

# **Christ the King School**

## **Wellness Policy**



**Christ the King School is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating, physical activity, a positive social-emotional climate, health services and a healthy physical environment. Therefore, it is the policy of Christ the King School that:**

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing nutrition and physical activity policies.
- All students in grades PS-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs including the National School Lunch Program or the Summer Food Service Program.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs.
- The school will continue its commitment to furthering improvement of discipline policies, anti-bullying policies, positive relationship building, diversity and inclusion learning and SEL competency building.
- The school will provide appropriate health services with qualified professionals and trained proxies, and continue its ongoing commitment to its vaccination policy.
- The Parish will provide a Facilities Director to oversee the physical health of the school grounds.

### **TO ACHIEVE THESE POLICY GOALS:**

Christ the King School (CKS) will establish an ongoing School Wellness Committee (SWC) that supports LWP implementation and monitoring.

The school will develop and triennially evaluate an action plan for the execution of this LWP. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals. The plan will outline the progress made in attaining the goals of the LWP. It is recommended that the SWC will use the Healthy Schools Program Assessment or the School Health Index to complete an annual school-level health and wellness assessment. The school ensures that the LWP aligns with the Alliance for a Healthier Generation’s Model Wellness Policy. The school requires that all efforts related to obtaining federal, state or association recognition of and/or funding for healthy school environments be coordinated with and complementary to this LWP, including but not limited to ensuring the involvement of the SWC.

## **Nutrition:**

The school will promote the following nutrition guidelines:

- offer a variety of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting
- provide adequate time to eat school meals, meaning that students will be allowed at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
- prohibit the use of food as a reward or the withholding of foods as a punishment
- ensure that menus are created/reviewed by a certified nutrition professional
- post menu links on the school website and include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- encourage staff to model healthy eating behaviors
- encourage implementation of the following farm-to-school activities:
  - incorporating local or regional foods into school meal programs
  - reinforcing messages about agriculture and nutrition throughout the learning environment
  - hosting school gardens and field trips to local farms
- promote healthy food and beverage choices using the following marketing and merchandising techniques:
  - making sliced or cut fruit available where possible
  - displaying daily fruit options in the line of sight and reach of students
  - bundling daily vegetable options into all grab-and-go meals available to students
  - training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
  - placing white milk in front of other beverages in all coolers
  - highlighting alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas

The school recommends that all foods and beverages served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet Smart Snacks.

The school requires that:

- free, safe and unflavored drinking water is available to students during the school day and during the extended school day (including during out-of-school time/and before and after school),
- water cups/jugs are available in the cafeteria if a drinking fountain is not present
- students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus
- all water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards

Fundraising:

The school requires that fundraising, including activities such as donation nights at restaurants, cookie dough, candy and pizza sales and market days during the school day and at the after school program sell only non-food items or foods and beverages that meet or exceed Smart Snacks.

### Marketing:

All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (after school program) will meet or exceed Smart Snacks. The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system
- free samples, taste tests or coupons for products
- educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products

### Physical education and activity:

The school will teach, model, encourage and support physical activity among students. The school will provide physical activity education integrated into other subjects, as part of health education. The school will provide recess daily and at the after school program. The school will provide bi-weekly physical education classes. The school will encourage classroom physical activity where at all possible.

#### The school will ensure that:

- physical activity education is taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics
- the curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum
- the curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health
- physical activity education include developmentally appropriate, culturally relevant and participatory activities
- schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- teachers and other staff are provided with training on physical activity education
- PE teachers collaborate with classroom teachers and other school staff to provide physical activity education throughout the school campus

#### Classroom physical activity:

The school encourages all students to receive education in the classroom on the benefits of physical activity in conjunction with health education.

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day. Classroom physical activity should be offered in addition to physical education and recess and at all school levels.

Physical activity can benefit students by:

- improving their concentration and ability to stay on-task in the classroom
- reducing disruptive behavior, such as fidgeting, in the classroom
- improving their motivation and engagement in the learning process
- helping to improve their academic performance (higher grades and test scores)
- increasing their amount of daily physical activity

The school requires that:

- physical activity be incorporated into planning throughout the school day and the extended school day with physical education class and/or classroom physical activity whenever possible
- physical activity be provided in the classroom outside of planned instruction whenever possible (physical activity breaks)
- barriers to classroom physical activity, such as lack of equipment or available space, are minimized wherever possible
- the school does not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- physical activity not be withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom

Daily Recess:

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered in pre-school through 8th grade to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day. The school will offer 30 or more minutes of recess including before, during and after school, on all days during the school year which will complement, not substitute for, physical education class and will:

- provide students with adequate spaces, facilities, equipment and supplies for recess
- ensure that spaces and facilities for recess meet or exceed recommended safety standards
- discourage the exclusion of students from recess for disciplinary reasons or academic performance in the classroom
- provide staff members who lead or supervise recess with ongoing professional development
- provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- provide equipment to allow for inclusion of students with disabilities into activities if necessary

### After school activities:

Physical activity after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in after-school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term. The school will offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:

- physical activity clubs
- physical activity breaks in aftercare
- interscholastic sports

### Support for and promotion of active transportation:

Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day. The school will provide support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education and encouragement.

The district will at minimum support active transportation in the following ways:

- promoting participation in International Walk to School Day and National Bike to School Day and other active transportation promoting activities
- providing bike racks for bicycles and other transportation modes, such as skateboards and scooters
- providing instruction on walking/bicycling safety to students
- improving safe access to school entrances for students arriving on foot or by bicycle by ensuring designated routes on driveways, through parking lots and to bicycle parking, and by prioritizing sidewalks and crosswalks.

In addition, the school will support active transportation in at least two of the following ways:

- providing bicycling skills instruction to students
- promoting safe routes to school programs to students, staff and caregivers via the website
- work with the BSD to access a crossing guard for crossing Route 7
- working with local jurisdictions to encourage installation of high visibility crosswalks and other infrastructure to improve walking and bicycling safety on streets leading to the schools if necessary
- providing outreach and adaptive Safe Routes to School programming for students with disabilities if necessary
- designating safe or preferred routes to school
- creating and posting maps of the active school environment (e.g., sidewalks, crosswalks, roads, pathways and bike racks)

### Social - Emotional Climate:

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning. The school is

committed to creating a positive social emotional climate during the school day and in after school. The school will promote a positive social-emotional climate by:

- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- establishing school safety and violence prevention policies and strategies
- ensuring that school and school-based after school staff are promoting positive relationships between students and employees
- ensuring that school and school-based after school staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- ensuring that school and school-based after school staff are explicitly teaching, modeling and reinforcing social-emotional learning (SEL) competencies
- providing appropriate resources for continuous improvement

### **Health Services:**

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students. The school is committed to ensuring that the physical health needs of all students are met.

The school will support students' physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of students
- ensuring students have access to highly qualified nurses or trained assistants in the school setting and referrals to and collaboration with community services as needed
- coordinating with caregivers and community medical providers to address students' health needs ensuring that school-based health staff consult and collaborate with teachers and other school and school-based after school staff regarding pertinent student health information
- addressing management of acute health incidents (e.g., allergic reactions, asthma attacks, and low blood sugar) in the school setting
- coordinating with caregivers to address students' health needs
- working with families to make sure students are up to date on their vaccinations.

### **Physical Environment:**

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school. The school is committed to ensuring that the physical environment protects the health and safety of students and staff. The school will support a healthy and safe environment by:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture

- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system for monitoring and addressing water quality
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- establishing tobacco-free building and grounds
- specifying physical safety measures and procedures (e.g., locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
- specifying a crisis preparedness and response plan for the district (ALICE) and assisting in developing a plan
- working with school resource officers