

WELLNESS

In order to fully achieve the mission of the Neenah Joint School District, we recognize our responsibility to promote lifelong wellness behaviors that link proper nutrition and physical activity to students' overall health, growth, development, academic performance, and readiness to learn. This District-wide wellness policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits, positive social-emotional support and promotes opportunities for increased physical activity.

Wellness Goals

- A. Establish an environment that empowers the school community to make good nutritional choices during the academic day and school-related functions outside of the instructional day.
- B. Establish an environment that empowers the school community to increase physical activity during the academic day and supports the continuation of these activities outside of the instructional day.
- C. Provide a high quality lunch program for students and staff.
 - 1. Provide students with well-balanced nutritional choices of food and beverages;
 - 2. Assist students in making healthy choices; and
 - 3. Encourage and promote participation in the school lunch program.
- D. Educate our school community, including students, parents and staff, on the importance of promoting social and emotional well-being and the benefits of good nutrition and physical activity.

Nutrition Standards

- A. Foods - Students are encouraged to consume a variety from each of the five food groups according to the USDA recommendations of servings on the Food Pyramid.
 - 1. Food items will have no more than 30% of their total calories derived from fat and no more than 10% of their calories derived from saturated fat. Nuts, seeds, and their derivatives are exempt when consumed in small quantities due to their nutrient density and levels of monounsaturated fat.
 - 2. The consumption of nutrient-dense foods which provide students with calories rich in nutrient content needed for good health, i.e. whole grains, fresh fruits, and vegetables is encouraged.
- B. Beverages - The District will encourage students to increase their consumption of water throughout the day. Other beverages that are appropriate:
 - 1. Non-carbonated or sparkling water containing no calories or sugar, but may contain natural flavorings
 - 2. Milk, soy beverages, rice beverages or other similar dairy and nondairy beverages
 - 3. 100% fruit juices or fruit-based drinks that do not contain added sugar
 - 4. An electrolyte replacement beverage that contains 20 g or fewer of additional sweetener per serving
 - 5. The consumption of any food or beverages not described or listed above requires administrative approval.

District Food Service

The goals of the food service program are:

- A. To provide students with well-balanced nutritional choices of foods and beverages. The District will continually expand and explore menu offerings based on nutritional content and student preferences. The food service program will strive to exceed the minimum nutritional guidelines required by the National School Lunch Program. A healthy a la carte program should include low-fat, nutrient dense foods.

- B. To assist students in making healthy choices. Students, staff, and parents will be educated about proper nutrition. The food service program will offer, promote, and display food items high in nutritional value. Candy, food, or beverages of minimal nutritional value will not be offered.
- C. To encourage and promote participation in the school lunch program. Administrators, staff, parents, and students will work with the food service program to promote participation in school lunches. The District will provide a clean and pleasant eating environment for students and staff, with adequate space and appropriate time for eating (at least 20 minutes for student lunches, from the time seated, is recommended) and access to hand washing facilities.

The food service program will use and provide fresh fruits and vegetables instead of canned or processed products whenever possible.

Students who bring lunches from home are encouraged to make healthy choices and bring water or 100% juice instead of heavily sweetened juice and sport drinks. Purchasing milk will also be an option.

Parents who choose to send cold lunches are strongly encouraged to send low-fat, nutrient dense foods.

Low-fat, High Nutrient Lunch and Snack Recommendations

- A. Whole grain breads, wraps, pitas, bagels, crackers, muffins, granola bars or cookies
- B. Fresh Fruit and 100% fruit juices
- C. Low-fat dairy products
- D. Proteins (peanut butter, cheese, lean meats)
- E. Salads and raw vegetables with low fat dressings
- F. Dried fruits (raisins, banana chips, etc.)
- G. Dry roasted peanuts, tree nuts, soy nuts and party mix
- H. Trail mix (dried fruits and nuts)
- I. Sugar-free gelatin and low-fat pudding cups

School-Based Activities

- A. The District will create a school environment that promotes healthy food and beverage choices during the school day and at school-related functions outside the instructional day.
- B. District employees will promote the School Wellness Policy and are encouraged to serve as positive role models for students, parents, and fellow staff members.
- C. Classroom/School Activities
 - 1. At any school-sponsored function during or after the instructional day, healthy food choice options will be available. (See District Lunch and Snack Recommendations.)
 - 2. Strong consideration should be given to non-food items as part of any student incentive programs. Any food items used as incentives must meet District nutrition standards.
 - 3. For individual classroom celebrations and other events, parents and teachers will provide healthy snacks (see District Lunch and Snack Recommendations) or non-food treats (stickers, pencils, rulers, erasers, books, bookmarks, etc.)
- D. Beverages
 - 1. Vending machine sales of soda or artificially sweetened (such as; NutraSweet ®, Splenda ®, or Equal ®) drinks will not be permitted on school grounds.
 - 2. Vending machine sales of beverages, other than soda, with less than 10% fruit juice may begin at the conclusion of the instructional day.
 - 3. Non-vending machine sales of soda or artificially sweetened (such as; NutraSweet ®, Splenda ®, or Equal ®) drinks will not be permitted on school grounds both prior to the start of the school day and throughout the instructional day, but will be permitted at special school events that begin after the conclusion of the instructional day.
 - 4. Milk (skim, 1%, 2%, in plain, chocolate, and strawberry), water, and 100% juices may be sold on school grounds prior to, throughout and after the instructional day.

E. Candy

1. Candy is considered to be any food which contains empty calories, provides no nutritional value, and has sugar listed as one of the first two ingredients, including, but not limited to, brown sugar, corn sweetener, corn syrup, fructose, glucose (dextrose), high-fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar (sucrose), and syrup.
2. Vending machine sales of candy will not be permitted on school grounds.
3. Non-vending machine sales of candy will be permitted at the conclusion of the instructional day.

F. Fundraising

1. Fundraising of any type requires administrative approval and must include healthy choices.
2. Suggested fundraising sale item alternatives include, but may not be limited to, books, gift wrap, candles, plants, school promotional items, fruit, etc.

Physical Activity, Nutrition Education, and Mental Health

A. The District will increase activity and mental and physical health-related fitness knowledge in both Physical Education and in the school environment through organized curriculum.

B. Physical Activity

1. The Physical Education Program incorporates best teaching practices into class activities and modules to teach students the importance of physical activity. Students are exposed to a wide variety of activities so they can develop the knowledge and skills to be physically active for life.
2. Students receive instruction in the five health-related components of fitness (cardiovascular health, muscular endurance, muscular strength, flexibility, and body composition). Body composition instruction focuses on teaching the relationship between healthy eating and activity.

3. In grade 5, students will participate in 45-minute physical education class periods.
4. In grades K-5, classroom teachers will engage the students in fitness activities for 15 minutes twice a week. This will meet the DPI's requirement for offering a third class in physical education.
5. The District will promote healthy, activity-based wellness behaviors by promoting school and classroom activities in established programs and activities such as:
 - a. Walk to Win
 - b. Walk across America
 - c. Movin' and Munchin' Schools
 - d. Bicycle tours
 - e. Walking field trips
 - f. Pedometer step tracking
 - g. Cross curricular activities
 - h. Activate Fox Cities
 - i. Shape Up Wisconsin
6. The District will extend fitness and wellness knowledge activities beyond the school into the home and community settings. To accomplish this, the District will coordinate activities such as wellness fairs, guest speaker presentations and open houses. Information about these activities will be shared through school and classroom newsletters.

C. Nutrition Education

1. The District has a comprehensive nutrition curriculum in all grades. It has adopted state performance standards and learner objectives emphasizing good nutrition, disease prevention and healthy lifestyles. These objectives can be found within the Physical Education, Health, Guidance, and Family and Consumer Science curricula. These objectives provide students with the knowledge, attitudes, skills and behaviors for lifelong healthy eating habits and physical activity.
2. Topics covered, as part of this curriculum, include but are not limited to: eating habits, nutrients, dietary guidelines, food guide pyramid, serving sizes, labeling, weight management, eating disorders, fad dieting, food safety, food allergies, and food sensitivities.
3. The District also encourages faculty at all grade levels to incorporate nutrition education, wellness, and physical activity into other courses offered.

D. Mental Health

The District's social and emotional education and activities are guided by DPI's Wisconsin School Mental Health Framework which outlines ten foundational principles and practices:

1. Confidentiality and Mental Health Promotion Policies
 - a. State and federal statutes provide specific protections to students and parents regarding pupil records.
 - b. School policies are consistent with and promote the mental health and wellness of students and educators.
2. Continuum of Supports

Prevention through universal and early intervention supports are provided as a continuum of services to address the needs of all and minimize the severity for those with acute or persistent mental health challenges.

3. Culturally Responsive, Evidence Based Practices
The use of culturally responsive programs, practices, and procedures with the best available evidence balanced to fit to the school's population and values promotes effective school mental health supports for better student outcomes.
4. Data-Based Continuous Improvement
Schools include comprehensive school mental health strategies and reflective strategies in their school improvement plans to ensure school mental health initiatives are prioritized.
5. Integrated Leadership Teams
Schools integrate their mental health initiatives into their already successful multi-level system of supports.
6. Positive School Culture and Climate
Rather than focus on control and punishment, schools focus on creating positive classroom and school environments with social-emotional and mental health skill building using clear and consistent expectations.
7. Staff Mental Health Attitudes, Competencies, and Wellness
 - a. Adults shift their perspective to understand that attention to students' social-emotional and mental health needs is critical for their academic success.
 - b. Co-planning with students and families becomes a universal value through two-way dialogue that recognizes student and family perspectives as necessary contributions to student success.
 - c. Staff self-care is not only part of the comprehensive school health model, it is a needed ingredient to the success of students.
8. Strong Universal Implementation
Social-emotional competencies are promoted based on high standards, school-wide expectations, and teaching.

9. Systemic Professional Development and Implementation

Professional development is coordinated with school and district improvement priorities, sustained across time and initiatives, and progress in mental health topics from introductory to in-depth throughout the school year.

10. Youth-Family-School-Community Collaboration

The District and school teams engage families, community members and organizations to advance student health and learning.

Monitoring and Evaluating the Wellness Policy

- A. The District will maintain a Wellness Committee, which will monitor the implementation of the District's wellness policy, evaluate the progress of related goals, serve as a resource to school sites, plan special events and incentives, and recommend policy revisions as necessary.
 - 1. The Committee will meet at least biannually, and can include the Director of Business Services, Supervisor of Food Service, District administrators, building principals, Board of Education members, community members, dietitians, students, parents, and staff members from each school level.
 - 2. The Committee will keep the Board of Education informed about progress towards the goals outlined in the District Wellness Policy.
- B. The District website, along with other forms of communication, will be used to inform the community of the District Wellness Policy.