

Washakie County School District #1

Health and Wellness District Plan

**Updated Stakeholder List - April 16, 2018
Revisions Adopted by Stakeholder Group February 24, 2016
Presented to Board of Trustees March 28, 2016**

District Policy...

2.12 HEALTHY KIDS (Policy 2.12 adopted 3-27-2006)

Washakie County School District No. 1 shall promote student wellbeing and academic achievement by supporting a school environment that encourages and models nutritious eating habits and physical activity. We believe that this type of school environment will lead to a healthy lifestyle.

The five basic components of this healthy school environment include:

- (a) Nutrition education—students will learn to use appropriate resources and tools to make informed and educated decisions about healthy lifelong eating habits; students are provided a model of a nutritious breakfast and lunch each school day, which follows federal guidelines. In the lunch program, students select a minimum of three of five food groups provided (protein, fruit, vegetable, bread, and milk). In the breakfast program, students select a minimum of three of the four food groups provided.
- (b) Physical activity—support/schedule daily opportunities for physical activity throughout the school day and encourage students to make healthy lifestyle decisions in reference to a variety of physical activities.
- (c) Physical Education Standards/Health Standards taught—teach/incorporate standards into our school community, emphasizing the importance of healthy lifestyle choices.
- (d) Other school-based activities—recognize the various influences (i.e. family, community, culture, marketing and advertising, and peers) on nutrition and physical activity choices.
- (e) District wellness advisory board—maintain a district wellness advisory board to monitor and review the policy.

Wellness Goals . . .

- ✍ In line with the District's Vision/Mission, the District's Wellness Plan is designed to ensure a cohesive K-12 learning community where all learners are inspired to apply wellness principles system wide. Nutrition and Physical Activity education is fully embedded into Wyoming Health and Physical Education Standards and into like courses, K-12.
- ✍ SPARK PE and Health Curriculum is utilized K-12 through a guaranteed curriculum model where standards' proficiency is measured and recorded in elementary, middle school, and high school according to standards grade bands.
 - Eighty-five percent of district students will monitor personal fitness in terms of health-related components in alignment with Wyoming PE and Health Standards at a Level 2 or above as measured by common formative assessments.
 - Eighty-five percent of district students will consistently apply the FITT principle to short-term fitness goals components in alignment with Wyoming PE and Health Standards at a Level 2 or above as measured by common formative assessments.
 - Eighty-five percent of district students will consistently engage in physical activity that meets standards requirements for improving personal health components in alignment with Wyoming PE and Health Standards at a Level 2 or above as measured by common formative assessments.
- ✍ Wellness principles are modeled system side by all district staff.

Rationale

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student performance. Benefits include academic success, increased cognitive function, improved attendance, improved behavior, and high school completion rates.

The District recognizes the significance of physical, emotional, and social needs of students and strives to provide education, practices, and procedures to support the total wellbeing of the student. For students to reach their full academic, physical, and mental potentials they need security, safety, and a sense of belonging. Because students are in school for a substantial portion of the day, school districts have a responsibility to help students establish and maintain lifelong wellness practices.

District Wellness Team . . .

The goal of the council is to involve all stakeholder groups in the development of a healthy school nutrition environment to assess needs, to use resources effectively, and to establish a plan for development, implementation, and measurement of the policy.

District Wellness Team Members . . .

District Staff:

- David Nicholas, Superintendent
- Jody Rakness, Curriculum Director
- Jack Stott, Wellness Coordinator
- Heather Trauntvein, Food Service Coordinator
- Gina Miller, WCSD1 Nurse
- Wade Sanford, High School
- Ryan Clark, Middle School
- Chris Peterson, East Side
- Kenneth Dietz, South Side
- Bruce Miller, West Side

Parents:

- Alissa Blood, Elementary (WE-PTO)
- Jennifer Villa, Middle School

Students:

- Jon Nicholas
- Kobe Swain

Community Educator:

- Laura Balis, University Extension Educator

Food Service Staff:

- Jodie Hoffman, High School
- Roberta Rogers, Middle School
- Ialene Dangel, East
- Pam French, South
- Charlotte Bullard, West

Health and Nutrition Teachers:

- Jacque Pike, High School Health/Coach
- Ryan Utterback, High School PE
- Brittany Miller, Middle School Health/Coach
- Cody Smith, Middle School PE
- Amber Bennett, Middle School FCS
- Charity Glanz, East Side Health/Coach
- Alissa Hughes, South Side Health/Coach
- Brianna Scholl, West Side Health/Coach

District Procedures . . .

This plan 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 plan 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 before, during, and after school;
- ↪ Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- ↪ School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- ↪ The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

Nutrition Education . . .

- ↪ Students in grades K-12 will receive nutrition education that teaches the knowledge, attitudes, skills, and behaviors they need to adopt healthy eating habits that last a lifetime. Nutrition education will be included in physical education, health, and family and consumer science classes.
- ↪ The District will ensure that students receive consistent nutrition messages throughout schools, classrooms, and cafeterias.
- ↪ The District will promote the importance of healthy eating habits and physical activity among school staff.
- ↪ The District will encourage parents, teachers, school personnel, and students to serve as role models in practicing healthy eating and being physically active.
- ↪ The District will model the importance of healthy eating habit by ensuring healthy snacks and fresh fruits and vegetables are made available to students during the school day and during after school tutoring/homework clubs.

Physical Activity . . .

- ↪ State and District physical education curriculum standards and guidelines will be met or exceeded.
- ↪ District schools will provide students physical activity during the school day through daily recess periods, PE classes, and through extra-curricular sports programs. The District encourages school to use National Association of Sport and Physical Education – NASPE recommendations of 150 minutes per week for elementary and 225 minutes per week for secondary students.
- ↪ The District will promote an environment that encourages safe and enjoyable activities for all students during school and during school-sponsored after school events.
- ↪ The District will encourage staff, families and community members to support programs outside of the school that encourage physical activity; i.e. health fair; community-based recreation activities.
- ↪ Physical education/activity programs will be carried out in environments that reflect developmentally appropriate activities and respect for body-size differences and varying skill levels. Students in these programs will participate in developmentally appropriate health-related fitness assessments and will set goals to improve personal levels of fitness.

Nutrition Guidelines . . .

Note: These guidelines apply for all foods available on each school campus during the school day and during after school tutoring/homework clubs.

- ✍ During each school day, the nutrition services program will offer breakfast and lunch that meet the USDA's National School Lunch and Breakfast Programs guidelines.
- ✍ Portion controls for lunch and breakfast follow age appropriate federal guidelines, with daily access to fruit and vegetable selections.
- ✍ District schools will provide appealing and attractive meals to children that offer a variety of healthy foods including fruits, vegetables, whole grains, and low-fat dairy products.
- ✍ The District will promote access to healthy choices for school snacks including fruits, vegetables, whole grains, and low-fat dairy.
- ✍ Beverage vending machines will offer healthier choices such as 100% fruit juices, milk, flavored milk, and water. During school hours, beverage vending machines will be limited to these choices.
- ✍ The District will ensure procedures are in place in all schools to provide information about the ingredients and nutritional values of the foods served upon request.
- ✍ Foods at school should be snack oriented, not treat oriented. "Snacks" are everyday foods that should contribute to meeting daily nutrient needs and "treats" are lower nutrient, higher calorie foods that are consumed on an occasional basis.
- ✍ Foods offered during the school day outside the federal meal program will align with the criteria recommended by the United States Department of Agriculture "Smart Snacks in School" available at: <http://healthymeals.nal.usda.gov/smartsnacks>

Other School-Based Wellness Activities . . .

- ✍ State and District health education curriculum standards and guidelines will be met or exceeded. Mandatory health units/classes, including at least one unit of nutrition/healthy food choices, will be available each year for grades K-5 and in required middle and high school health courses.
- ✍ The District will promote student health and wellness with focus to the whole person i.e. physical, emotional, social, and cognitive wellbeing of the student.
- ✍ The District is committed to engaging all students to promote a sense of connection to the school.
- ✍ Lunch will be scheduled as near to the middle of the day as possible.
- ✍ Dining room supervision staff will maintain a safe, clean, and pleasant eating environment where students are encouraged to eat, relax, and socialize while sitting down for breakfast and lunch.
- ✍ Students access to safe drinking water will be encouraged throughout the day.
- ✍ The District will encourage school personnel to be role models through healthy eating and being physically active though a continuous focus on staff wellness.

Implementation . . .

- ✍ Building principals will be responsible for implementing and monitoring the wellness policy and programs within their respective schools. Principals will monitor implementation of the wellness curriculum in their respective school. Principals will complete the Health and Wellness Review Checklist and School Health and Wellness Improvement Plan.

- ✧ The administrative team will review and update the District's Wellness Plan each August prior to the start of school and will report discrepancies to the Curriculum Director for correction.
- ✧ The Curriculum Director will oversee the implementation and instruction of Health and Physical Education standards using the District's Health and PE Standards Vertical Alignment Maps by Grade Bands and each student's Standards Proficiency as recorded in Infinite Campus.
- ✧ The District will complete a comprehensive review of the District Wellness Plan and Board Policy 2.12 (Healthy Kids) as part of the District Accreditation/Strategic Planning process.

Lunchroom Procedures . . .

- ✧ Whole fruit options are displayed in attractive bowls or baskets in the line of sight and reach of students.
- ✧ Sliced or cut fruit is available daily.
- ✧ All available vegetable options have been given creative or descriptive names.
- ✧ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- ✧ White milk is placed in front other beverages in all coolers.
- ✧ Menus will be posted on the District website or individual school websites.
- ✧ Menus will be created/reviewed by the District Food Service Coordinator.
- ✧ The District breakfast/lunch program will accommodate students with special dietary needs.
- ✧ Students will be allowed at least ten minutes to eat breakfast and at least twenty minutes to eat lunch.
- ✧ The District will encourage schools to serve lunch following a recess period to better support learning and healthy eating.

Staff Qualifications and Professional Development . . .

- ✧ All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements as outlined in the USDA Professional Standards for School Nutrition Professionals at <http://professionalstandards.nal.usda.gov/>.
- ✧ School professionals will refer to USDA's Professional Standards for Student Nutrition website at <https://schoolnutrition.org/Cert/USDAProfessionalStandards/>.

Nutrition Related Wellness Standards . . .

- Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways that enhance health and reduce health risks. Nutrition addresses balanced diets, food preparation, reading and understanding food labels, and differences in nutritional needs.

Elementary Standards and Benchmarks	
Grade 2 Standard 4: Personal and Social Responsibility. Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.	
HE 2.4.1	Identify behaviors that improve or maintain personal health
HE 2.4.7	Identify goals for enhancing health.
Grade 4 Standard 1: Health Information, Products and Resources. Students will access, analyze and evaluate health information, products and resources.	
HE 4.1.3	Demonstrate the ability to access trusted resources at school or neighborhood that can help enhance health.
Grade 4 Standard 2: Problem Solving and Decision Making. Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.	
HE 4.2.7	Describe healthy options to health-related issues of problems (e.g. Benefits of recess before and after lunch).
Grade 4 Standard 4: Personal and Social Responsibility. Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.	
HE 4.4.1	Explain why specific behaviors help improve or maintain personal health.
HE 4.4.7	Set a measurable short-term personal health goal and monitor progress on achieving the goal.
Middle School Standards and Benchmarks	
Grade 6 Standard 1: Health Information, Products and Resources. Students will access, analyze and evaluate health information, products and resources.	
HE 6.1.3	Access appropriate information about health and health risks (e.g. where do you find information about growth and development, or nutrition).
HE 6.1.4	Explain how products can enhance personal health.
Grade 6 Standard 2: Problem Solving and Decision Making. Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.	
HE 6.2.6	Analyze healthy options to health-related issues of problems.
HE 6.2.7	Apply a systematic process to examine familiar health-related issues or problems (e.g. identify problem, collect information, analyze data, draw conclusions, make simple recommendations).
Grade 6 Standard 4: Personal and Social Responsibility. Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.	
HE 6.4.6	Use multiple criteria to set short-term personal health goals (e.g. SMART – Specific, Measurable, Action Oriented, Realistic, and Timely).
HE 6.4.7	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.
Grade 8 Standard 1: Health Information, Products and Resources. Students will access, analyze and evaluate health information, products and resources.	
HE 8.1.1	Demonstrate the ability to locate appropriate health resources at school or in the community that help enhance health.
HE 8.1.4	Explain criteria for determining validity of health information.
HE 8.1.6	Analyze characteristics of products and how they enhance health or reduce health risks (e.g. compare products).
Grade 8 Standard 2: Problem Solving and Decision Making. Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.	
HE 8.2.2	Explain various types of decision-making processes to enhance health or reduce health risks.
Grade 8 Standard 4: Personal and Social Responsibility. Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.	
HE 8.4.1	Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.
HE 8.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance.

HE 8.4.7	Use criteria to set a short-term personal health goal and make a plan for achieving it.
HE 8.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.
High School Standards and Benchmarks	
Grades 9-12 Standard 1: Health Information, Products and Resources. Students will access, analyze and evaluate health information, products and resources.	
HE 12.1.3	Use criteria to evaluate the validity of health information from a variety of sources.
HE 12.1.4	Use criteria to evaluate products that can enhance health and reduce health risks (e.g. examine carefully performance supplements and make a judgment about the short and long-term impact on an adolescent's health).
Grade 12 Standard 2: Problem Solving and Decision Making. Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.	
HE 12.2.5	Apply a systematic process to evaluate the evidence, claims, beliefs, and/or points of view about non-familiar health related issues or problems.
Grade 12 Standard 4: Personal and Social Responsibility. Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.	
HE 12.4.2	Demonstrate the ability to use a strategic approach to manage health risks and enhance health.
HE 12.4.7	Evaluate the appropriateness of various strategies for managing stress and avoiding stress overload in specific situations.
HE 12.4.8	Use criteria to set a long-term personal health goal and make a plan for achieving it.
HE 12.4.9	Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal (e.g. a plan to meet the goal of reducing body fat by the end of the semester was effective because it included a variety of activities that met scientific principles for fitness and weight loss).

Physical Activity Related Wellness Standards . . .

- ↳ Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways that enhance health and reduce health risks. Fitness literacy addresses the knowledge and skills necessary to achieve and maintain a healthy lifestyle.

Elementary Standards and Benchmarks	
Grade 2 Standard 2: Fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
PE 2.2.1	Students identify current levels of personal health-related fitness
PE 2.2.2	Students identify the health benefits of physical activity
PE 2.2.3	Students identify the principles, components, and practices of health-related fitness.
PE 2.2.4	Students engage in a variety of physical activities that will enhance health-related fitness.
Grade 5 Standard 2: Fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
PE 5.2.1	Students assess current levels of personal health-related fitness
PE 5.2.2	Students define the health benefits of physical activity
PE 5.2.3	Students explain the principles, components, and practices of health-related fitness.
PE 5.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
PE 5.2.5	Students recognize valid characteristics of fitness-related products, technology, and resources.
Middle School Standards and Benchmarks	
Grade 8 Standard 2: Fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
PE 8.2.1	Students create and monitor a personal plan using current levels of fitness and physical activity.
PE 8.2.2	Students differentiate the health benefits associated with a variety of physical activities.
PE 8.2.3	Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.
PE 8.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
PE 8.2.5	Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy.
High School Standards and Benchmarks	
Grade12 Standard 2: Fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
PE 12.2.1	Students create, monitor, and evaluate a personal plan using current levels of fitness and physical activity.
PE 12.2.2	Students evaluate the health benefits associated with a variety of physical activities.
PE 12.2.3	Students create, monitor, and evaluate a plan applying the principles and components of health-related fitness.
PE 12.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
PE 12.2.5	Students use criteria to critique fitness-related products, technology, and resources related to fitness literacy.

District Wellness Team Annual Checklist . . .

Policy Implementation procedures

- ☐ Update District Wellness Team During the August Wellness Review Ensuring Stakeholder Representation from Each Stakeholder Category.
 - August Review Date: 8-17-2017 Health/Nutrition Standards Review
- ☐ Identify a Wellness Team Leader
 - Wellness Leader: Heather Trauntvein, Food Service Director
 - Health/Nutrition Standards Leader: Jody Rakness, Curriculum Director
- ☐ Review and Update Action Plan
 - Action Plan Updated: February 24, 2016
 - District Health and Wellness Plan Updated: February 24, 2016
- ☐ Set Meeting Schedule for the Calendar Year
 - Fall Meeting Date: 8-17-2017 Health/Nutrition Standards Review
 - Spring Meeting Date: 4-16-2018
- ☐ Health and Fitness Standards Proficiency Recorded
 - Proficiency Reporting Due: 5-25-2018
- ☐ Evaluate Progress and Report to the Admin Team
 - Report Date: 6-01-2017
- ☐ Curriculum Director Verification of Standards Proficiency:
 - Signature: _____
- ☐ Principal Verification of Wellness Plan Compliance:
 - East Side Elementary - Signature _____
 - South Side Elementary - Signature _____
 - West Side Elementary - Signature _____
 - Worland Middle School - Signature _____
 - Worland High School - Signature _____