

***Naco Elementary School District Wellness Policy***

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# ***Naco Elementary School District Wellness Policy***

## **Preamble**

Naco Elementary School 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.

This policy 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 policy 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 during school hours;
- 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.

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

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## **Wellness Policy Goals**

### **Goal for Nutrition Promotion**

The District aims 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.

### **Goal for Nutrition Education**

The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for student's ages; reflects student's cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

### **Goal for Physical Activity**

The goal for physical activity is to provide opportunity for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

### **Goal for Other School-Based Activities that Promote Student Wellness**

The goal is to create a complete school environment that is conducive to healthy eating and physical activity. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition 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.

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## **I. School Wellness Committee**

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

The District will convene a School Health Advisory Committee (SHAC) that meets at least four times 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 policy.

The SHAC membership will represent all school levels and to include but not limited to: parents and caregivers; students; school nutrition director; physical education teachers; school health professional; school administrators; school counselors; school board members; the AZ Health Zone Nutrition Specialist; community partners (e.g., health professionals, County Health Department); and the general public.

### ***Leadership***

The Superintendent or designee(s) will convene the SHAC 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 Mr. Juan M. Franco (Superintendent).

The SHAC continually works towards integrating new members interested in promoting health and wellness goals for the district. Current active members' names, titles, and contact information are as follows:

<b>Name</b>	<b>Title / Relationship to the School or District</b>	<b>Email address</b>	<b>Role on Committee</b>
Juan Franco	Superintendent (Naco Elementary School District)	<a href="mailto:jfranco@naco.k12.az.us">jfranco@naco.k12.az.us</a>	Assists in the evaluation of the wellness policy implementation
Yvonne Torres	(Naco Elementary School District)	<a href="mailto:ytorres@naco.k12.az.us">ytorres@naco.k12.az.us</a>	Assists in the evaluation of the wellness policy implementation
Celia Valenzuela	(Naco Elementary School District)	<a href="mailto:cvalenzuela@naco.k12.az.gov">cvalenzuela@naco.k12.az.gov</a>	Assists in the evaluation of the

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			wellness policy implementation
Michael Hernandez	Physical Education Teacher (Naco Elementary School District)	<a href="mailto:mhernandez@naco.k12.az.gov">mhernandez@naco.k12.az.gov</a>	Assists in the evaluation of the wellness policy implementation.
Casi Ruffo	Nutrition Educator (U of A Cooperative Extension)	<a href="mailto:casieruffo1@email.arizona.edu">casieruffo1@email.arizona.edu</a>	Assists in the evaluation of the wellness policy implementation.
Daniella Reidmiller	Healthy Schools Program (Cochise County Health Department)	<a href="mailto:Dreidmiller@cochise.az.gov">Dreidmiller@cochise.az.gov</a>	Assists in the evaluation of the wellness policy implementation

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## **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; and includes information about who will be responsible to make what change, by how much, where and when; as well as 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.

District will utilize the [Healthy Schools Program online tools](#) as an ongoing assessment tool; which is based on the Centers for Disease Control and Prevention's School Health Index, to create an action plan that fosters implementation and generate an annual progress report.

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

<http://www.naco.k12.az.us/index.htm>

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on District's website.

### ***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 events or activities related to wellness policy implementation. Annually, during orientation day, the District will provide the name and contact information of the District leading and coordinating the committee; information about wellness committee/SHAC; as well as, information on how the public can get involved.

### ***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 and include:

- 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 model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

Naco Elementary School District SHAC will be responsible for managing the triennial assessment; as well as, monitor schools' compliance with this wellness policy.

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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 will actively communicate ways in which representatives of the SHAC 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 use electronic mechanisms, such as 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 is 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.

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## **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; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The District 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 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 the following [Smarter Lunchroom techniques](#):
  - Whole fruit options displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available upon request.
  - Daily fruit options displayed in a location in the line of sight.
  - All staff members, especially those serving, are 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.
  - A reimbursable meal can be created at service area available to students.
  - It is encouraged for students to display artwork in the service and/or dining areas.
  - At least two kinds of vegetables are served, one served at lunch time and the other ones offered at the salad bar (both, cold and hot vegetables are offered).
- Menus will be posted on the District website, which are distributed to families and students weekly in paper form via District Newsletter "Cardinal News"
- Menus will be created/reviewed and administrated by a Certified Nutrition Professional.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 20 minutes to eat breakfast and 15 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.
- 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.

### ***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



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day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.*
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.
- Students and District staff members are not allow sweetened or caffeinated beverages in the classrooms and/or school premises.

### ***Fundraising***

Naco Elementary School District does not engage in any type of food related fundraising activity throughout the academy 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 and staff throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#).

### ***Nutrition Education***

The District will teach, model, encourage and support healthy eating by all students. District provides nutrition education in partnership with the University of Arizona Cooperative Extension.

The District engages in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- 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 program.
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

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The District will 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 [MyPlate](#)
- 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

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## **IV. Physical Activity**

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 for quality physical education as the foundation. The district will ensure that varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). The district will be encouraged to participate in *CATCH*, in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to engage students in physical activity.

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.

The District will ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

### ***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education consistent with national and state standards for physical education. This program 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 will be provided equal opportunity to participate in physical education or physical activity 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.

*K-4<sup>th</sup> Grade* - Students will receive at least 80-100 minutes of physical activity per week throughout the school year. Classroom teachers will be responsible for implementing organized games and activities for students.

*5<sup>th</sup>-8<sup>th</sup> Grade* - Students will receive 40 minutes of physical education per day throughout the school year. Students are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via appropriate assessment tool) and will use criterion-based reporting for each student.

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## ***Essential Physical Activity Topics in Health Education***

The District will include in the health education curriculum with the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to the academic learning process
- 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***

The District will offer **15 minutes of recess** on all days during the school year. Throughout the school year, students' grades 5<sup>th</sup>-8<sup>th</sup> will be encouraged to engage in activities and tournaments organized by the school such as, basketball, ping-pong and dodgeball tournaments.

**Outdoor recess** is offered when weather is feasible for outdoor play. The District will provide covered areas for outdoor play. Students will be allowed outside for recess except when outdoor temperature is unsuitable (at the discretion of the building administrator), inclusive of wind chill factors, during "code orange" or "code red" days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school or district must conduct **indoor recess**, teachers and staff will direct students to the school gym. In the case that the school gym is not accessible, students will go to their respective classrooms by the guidance of their respective teachers.

Recess will complement, 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***

During school year, 2018-2019, the District will implement physical activity in the classroom. The District will provide classroom teachers physical activity training in collaboration with the University of Arizona Cooperative Extension.

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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.

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

### ***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; including but not limited to:

- Designate safe or preferred routes to school
- Promote 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
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

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## **V. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, but also in instances with other food and beverage venues and physical activity facilities. The District is encouraged to coordinate content across curricular areas that promote student health.

The District's wellness committee, SHAC, will continue to meet to ensure policy implementation and changes throughout the year. SHAC will continue to promote health initiatives for students, teachers and staff.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### ***Community Partnerships***

The District will enhance and continue relationships with community partners (University of Arizona Cooperative Extension, Cochise Health and Social Services, other community partners) 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 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 non-electronic 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.

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### **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.

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## **Appendix A: School Level Contacts:**

<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>1</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>1</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

<sup>1</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>1</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

<sup>1</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzler JD. 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>1</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

<sup>1</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>1</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>1</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>1</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>1</sup> 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.

<sup>1</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>1</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>