

## Instruction

### Administrative Procedures – Wellness

#### Mission Statement

*“Excellence Without Exception”*

#### Vision Statement

In partnership with families and community, Zion Elementary School District No. 6 strives for educational excellence through:

**T**eaching **E**mpowering **A**dvocating **M**otivating

#### Preamble

In alignment with the District’s Mission and Strategic Plan, 2006-2009, these Administrative Procedures will implement the Wellness Policy, 6:50, adopted by the Zion Elementary District No. 6 Board of Education on June 19, 2006, and will be a work in progress until the Zion Elementary School District No. 6 schools are in full compliance with all state and federal requirements related to Public Law 108-265, i.e., the Federal Child Nutrition and School Lunch Reauthorization Act of 2004. In its current reauthorization, Public Law 108-264 includes new requirements as outlined in the Wellness Policy, 6:50. These Administrative Procedures will be responsive to additional requirements at the state level, that are anticipated to be included in House Bills 185 and 191 regarding student health and nutrition issues.

#### Statement of Resolve

Whereas, all children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive in the areas in which they live, work, and play;

Whereas, health promotion and disease prevention is the foundation for student achievement, attendance, and long-term success;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, the following major risk factors for those diseases are often established in childhood and are highly preventable: unhealthy eating, habits, physical inactivity, and obesity;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main

recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition, high fat foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Therefore, be it resolved, that the Board of Education for the Zion Elementary School District No. 6 (hereinafter referred to as Zion ESD 6) is committed to maximizing the health and wellness of its students and staff, and as a measure of this commitment formally sets into place these Administrative Procedures which visibly affirms the district's steadfast intent to support the following:

1. Providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical activity, and wellness;
2. Engaging students, staff, parents, teachers, and community members in health promotion, disease prevention, and developing, implementing, monitoring, and upholding the district-wide wellness goals established in these procedures;
3. Maximizing all resources available to the district—including fiscal and non-fiscal related resources (such as U.S. Dietary Guidelines for Americans) pertaining to health and wellness—to the greatest extent possible and practicable that will ensure the adoption of lifelong habits of health and wellness among students, staff, and the community we serve;
4. Establishing these procedures as a framework to guide program and curriculum development as it related to health and wellness in the district; and
5. Establishing an ongoing annual evaluation of the effectiveness of this policy in improving health and wellness outcomes for students, staff, and the community as a whole.

### General Provisions, Expectations, Definitions, and Key Caveat

These procedures make visible the importance of all aspects of wellness as the basis of student learning. This policy clarifies the relationships between and among these various aspects of wellness and advocates for collaboration across these areas—internally and externally—in order to ensure that wellness remains student centered as opposed to service centered or department centered.

Furthermore, the district’s policy and procedures are predicated on research-based, proven effective practices for health intervention and health promotion. Specifically, these procedures are modeled on the Center for Disease Control’s Coordinated School Health Program (CSHP), which is comprised of the following eight elements: 1) health education; 2) physical education; 3) health services; 4) nutrition services; 5) counseling, psychological, and social services; 6) health school environment; 7) health promotion for staff; and 8) family/community involvement. The CSHP model has been replicated widely in school systems across the country with great success. These procedures are also predicated on a case study of a practical working model of CSHP that has been established and maintained for several years in McComb Mississippi’s school system.

Community School Health Programs are most effectively realized through the establishment of Coordinated School Health Councils (CSHC), which include stakeholders from each of the aforementioned eight elements of the CSHP. Therefore, Coordinated School Health Councils are encouraged to be established in each school, as well as at the District level, in order to ensure an array of opportunities for health promotion are available to each school community and district staff. Students should be included as stakeholders on each CSHC. Therefore, these procedures shall form a framework on which Zion ESD 6 programs supporting each element should be developed. These procedures shall also form a framework on which external partners working with Zion ESD 6’s students and staff shall be expected to base their own program development.

As such, these procedures are supported through FERPA (Family Education Rights and Privacy Act of 1974) and HIPAA (Health Insurance Portability and Accountability Act of 1996) regulations on family and student privacy with which all internal and external stakeholders must abide.

The following definitions shall apply:

- a) Health literacy: knowledge of the various aspects of health in all of its dimensions—including health and wellness, physical education, health services, healthy environments, nutrition, health promotion practices/disease prevention and risk avoidance, mental and behavioral health, intergenerational and family health care.
- b) Holistically: various aspects/elements integrated as “one.”

- c) Psychosocial: mental health as impacted by social and environmental factors, such as age, life experiences, peer influences, stress, etc.
- d) Stakeholders: those individuals who have a motivating interest, or “stake” in ensuring the goals of the district’s policy and procedures are met in order to assure Zion ESD 6’s students, staff, and families attain and maintain good health.

### Key Caveat

It is understood that nothing in these procedures shall be considered to supersede the federal requirements of the No Child Left Behind Act or IDEIA, nor shall they supersede state standards and legislative requirements pertaining to public schools.

### Key Goals for These Procedures

The Zion Elementary School District No. 6 shall adopt the following nine key goal areas, which form the framework of the Administrative Procedures to implement the Wellness Policy, No. 6:50. Each goal area is supportive of the other goal areas, thus ensuring that outcomes for each will increase outcomes for the policy and procedures as a whole. The goal areas shall serve as programmatic guidelines to school staff, parents, and community partners, and all other internal and external stakeholders, as they engage in their work. These goal areas shall serve also as a framework for evaluation for all programs involving Zion Elementary School District No. 6 schools that hold wellness as desired goal and outcome. Each goal area is supported by one or more critical elements which will serve as the basis for specific strategies to be formed for action and outcomes.

#### **Key Goal Area 1: *Health & Wellness Education***

Element 1-1: A planned, sequential, pre-kindergarten through 8<sup>th</sup> grade curriculum involving hands on learning opportunities that addresses the physical, emotional, mental, behavioral, and social dimensions of health, which provides life-long habits of health that become for students a whole school experience/learning laboratory wherein wellness principles are holistically integrated with actual nutrition in the available foods on campus, physical education, and other learning opportunities involving not only students, but also parents, staff, and neighborhood and community members as fully as possible.

Element 1-2: The curriculum focuses on health literacy to enhance each student's independent thinking skills and decision-making and is empowered to enhance personal responsibility.

#### **Key Goal Area 2: *Physical Education and Physical Activity***

Element 2-1: A planned, sequential, pre-school-8 curriculum that provides cognitive content and learning experiences, such as basic movement skills, physical fitness, rhythms

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and dance, games, team, dual and individual sports, tumbling and gymnastics, which will develop life-long habits and love of being moderately to vigorously physically active for an ideal goal of 30 minutes each day.

Element 2-2: Teachers, paraprofessionals, and other school partners, etc., are encouraged to creatively engage students in physical activity in the context of other classroom exercises, after-school, and extended year experiences.

#### **Key Goal Area 3: *Health Services***

Element 3-1: Services provided to students in a school setting to appraise, protect, and promote health; to provide services in harmony with community, parents, and other constituencies, and to ensure all students have access to services, to the extent possible.

Element 3-2: Each school has an array of comprehensive health and wellness services that are provided by the nurse and health aides (with an ideal ratio of at least 1 nursing professional for every 750 students), school staff, community partners, registered dietitians, to focus on prevention and early intervention, that would involve all stakeholders, to the extent possible.

Element 3-3: A centralized district health office is administered by a health service supervisor (or nurse) for the purpose of program development, consistency/standardization of service delivery utilizing “best practice model,” and quality assurance monitoring.

Element 3-4: Parents are educated and informed of the availability and variety of health services for their children either in the school district, or in the community.

#### **Key Goal Area 4: *Healthy School Learning Environment***

Element 4-1: Provide physical and aesthetic surroundings that align with health school building recommendations and provide a safe, caring, and psychosocial climate and culture in schools and the workplace environment that maximize the health of students and staff.

Element 4-2: Zion strives to ensure district staff, its parents and its partners, receive ongoing education and training opportunities on creating and maintaining a safe and attractive learning and workplace environments that are conducive to learning and are supportive of children reaching their full potential.

Element 4-3: Adequate security procedures and protocols—which may include security officers—are on site at each school to promote a safe and secure climate in each school and to liaise with each neighborhood to ensure students are safe and secure on their way to and from school.

Element 4-4: Self-esteem and positive interpersonal relationships and communication are promoted between and among the school community and the community at large.

#### **Key Goal Area 5: *Nutrition Services***

Element 5-1: School nutrition programs and meals served shall be consistent with the recommendations of the U.S. dietary guidelines for Americans, and/or nutrition requirements for the National School Lunch and Breakfast programs, and all state and local laws and regulations. That the meals served respond to health and nutrition needs for all students with respect to ethical, religious, medical, and cultural needs, which include not just a breakfast and lunch nutrition program, but are inclusive of all foods available in the schools.

Element 5-2: Food providers shall offer, and the district shall strive to provide a variety of age-appropriate, appealing food and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the current dietary guidelines for Americans. This will apply to all available on-site food—vending machines, fundraisers, special luncheon events.

Element 5-3: School meals shall be served in clean, safe, and pleasant environments with adequate time provided for students to eat. The National Association of State Boards of Education recommends that students should be provided a minimum of 10 minutes for breakfast, and 20 minutes for lunch, from the time the student is seated. Consideration should be given to the needs of different age groups, such as younger children who have specific developmental needs related to meals.

Element 5-4: Students and staff will be encouraged to wash or sanitize their hands before and after eating. The district shall attempt to provide signs in meal settings, and in restrooms, that will encourage this practice.

Element 5-5: In order to promote safety and security of on-site food, access to any area involved in storage, preparation or service of food on the school campus will be limited to authorized personnel.

Element 5-6: School staff will be encouraged to use non-food incentives or rewards for students.

### **Key Goal Area 8: *Health Promotion***

Element 6-1: Programming for school staff that provides health assessments, health education (including health education intervention training and programs) and health related fitness activities including but not limited to physical, emotional, mental, social, cultural, and environmental dimensions, as well as providing counseling and psychological

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services through the Employee Assistance Program and other programs, such as high school, university, and college partnerships, hospital and health care provider partnerships, etc. Coordinated School Health Councils are encouraged to be established in each school, as well as at the district level, in order to ensure an array of opportunities for health promotion are available to each school community and district staff.

Element 6-2: Programs to encourage and motivate school staff to live healthier lives and model their individual commitments to healthy lifestyles in both a physical and mental capacity. The ultimate goal shall be to establish a culture that promotes health and wellness on a daily basis. Access to programs and resources that are available within the school as well as within the community and the region will be highlighted and made clearly visible to students, staff, and community members.

### **Key Goal Area 7: *Counseling, Psychological, and Social Services***

Element 7-1: Services will be provided to include broad-based individual and group assessment, interventions, and referrals that attend to the mental, emotional, and social health of students. Services should include those currently offered from various partners.

Element 7-2: Each member of the school community has timely and appropriate access to social workers, counselors, and community resources.

Element 7-3: Behavior interventionists who will provide all with timely and appropriate prevention training and will implement interventions to address behavior issues at each school.

### **Key Goal Area 8: *Family/Community Involvement***

Element 8-1: An integrated school, parent, and community approach that establishes a dynamic, collaborative partnership to enhance the health and well-being of students in compliance with Public Law 108-265 “wellness policy.”

Element 8-2: Parents have the opportunity for training in key areas of health education, including physical activity, nutrition, smoking cessation prevention, alcohol and drug abuse, premature sexual

activity and pregnancy and STD prevention, literacy, parenting, safe and health choices preventing violence and other risky behaviors, health and wellness, keeping in mind the need to address emerging issues.

Element 8-3: Parents have the opportunity to work collaboratively with members of the Coordinated School Health Councils, once established—at both the district and the school levels.

Element 8-4: Parents are provided with tools and networks that will enable them to share knowledge of resources and available trainings with other parents in order to ensure as many children as possible have access to care and remain healthy and well as they enter and remain in school.

Element 8-5: Promote and encourage additional partnerships between high schools, universities, and colleges and other area school districts in order to further support activities and to leverage shared resources, such as mini-grants to support innovative ideas of health improvement at the school level, or district-wide collaborative events highlighting aspects of health and wellness.

**Key Goal Area 9: *Creative, Cross-Cutting, and Targeted Use of Resources to Support Wellness***

Element 9-1: Using every appropriate and available means to the school district to ensure that every student has the chance to succeed academically, emotionally, and socially, and remain in school.

Element 9-2: Early identification and intervention ensure all children begin their formal education experiences prepared for success.

Element 9-3: Teachers have sufficient time to provide appropriate instruction and students have sufficient time in which to learn.

Element 9-4: Utilize research-based best practices and programs on model programs that have shown proven results, such as, the Center for Disease Control's Comprehensive School Health Program, McComb Mississippi Schools Health Program, Success for all, Charter Counts!, Quest, Imagine U, Second Step, and others.

Element 9-5: Provide numerous opportunities for community and school partners to dialogue and exchange information and ideas for ensuring strategies are implemented in order to realize the goals of this policy and procedures, such as through existing school partnerships, the district's central Coordinated School Health Council, once established.

Element 9-6: The district and its partners will seek supplemental funding and resources wherever possible in order to support the full implementation of Policy 6:50, and its accompanying Administrative Procedures, outlined herein.

## Policy and Administrative Procedures Development, Dissemination, and Evaluation

Board Policy 6:50 and these accompanying Administrative Procedures have been developed jointly and collaboratively with a diverse group of internal and external stakeholders, including but not limited to the following: Board of Education members, parents, teachers, curriculum personnel, administrative personnel, health care personnel, community-based partners. Stakeholders were selected in order to ensure a joint effort and collaboration in development for Zion Elementary School District 6.

The Wellness Policy and Administrative Procedures will be available to all students, parents, and staff. Principals are requested to post the policy and procedures in a visible and accessible location in their respective schools to ensure that students and staff are aware of and are supportive of the elements of the policy and procedures.

The district shall conduct an annual evaluation of the effectiveness of this policy, and will hold meetings during the year to further develop the Administrative Procedures. The annual evaluation will include measures of public awareness of Policy No. 6:50 and the accompanying Administrative Procedures, programmatic outcomes for those programs that respond to one or more elements, and correlations to improvements in student attendance, achievement and health. Sources of data may include, but are not limited to the health service department, school records—such as IEP plans and attendance records, parent/student/faculty surveys, etc. Both qualitative and quantitative data will be studied. The findings of the evaluation will be used to further improve wellness efforts and outcomes for all internal and external stakeholders, especially the students served by Zion Elementary School District 6.

### **Building Capacity for the Realization of the Administrative Procedures**

Pursuant to the formal approval of the Administrative Procedures, the district authorizes a “Wellness Advisory Board” to be formed that will be representative of the foregoing stakeholders who engaged in the development of the initial procedures. The purpose of this advisory board shall be to give input to the ongoing implementation of the procedures, including the degree to which they are disseminated and embraced among stakeholders. This feedback will be based on evaluation results that will be shared on an annual basis with the advisory board. Additionally, the advisory board will assist the district in developing recommendations on sources of programming and funding support that may be necessary to ensure each element is fully realized.

To encourage full programmatic development of this policy, a core team of district leaders shall be established representing the following key district functions and program areas: human resources, budget and finance, operations, student services, curriculum, development, parent engagement, and public relations, and a registered dietician that will

serve as an advisor on this team in either a consultative or volunteer capacity. The core team will also serve as a Coordinated School Health Council at the district level. These key staff leaders serving on the core team will also serve on the Wellness Advisory Board as district liaisons reporting back to the Superintendent and his Cabinet on the progress of the overall wellness policy and its associated programs as well as the Wellness Advisory Board’s recommendations of continuing progress. The core team will be responsible at the district level for initiating the evaluation request and for ensuring that the

evaluation is shared with the Superintendent and his Cabinet, the Board of Education, and the Wellness Advisory Board, in that order.

To ensure that Board Policy, No. 6:50 and the Administrative Procedures, 6:50 AP, will be implemented at the school level, the Coordinated School Health Councils should be activated to plan carefully across time for specific activities within the school that will bring forward the core elements of the Comprehensive School Health Plan, identified herein as the nine elements listed within these procedures, and, therefore, ensure a culture of health and wellness is established and maintained at each school and through the district as a whole.

ADOPTED: August 24, 2006 (Health & Wellness Policy Committee)