

## Nutrition and Wellness Policy

### Purpose

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

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

1. Nutrition Food Choices
  - a. Nutritious and appealing foods will comply with the Smart Snack nutrition standards of the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7, CFR210.11 whenever food is sold or otherwise offered or available to students at all school sponsored programs and activities, including fundraising.
  - b. Nutritious foods are nutrient dense foods including whole grains; low-fat or nonfat dairy products; fresh, frozen, or canned fruits and vegetables; lean meats, poultry, fish, and beans.
  - c. Nutritious foods must exceed the nutrient levels of Foods of Minimal Nutritional Value, which have been identified by the United States Department of Agriculture (USDA).
  - d. “Foods of Minimal Nutritional Value” include carbonated beverages, non-fruit drinks, candies in which the major ingredient is sugar, ice bars, and chewing gum with sugar (7 CFR Part 210).
  - e. The CCSU shall make free portable water available to children in the meal services area in accordance with Section 203 of the Healthy Hunger-Free Kids Act (HHFKA).
2. The Caledonia Central Supervisory Union Food Service Program
  - a. Menus shall be planned to conform to the Dietary Guidelines for Americans and the nutrient standards established in the regulations of the School Lunch Program (7 CFR 210) and the School Breakfast Program (7 CFR 210).
  - b. A la carte food includes all foods sold by the food service program that are not part of a reimbursable meal. A la carte food shall conform to the a la carte guidelines outline in the Healthy Hunger-Free Kids Act, 2010 (HHKFA See: 7CFR210.11).
  - c. Food pricing strategies shall be designed to encourage students to purchase nutritious items and/or reimbursable meals. Paid meal pricing must meet the USDA Paid Lunch Equity guidelines.
  - d. Compatible with federal regulations for such purchases, the food service program shall establish procedures to include locally grown foods and beverages in the development of purchasing bids or procedures.
  - e. Schools shall incorporate the three C’s: community, classroom, and cafeteria, into all farm-to-school plans.
3. Other Food Choices at School

- a. Foods and beverages sold during the school day (12:00 AM to 30 minutes after the official end of the school day) outside the USDA Food programs must comply with the Smart Snacks in School guidelines outlined in the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7CFR210.11). No foods shall be sold from vending machines during meal service times.
  - b. Commercial advertising that promotes foods and beverages other than nutritious foods shall be prohibited in the CCSU.
  - c. There is no exemption in Vermont, during the school day for fundraisers that do not meet the Smart Snack standard. The CCSU will encourage fundraiser activities that promote physical activity.
  - d. To the extent possible the CCSU will encourage foods and beverages sold outside of the school day in vending machines, school stores, fundraisers, and other venues meet the minimal level of Smart Snack standards (See Appendix A).
  - e. Schools in which 50 percent or more of the enrolled students are eligible for free or reduced-price meals, that offer summer programs for 15 hours per week or more shall offer two meals or a meal and snack as part of the program.
4. Promoting Healthy Eating Behaviors
- a. Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. At a minimum, lunch periods will be 20 minutes long, not including transition time, in accordance with findings of the Institute of Child Nutrition.
  - b. Careful consideration will be given to scheduling recess and other physical activities before lunch.
  - c. The CCSU staff shall limit the use of food as a reward for students and encourage alternatives to food as rewards.
  - d. The CCSU will strive to limit celebrations that involve food to one per month and only allow foods that meet District's nutrition standards. Parents are apprised of the nutrition standards and given a list of recommended food items to provide for in-school celebrations.
  - e. Foods and beverages consumed at school support the nutritional needs of students, are nutritious and meet the Smart Snack nutrition standards of the Healthy Hunger-Free Kids Act, 2010 (HHFDA See: 7, CFR210.11).
5. Wellness Committee's Role in Nutrition
- a. The Food Service program at each school, in coordinate with the School's Wellness Committee, will develop specific guidelines and procedures in accordance with the Healthy, Hunger-Free Kids Act for the school breakfast, lunch, and snack programs. These guidelines are to be followed by any food service agency that is contracted to provide the school breakfast and lunch programs.
  - b. The Wellness Committee or designated subcommittee will discuss nutrition and the associated sections of the Wellness Policy as needed and will report directly to the Superintendent of Schools or designee. They will ensure, by bringing to the attention of the Superintendent, that the Nutrition components of the Wellness Policy, as adopted by the School Board, are being adhered to by the food services agency. They will recommend changes in menu offerings when needed and will review and evaluate policy guidelines. They will communicate with the student population and the administration at each building

- and with each of the schools' Parent Organizations (including, but not limited to PTAs, PTOs, and Concession Groups) to encourage involvement in the school nutrition program.
- c. The Superintendent or designee is the designated LEA official authorized to enforce.
  - d. This policy will be reviewed at least every three years, to ensure continued compliance with the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7CFR210.11) and may be updated more frequently when notified of significant changes to this law.
  - e. The Superintendent/designee will report to the public about updates to and progress towards the School Wellness Policy. Such report may be made by posting to school websites or some other routine public communication method.

### **Counseling, Psychological, and Social Services**

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

### **Employee Wellness**

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

### **Health Services**

1. The CCSU shall provide a cohesive, integrated approach to the delivery of services to appraise, promote and protect health.
2. School services are evidence-based as outlined in the VT School Nurse Standards of Practice.
3. The foundation of the school health services will be based on the students needs assessment, plans and implementation of programs that support the wellbeing and academic success of students.
4. The CCSU shall provide a safe school facility with sanitary conditions to treat students for illness or injury.

5. The CCSU shall make available information regarding educational and counseling opportunities and referrals for promoting and maintaining individual, family and community health.
6. School health services will encourage families to establish both medical and dental homes for students, encouraging the recommended preventative exams.
7. School health services will make referrals and connections to the student's medical and dental homes based on the health assessment need.

### **Health Education**

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

1. CCSU shall enable students to engage annually in rigorous, relevant and comprehensive learning, V.S.A. 131 (EQS rule 2120.5).
2. Comprehensive health education means a systematic and extensive elementary and secondary educational program designed to provide a variety of learning experiences based upon knowledge of the human organism as it functions within its environment. Comprehensive health education includes the study of:
  - a. Body structure and function, including the physical, psychosocial and psychological basis of human development, sexuality, and reproduction.
  - b. Community health to include environmental health, pollution public health, and world health.
  - c. Safety including:
    - 1) First aid, disaster prevention, and accident prevention; and
    - 2) Information regarding and practice of compression-only cardiopulmonary resuscitation and the use of automated external defibrillators.
3. Disease, such as HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease.
4. Family health and mental health, including instruction that promotes the development of responsible personal behavior involving decision making about sexual activity including abstinence; skills that strengthen existing family ties involving communication, cooperation, and interaction between parents and students; and instruction to aid in the establishment of strong family life in the future, thereby contributing to the enrichment of the community; and which promotes an understanding of depression and the signs of suicide risk in a family member or fellow student that includes how to respond appropriately and seek help and provides an awareness of the available school and community resources such as the state and local suicide crisis hotline.
5. Personal health habits including dental health.
6. Consumer health, including health careers, health costs, and utilizing health services.
7. Human growth and development, including understanding the physical, emotional, and social elements of individual development and interpersonal relationships, including instruction in parenting methods and styles. This shall include information regarding the possible outcomes of premature sexual activity, contraceptives, adolescent pregnancy, childbirth, adoption, and abortion.

8. Drugs, including education about alcohol, caffeine, nicotine, and prescribed drugs.
9. Nutrition.
10. How to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources. An employee of the school shall be in the room during the provision of all instruction or information presented under this subdivision. 16 V.S.A. 131.
11. Teacher Licensure: For grades Pre-K-12, health is taught by a licensed health educator.

### **Physical Education and Physical Activity**

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

1. Facilities
  - a. Each school in the CCSU shall provide a safe environment to implement physical education and physical activity programs. A safety inspection shall be conducted annually.
  - b. Each school shall provide functional, non-personal, and protective equipment for all students to actively and safely participate in offered programs.
  - c. Interruptions to scheduled physical education classes shall be kept to a minimum. This includes interruptions due to scheduling non-physical education activities in physical education facilities.
2. Curriculum
  - a. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in physical education (EQS Rule 2120.5).
  - b. Each school shall provide students in grades K-8 with at least two physical education classes per week. Each school shall provide students in grades 9-12 with one- and one-half years of physical education or the equivalent thereof (EQS Rule 2120.5). 150 K-6? 225 7-12?
  - c. The Physical Education program shall be taught and assessed by a licensed physical educator. (EQS Rule 2120.5).
  - d. The physical education curriculum uses developmentally appropriate components of a health-related fitness program.
  - e. The curriculum shall equip students with the knowledge, skills, and attitudes necessary for lifelong physical activity. It shall build students' individual competencies in their own physical abilities, and thereby work toward improving their self-confidence.
  - f. The curriculum shall offer students multiple opportunities to prepare for a variety of lifetime physical activities.
  - g. They physical education program shall be closely coordinated with other health and wellness programs in each of the schools. Physical education topics are to be integrated within other curricular areas, including demonstrating the benefits of physical activity during instruction on human growth, development, and physiology in science class.
3. Inclusion
  - a. They physical education program includes all students, unless otherwise contraindicated medically.

- b. Suitable physical education is included as part of Individualized Education Plans (IEPs) for students with chronic health problems, other disabling conditions, and other special needs that preclude participation in regular physical education instruction or activities.
  - c. A student with a chronic health problem or other disabling condition is permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications as other students. The school makes reasonable accommodations to all the student to participate.
4. Recess and Other Physical Activity Opportunities
- a. The CCSU shall commo provide supervised unstructured active play, commonly referred to as recess, daily for all student's pre-Pre-K 6. Recess is in addition to a student's physical education class and not substituted for physical education.
  - b. The CCSU shall work toward a system in which a student may lose recess only if their behavior during recess necessitates it. As part of this system, discipline issues that arise in the classroom, including consequences for incomplete student work should be addressed by other avenues other than taking away physical education or recess.
  - c. Proper equipment and a safe area shall be designated for recess.
  - d. The CCSU shall provide 30 minutes of physical activity opportunities available to students in grades 7-12 during the school day, in a safe environment, beyond the physical education class.

### **Facilities and Equipment**

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

12. The school minimizes interruptions to scheduled physical education classes. This includes interruptions due to scheduling non-physical education activities in physical education facilities.

### **Social and Emotional School Climate**

1. The CCSU shall maintain and implement a PK-12 anti-bullying curriculum.
2. The CCSU shall encourage a culture of wellness throughout the District schools, which includes, but is not limited to, clean and safe buildings and a positive psychosocial climate.
3. Schools in the CCSU will offer evidence-based curricula to teach social skills and maintain a positive school climate.
4. Schools in the CCSU will support students who have experienced childhood trauma by creating and maintaining a Trauma-Informed School Environment of positive supports and interventions.
5. School Counseling Services will focus on academic, career and social/emotional development to increase student achievement in and outside of school.
6. The schools will maintain collaborative efforts benefiting students, parents, teachers and administrators in the collective goal of supporting student achievement.
7. School counseling services is available to all students.

### **Community Involvement**

1. The CCSU recognizes that each school, student, and their families can benefit when leaders and staff at the district or school solicits and coordinates information, resources, and services available from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups.  
It is the CCSU policy that our schools will be open to, and actively seek opportunities to collaborate with community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups.
2. The CCSU recognizes that schools, students, and their families can contribute to the community through service-learning opportunities and by sharing school facilities with community members.  
It is the policy that our schools will be open to, and actively seek opportunities to contribute to the community through service-learning opportunities and by sharing school facilities with community members.
3. School leadership (Principals, Assistant Principals, and their delegates within the school) will be responsible for coordinating community-based services within their respective schools, in conformance with this overall policy.

### **Family Engagement**

1. The CCSU recognizes that student learning, development, and health are best achieved through collaboration with each student's family (parent(s), foster parent(s), grandparent(s), and other caregivers). Therefore, family engagement with schools is a shared responsibility of both school staff and families.

2. The CCSU is committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Examples of activities that will involve families include:
  - a. Open House and Parent Conferences
  - b. Grades 8, 10, and 12 passage presentations
  - c. Mentoring Programs
  - d. Newsletters
  - e. PLP meetings
  - f. School websites
3. The CCSU recognizes that modern family constructs can be complicated and sometimes confusing. We are committed to treating all families of any type or configuration with equal respect. We believe that this relationship between school staff and families cuts across and reinforces student health and learning in multiple settings- at home, in school, in out-of-school programs, and in the community.

Date Warned: 8/17/2020-CCSU

Adopted by the Caledonia Central Supervisory Union School Board on behalf of the district boards: Peacham School District, Danville School District, Caledonia Cooperative School District, Twinfield School District and Cabot School District.

Date Adopted: 10/19/2020 -CCSU

Legal Reference(s): 16 V.S.A. §§131 & 906(b)(3).

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.

Code of Federal Regulations, 7 CFR Part 210 and Part 220.

Vermont Education Quality Standards 2120.5

Vermont School Wellness Policy Guidelines, Joint Guidance from Vermont Agency of Agriculture, Food and Markets, the Vermont Agency of Education and Vermont Department of Health. 2016.

