

Local Health and Wellness Procedure

These procedures outline 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, these procedures establish 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.

These procedures apply to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below. The District will coordinate the wellness policy and procedures with other aspects of school management, including the District's School Improvement Plan, when appropriate.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative District Wellness Committee (hereto referred to as the DWC) that meets at least four times per year to establish goals and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (school nutrition director); physical education teachers; health education teachers; school health professionals (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 [school counselors, psychologists, social workers, or psychiatrists]); school administrators (superintendent, principal, vice principal), school board members; health professionals (dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). 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 policy, and will ensure each school's compliance with the policy. The designated official for oversight is the Director of Food Services.

Each school's Principal and/or designee will serve as a School Wellness Policy Coordinator and ensure compliance with the policy.

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; includes information about who will be responsible to make what change, by how much, where and when; 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, which creates an action plan that fosters implementation and generates an annual progress report.

This wellness policy and the progress reports can be found at: www.stanwood.wednet.edu

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at District's Administrative Office and/ or on the District's Central computer network.

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 DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy; and
- Documentation demonstrating that 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 communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's or school's events or activities related to wellness policy implementation.

Annually, the District will also publicize the name and contact information of the District/ school officials leading and coordinating the committee, 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 to determine the following:

- 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 the Food Services Director whom can be reached at 360-629-1208.

The DWC, 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 DWC 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 DWC 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. Meals will be moderate in sodium, low in saturated fat, and have zero grams of *trans-fat* per serving (nutrition label or manufacturer's specification). Meals will 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) and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, adhering to the following guidelines:

- 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:
 - Whole fruit options are displayed in attractive bowls or baskets
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of 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 when possible.
 - Alternative entree options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students
 - Student surveys and taste testing opportunities will be used to help with menu development, dining space decor and promotional ideas whenever possible.
 - Student artwork is displayed in the service and/ serving areas when possible.
 - Daily announcements are used to promote and market menu options at all schools.
- Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients (when available)
- School meals are administered by a team of child nutrition professionals.
- The District Food Services program will accommodate students with special dietary needs.
- The length of the meal period will allow enough time for students to be served and eat a complete meal, as well as, take care of personal hygiene.
- School Administration will be cognizant of the capacity and comfort (a state of physical ease) of each of their lunchrooms. In addition, when overcrowding appears to be questionable will consider adding another lunch period to accommodate the number of student's comfortably.
- Students are served lunch at a reasonable and appropriate time of day .
- Lunch following the recess period is strongly recommended to better support learning and healthy eating at the Elementary level.
- 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.

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. 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.

- 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.]

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 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.

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. 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

Foods offered (not sold) on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards (when possible) through:

1. Foods brought for celebrations and parties. The district will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available on the District's Food Service Website.
2. Classroom snacks brought by parents must be purchased from a store or through school food services with an ingredients list as recommended by Health Department Guidelines.
3. The District will make available to teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages are strongly discouraged to 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. A list of healthy fundraising ideas can be found on the Food Service Website under Health & Wellness.

- Our goal beginning in the 2018-2019 school year is for schools and/or organizations to use 50% non-food fundraisers and instead encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks Nutrition Standards.
- Fundraising dinners and concession stands after school hours would be exempt from the goal of 50% non-food fundraisers beginning in the 2018-2019 school year.

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;

- 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 endeavors to teach, model, encourage and support healthy eating by all students. Nutrition promotion by schools will provide nutrition education as described below:

- 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 whenever possible;
- 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, 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.

The district will review nutrition education in the elementary schools as they move toward a sequential, comprehensive, standards-based health education curriculum that meets state and national standards whenever possible.

All health-education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

Essential Healthy Eating Topics in Health Education

The District will endeavor to 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 *My Plate*;
- 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 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.

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 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/ PTA/ PTO 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 180 minutes of physical activity in a 24-hour period. 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. The district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a

substitute for, physical education (addressed in "Physical Education" subsection). The district will create a progressive, sequential health and fitness curriculum, based on scientific principles, that promotes age sensitive locomotor skills and nurtures the developing neuromuscular system, but, is presented as spontaneous, carefree PLAY.

The child's engagement in varied physical activities promotes motor skill development and milestones, appropriate response to auditory / visual stimuli (ability to react), balance (core stability- avoid injurious fall, overcome forces acting on the body), rhythmic body control (locomotor- running, skipping), synchronization of upper and lower body movements (change direction), kinesthetic awareness and differentiation (accurately exert and dissipate forces on and from the environment- jump over an obstacle, tuck and roll), movement adequacy (economy of movement), and spatial orientation (eye hand / foot, know where one is relative to everything else). Maximizing opportunities, for children to engage in physical activity that is unstructured, child-centric with indirect adult supervision will promote and develop cognitive abilities and social skills by the simple nature of multiple children interacting together. Creating an environment where children can engage one another will provide optimum opportunity for children to develop skills of cooperation, conflict resolution, creativity, consensus building, and communication.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will typically not be withheld as punishment. The district will make available to teachers and other school staff a list of alternative ways to hold students accountable, which can be found on the Food Service Website under Health & Wellness.

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

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 District students in grades 1-8 will receive physical education on average for at least 100 minutes per week throughout the entire school year. All District high school students are required to take physical education during their high school career that meets or exceeds the State of Washington's minimum standard. The district's goal is to provide year-round physical education in the future.

The principal will approve procedures for waivers, exemptions, or substitutions for physical education classes.

Physical education teachers are strongly encouraged to participate in at least a once a year professional development opportunity.

Structured physical activities (PE and in-season/ offseason sports conditioning) will promote optimal Function Human Movement to facilitate neuro-motor development and with a curriculum well balanced among each of the components of Functional Human Movement:

- Balance
 - Ability to avoid falling
 - Ability to maintain sufficient core stability to effectively use arms and legs to accomplish the desired task
- Movement Accuracy- Ability to accomplish a task with economy of movement and minimal

effort.

- Proper Response to Auditory / Visual Stimuli- Ability to quickly and appropriately respond to a stimulus
- Rhythmic Movement- Ability to determine extent of movement in time
- Kinesthetic Differentiation- Ability to correctly estimate how much force is necessary to produce the desired result
- Synchronized Movement- Ability to perform and control unrelated movements of multiple body parts.
- Spatial Awareness- Ability to know where you are in space and in reference to external environmental considerations

The curriculum will endeavor to provide a balance of Functional Human Movement and the following components:

- Strength - The ability to perform work
- Endurance - The ability to endure strength
- Flexibility - The ability to move the joints of the body through the full anatomical and physiological range of motion and maintain end range of motion with adequate stability
- Speed - The rate of change of one's position
- Coordination - the synchronization of neurological processes that excite the motor cortex to employ a specific motor program directing specific movements of one part of the body, without spilling over to other parts of the motor cortex directing other parts of the body.

All strength activities will incorporate core stability. Any activity that isolates the upper or lower body without simultaneously engaging the core is prohibited.

Essential Physical Activity Topics in Health Education

It is the District's goal to provide health education to all students. The district requires middle and high school students to take and pass at least one health education course. The District will endeavor to include a minimum of 12 the following essential topics on physical activity in the health education curriculum:

- 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)

Age-appropriate physical activity is a neuro-motor development sequence whereby activities are self-selected, random and controlled by the child in an unstructured, natural setting and gradually, year by year, the activities organically become

collective, social, and with loose structure determined by the children that shows a semblance to games. There can be multiple activities occurring in a designated area at any given time. The child's participation is free flowing in that the child will move among different activities at will. The child typically, when asked, will describe the activities as fun.

Administration will take measures to establish the limits and boundaries of offending physical activities if it is determined there is a serious injury potential, excessive bullying, or overly exclusive. If administration determines adult intervention is required, the enacted solution will provide children with constructive choices to modify the high-risk activity but shall not restrict the development of Functional Human Movements, neuro-motor development and other psych-social benefits of unstructured physical activity events. The child or children in question will be better served by addressing his/her situation individually such that all other children's development opportunities are not compromised.

Each school will offer physically active daily recess opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Schools will have appropriate hand-washing facilities.

Recess will be conducted outdoors unless extreme weather conditions (as defined by the national weather service) deem otherwise. Parents are advised to dress their children for prevailing weather conditions. Families should contact school offices to request clothing support if needed.

In the event that the school or district must conduct indoor recess, teachers and staff will follow indoor recess guidelines that promote physical activity for students as per the seven components of human movement, to the extent practicable.

Recess monitors or teachers will encourage students to be active.

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. The District will review the possibility of teachers providing 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 available on the Food Service Website under Health & Wellness.

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.

Mental Wellness

The District will review the need for developmentally appropriate mental health/ wellness education to all students at every grade level. The District further encourages schools to ensure discipline policies are mindful of students' emotional well-being in finding the most reasonable and most effective discipline methods.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/ or after the school day through a variety of methods. The District will encourage students to be physically active before and after school and strongly encourages unstructured opportunities after the students get off the bus and prior to the beginning of the school day.

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;

- Designate safe or preferred routes to school
- Consider more community bus stops for students
- 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
- Use crossing guards
- Use crosswalks on streets leading to schools
- Or other methods which encourage movement and safe transport to school.

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, mental wellness 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 District are encouraged to 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 school-sponsored events will adhere to the wellness policy guidelines during the course of the school day. In addition, school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

The district will evaluate school day start and stop times in consideration of current recommendations and the best interest of the children.

Community Partnerships

The District will develop relationships with community partners (e.g., hospitals, universities/ colleges, local businesses, etc.) 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, mental wellness 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 (e.g., email or displaying notices on the district's website), as well as nonelectric mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Professional Learning

When feasible, the District will provide annual learning opportunities and resources for certificated and classified staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school and how to best support the mental wellness of the students. 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.

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.

Cross References: Policy 2100 Instructional Program Offerings
 Policy 4260 Use of School Facilities

Legal References RCW 28A.230.404 Physical Education – Grades 1-8
 RCW 28A.230.050 Physical Education in High School

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| RCW 28A.235.120 | Meal Programs – Establishment and operation – Personnel – Agreements |
| RCW 28A.30.050 | Surplus or Donated Food Commodities for School Hot Lunch Programs |
| Physical Education – Grade school and high school requirement – Physical Education Requirement – Excuse – National Lunch Program and School Breakfast Program – Public Announcement of the eligibility criteria. | |
| RCW 28A.235.130 | Milk for children at school expense |
| RCW 28A.623.020 | Nonprofit meal program for elderly – Authorized – Restrictions |
| RCW Title 69.04 | Intrastate Commerce in Food, Drugs, Cosmetics, and Poisons |
| RCW Title 69.06.010 | Food service worker permit |
| RCW Title 69.06.020 | Permit exclusive and valid throughout state – Fee |
| RCW Title 69.06.030 | Diseased persons – May not work- Employer many not hire |
| RCW Title 69.06.050 | Permit to be secured within fourteen days from time of employment. |
| RCW Title 69.06.70 | Limited duty permit |
| WAC 180-50-135 | Physical Education – Grade school and high school requirement |
| WAC 180-51-085 | Physical Education Requirement – Excuse |
| 7 CFR, Parts 210 and 220 | National Lunch Program and School Breakfast Program |
| 7 CFR, Part 245.5 | Public Announcement of the eligibility criteria |

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