify the school community about pertinent content of the Wellness Policy, including events and information that promote healthy lifestyles.

III. Nutrition Promotion

Nutrition promotion positively influences 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.

School Meals and Smart Snacks

Our school district promotes nutrition by serving healthy meals to children that:

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

The school meal programs and Smart Snacks aim to improve the diet and health of school children, help diminish childhood obesity, and model healthy eating patterns that can continue outside of school. They aim to support healthy choices while accommodating cultural food preferences and special dietary needs.

CCS participates in USDA Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). CCS also operates additional nutrition-related programs and activities including partnering with the Delaware Food Bank for the weekend backpack program and food pantry.

CCS is 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 [USDA nutrition standards](#);

- Promote healthy food and beverage choices using the [Smarter Lunchroom techniques](#);
- Accommodate students with special dietary needs.

(7) Requirements for lunch periods. (i) Timing. Schools must offer lunches meeting the requirements of this section during the period the school has designated as the lunch period. Schools must offer lunches between 10 a.m. and 2 p.m. Schools may request an exemption from these times only from FNS.

(ii) Lunch periods for young children. With State agency approval, schools are encouraged to serve children ages 1 through 4 over two service periods. Schools may divide the quantities and/or the menu items, foods, or food items offered each time any way they wish. (iii) Adequate lunch periods. FNS encourages schools to provide sufficient lunch periods that are long enough to give all students enough time to be served and eat their lunches (Code of Federal Requirements, 210.10).

Ideally students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Students are served lunch at a reasonable and appropriate time of day.

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 school 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. CCS will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The foods and beverages offered, sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) during the school day and extended school day (time during before and after school activities) will meet or exceed the USDA Smart Snacks 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 and school stores. CCS could choose to extend this to include:

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

Summary of the standards and information 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.healthiergeneration.org/smartsnacks.

Food and Beverage Marketing in Schools

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. Food advertising and marketing 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 consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy).
- Advertisements in school publications or school mailings.

IV. Nutrition Education

CCS aims to teach, model, encourage, and support healthy eating by students. CCS will provide nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- 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;
- 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
- Include nutrition education training for teachers and other staff.
- Encourages all health education teachers to provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

In grades K to 4, a minimum of thirty (30) hours in each grade of comprehensive health education. In grades 5 and 6, a minimum of thirty five (35) hours in each grade of comprehensive health education. In grades 7 and 8, separate from other subject areas, a minimum of sixty (60) hours of comprehensive health education. In grade 9 to 12, one half (1/2) credit of comprehensive health education is required for graduation (Delaware Code, Title 14, Requirement 851.1.1.3).

Essential Healthy Eating Topics in Health Education

CCS will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food 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 policy 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

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

V. **Physical Activity**

The USDA recommends that children and adolescents participate in 60 minutes of physical activity every day.

Withholding physical activity during the school day (including, but not limited to recess, physical activity breaks, or physical education) will not be used as punishment. CCS will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

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

Physical Education

Students will be provided physical education that:

- is age-appropriate
- is consistent with national and state standards for physical education
- 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 (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).
- is equitable for the participation of all students. Classes and equipment will be modified as needed.
- 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.

All public school students in grade 1-8 shall be enrolled in a physical education program. All public school students in grades 9-12 shall complete the credit in physical education necessary to graduate from high school (Delaware Code, Title 14, Regulation 500.5.2-5.3).

All physical education teachers at CCS will be required to participate in professional development relevant to their field, at least once a year.

Essential Physical Activity Topics in Health Education

CCS will include in the health education curriculum the following essential topics on physical activity when student is enrolled in physical education course:

- 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

All K-5 classes at CCS will offer recess on all school days during the school year. Outdoor recess will be offered daily, weather permitting.

If recess is offered before lunch, students will have access to 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.

In the event that CCS must conduct indoor recess, teachers and staff will promote physical activity for students, to the extent practicable.

Physical Activity Breaks

CCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch.

Teachers will be recommended to provide short (3-5 minute) physical activity breaks (also known as “brain breaks” and “energizers”) to students during and between classroom time.

Teachers will be provided resources and links to resources, tools, and technology with ideas for physical activity breaks. Some resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and do their part to limit sedentary behavior during the school day.

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

Before and After School Activities

CCS offers opportunities and encourages students to participate in physical activity either before and/or after the school day (or both) through by offering: clubs, sports, and other activities.

VI. Other Activities that Promote Student Wellness

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 CCSWC.

All school-sponsored events will adhere to the Wellness Policy. All school-sponsored wellness events will include physical activity opportunities.

Community Health Promotion and Engagement

CCS 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.

Staff Wellness and Health Promotion

The CCSWC will also address staff wellness by identifying issues/concerns, disseminating wellness resources, and performing other functions that support staff wellness in coordination with human resources staff.

CCS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

CCS 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, CCS 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) and aid in their understanding of 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.

-
- ¹ 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.
- ² 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.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.
- ⁴ 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.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.
- ⁶ 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.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ 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.
- ¹¹ 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.
- ¹² 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.
- ¹³ 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.
- ¹⁴ 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.