

Approved: 09-26-2022

Naatsis'Aan Community School 2022-2023 Wellness Policy.

Created 2021

Wellness Vision and Mission:

Vision:

Creating a Healthy and Active Lifestyle for all.

Mission:

At NCS we are committed to seeing that our students, community, and staff are provided with equal opportunity to be educated on the importance of health and overall wellness. As well as providing our students, staff, and stakeholders with opportunities to start and maintain their overall health and well-being. It is our goal to help influence healthy life choices and to create a culture of wellness throughout the Naatsis'Aan community.

❖ **Our Wellness Policy is influenced and based off of the CDC's Whole School, Whole Community, Whole Child model.**

- ❖ The education, public health, and school health sectors have each called for greater alignment that includes integration and collaboration between education leaders and health sectors to improve each child's cognitive, physical, social, and emotional development. Public health and education serve the same children, often in the same settings. The Whole School Whole Community, Whole Child (WSCC) model focuses on the child to align the common goals of both sectors to put into action a whole child approach to education.

❖ **What is the WSCC model?**

- ❖ The Whole School, Whole Community, Whole Child, or WSCC model, is CDC's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.



❖ How does the WSCC model help to improve learning and health?

The WSCC model meets the need for greater emphasis on both the psychosocial and physical environment as well as the increasing roles that the community and families play in improving childhood health behaviors and development. The WSCC model also addresses the need to engage students as active participants in their learning and health. CDC and the Association for Supervision and Curriculum (ASCD) developed the WSCC model—in collaboration with key leaders from the fields of health, public health, education, and school health—to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools.

❖ How can NCS use the WSCC model?

Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Every school has a unique set of needs. To better serve their students, NCS school leaders and staff can incorporate the WSCC model components as they see fit for students and the community.





❖ What role do families and community agencies play in the WSCC approach?

Family and community involvement in schools is important to the learning, development and health of students. When schools engage families in meaningful ways to improve student health and learning, families can support and reinforce healthy behaviors in multiple settings—at home, in school, in out-of-school programs, and in the community. With help from school leaders, community agencies and groups can collaborate with schools to provide valuable resources for student health and learning. In turn, schools, students, and their families can contribute to the community through service-learning opportunities and by sharing school facilities with community members (e.g., school-based community health centers and fitness facilities).



❖ Objectives:

- ❖ Objective 1: Health education (Page 5)
- ❖ Objective 2: Nutrition Environment and Services (Page 6)
- ❖ Objective 3: Employee Wellness (Page 7)
- ❖ Objective 4: Social and Emotional Climate (Page 8)
- ❖ Objective 5: Physical Environment (Page 9)
- ❖ Objective 6: Health Services (Page 10)
- ❖ Objective 7: Counseling, Psychological, and Social Services (Page 11)
- ❖ Objective 8: Community Involvement (Page 12)
- ❖ Objective 9: Family Engagement (Page 13)
- ❖ Objective 10: Physical Education and Physical Activity (Page 14)



Objective 1: Health Education

- ❖ Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. When provided by qualified, trained teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.
- ❖ Health education curricula and instruction should address the National Health Education Standards (NHES) and incorporate the characteristics of an effective health education curriculum. Health education, based on an assessment of student health needs and planned in collaboration with the community, ensures reinforcement of health messages that are relevant for students and meet community needs. Students might also acquire health information through education that occurs as part of a patient visit with a local health provider, through posters or public service announcements, or through conversations with family and peers.



❖ Objective 2: Nutrition Education

- ❖ The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. Students may have access to foods and beverages in a variety of venues at school including the cafeteria, schools' stores, concession stands, classroom rewards, classroom parties, school celebrations, and fundraisers.
- ❖ School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs (i.e., competitive foods) meet Smart Snacks in School nutrition standards. School nutrition professionals should meet minimum education requirements and receive annual professional development and training to ensure that they have the knowledge and skills to provide these services. All individuals in the school community support a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day.
- ❖ Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential.

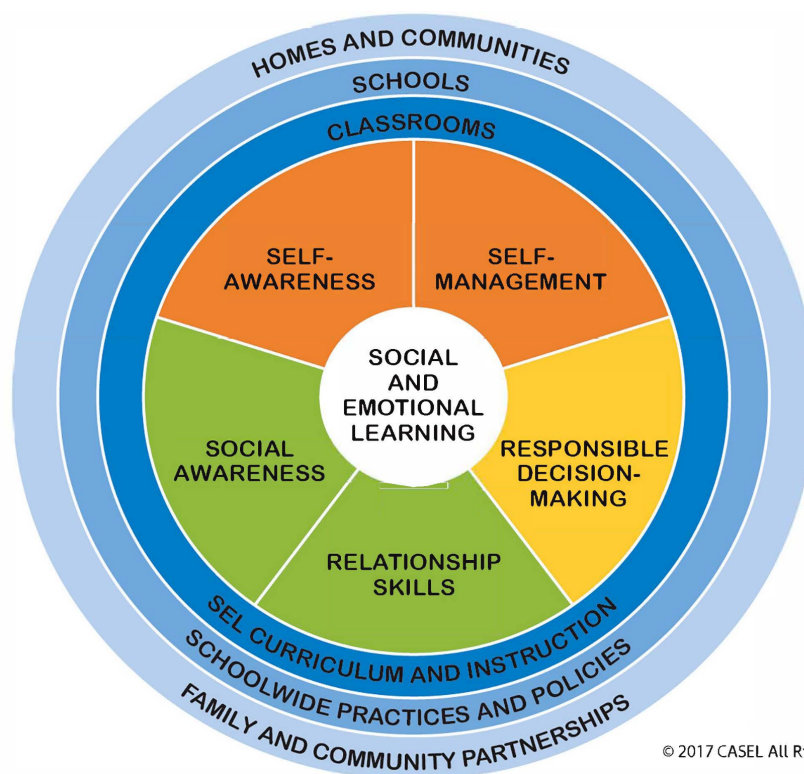


❖ Objective 3: Employee Wellness

- ❖ Schools are not only places of learning, but they are also worksites. Fostering school employees' physical and mental health protects school staff, and by doing so, helps to support students' health and academic success. Healthy school employees—including teachers, administrators, bus drivers, cafeteria and facility staff, and contractors—are more productive and less likely to be absent. They serve as powerful role models for students and may increase their attention to students' health.
- ❖ Schools can create work environments that support healthy eating, adopt active lifestyles, be tobacco free, manage stress, and avoid injury and exposure to hazards (e.g., mold, asbestos). A comprehensive school employee wellness approach is a coordinated set of programs, policies, benefits, and environmental supports designed to address multiple risk factors (e.g., lack of physical activity, tobacco use) and health conditions (e.g., diabetes, depression) to meet the health and safety needs of all employees.
- ❖ Partnerships between school districts and their health insurance providers can help offer resources, including personalized health assessments and flu vaccinations. Employee wellness programs and healthy work environments can improve a district's bottom line by decreasing employee health insurance premiums, reducing employee turnover, and cutting costs of substitutes.

❖ Objective 4: Social and Emotional Climate

- ❖ Social and Emotional Climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.



❖ Objective 5: Physical Environment

- ❖ A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff. The physical school environment encompasses the school building and its contents, the land on which the school is located, and the area surrounding it. A healthy school environment will address a school's physical condition during normal operation as well as during renovation (e.g., ventilation, moisture, temperature, noise, and natural and artificial lighting), and protect occupants from physical threats (e.g., crime, violence, traffic, and injuries) and biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).



Arizona Department of Education

Safe and Healthy Students

Educator and School Excellence Title IV-A

❖ Objective 6: Health Services

- ❖ School health services intervene with actual and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma or diabetes). In addition, wellness promotion, preventive services and staff, student and parent education complement the provision of care coordination services. These services are also designed to ensure access and/or referrals to the medical home or private healthcare provider. Health services connect school staff, students, families, community and healthcare providers to promote the health care of students and a healthy and safe school environment.
- ❖ School health services actively collaborate with school and community support services to increase the ability of students and families to adapt to health and social stressors, such as chronic health conditions or social and economic barriers to health, and to be able to manage these stressors and advocate for their own health and learning needs. Qualified professionals such as school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants and allied health personnel provide these services.



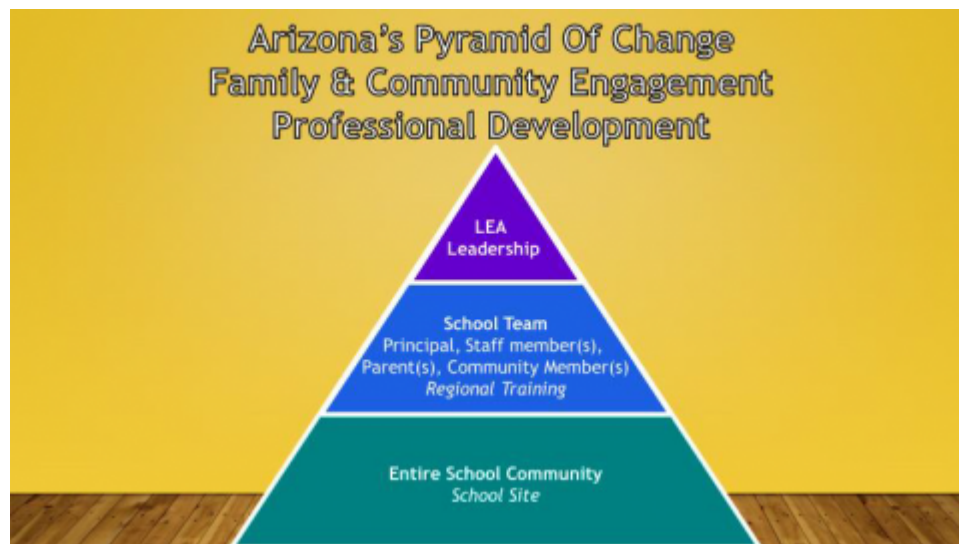


❖ **Objective 7: Counseling, Psychological, and Social Services**

- ❖ These prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process. Services include psychological, psychoeducational, and psychosocial assessments; direct and indirect interventions to address psychological, academic, and social barriers to learning, such as individual or group counseling and consultation; and referrals to school and community support services as needed.
- ❖ Additionally, systems-level assessment, prevention, intervention, and program design by school-employed mental health professionals contribute to the mental and behavioral health of students as well as to the health of the school environment. These can be done through resource identification and needs assessments, school-community-family collaboration, and ongoing participation in school safety and crisis response efforts.
- ❖ Additionally, school-employed professionals can provide skilled consultation with other school staff and community resources and community providers. School-employed mental health professionals ensure that services provided in school reinforce learning and help to align interventions provided by community providers with the school environment. Professionals such as certified school counselors, school psychologists, and school social workers provide these services.

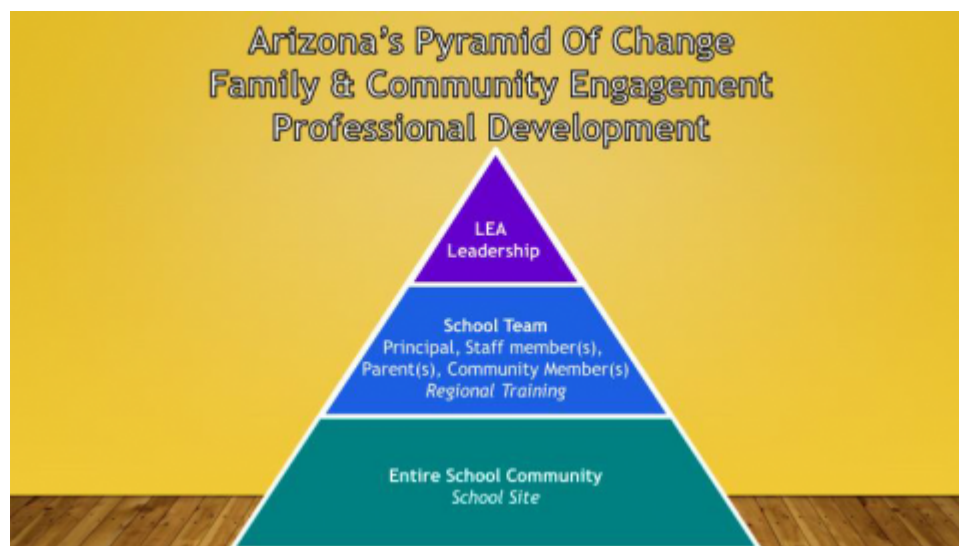
❖ Objective 8: Community Involvement

- ❖ Community groups, organizations, and local businesses create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities. The school, its students, and their families benefit when leaders and staff at the district or school solicit and coordinate information, resources, and services available from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups. Schools, students, and their families can contribute to the community through service-learning opportunities and by sharing school facilities with community members (e.g., school-based community health centers and fitness facilities)



❖ Objective 9: Family Engagement

- ❖ Families and school staff work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child's learning and development. This relationship between school staff and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Family engagement should be continuous across a child's life and requires an ongoing commitment as children mature into young adulthood.





❖ Objective 10: Physical Education and Physical Activity

- ❖ Schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A comprehensive school physical activity program (CSPAP) is the national framework for physical education and youth physical activity.
- ❖ A CSPAP reflects strong coordination across five components: physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. Physical education serves as the foundation of a CSPAP and is an academic subject characterized by a planned, sequential K-12 curriculum (course of study) that is based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.
- ❖ A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. Teachers should be certified or licensed and endorsed by the state to teach physical education.

❖ School Nutrition Policy

- **Naatsis'Aan will follow United States Department of Agriculture (USDA) National School Breakfast and Lunch Programs and Smart Snacks in Schools guidelines and will ensure that all other school-related foods sold on the physical campus meet the same criteria during regulated hours per USDA standards (midnight to 30 minutes after final school bell). Also, (District name) will annually make nutrition education information available to parents and school staff to include the latest school nutrition recommendations and guidelines and information about school grant and nutrition education training opportunities.**
- **Budget-Friendly Vending Options and New Vending Standards**
 - The new USDA Smart Snacks in Schools guidelines regulate all foods that are sold during the school day, including those that are available in vending machines. The new guidelines can be found on the USDA website.
- **Healthy Food Information for Parents**
 - USDA has many great resources for parents, including daily calorie recommendations for youth, healthy meal suggestions from home and food allergy information and resources.
- **NSBP/NSLP and Smart Snacks in Schools Guidelines**
 - The National School Breakfast and Lunch Programs, along with the Smart Snacks in Schools guidelines, have specific nutrition criteria that they must meet for all foods sold during school hours. All of the guidelines address fruits and vegetables, meat/meat alternates, grains, whole grains, milk, calories, sodium, fat content and sugars in the foods.
 - USDA Guidelines: <https://www.usda.gov/topics/food-and-nutrition>
- **Out-of-School Programs**
 - Information about new school meal regulations, healthier food option lists and ways to provide healthier foods on a budget should be made available to out-of-school programs.

- **School Celebrations, Stores and Fundraising**
 - Foods sold in schools during the school day must now meet the USDA Smart Snacks in Schools guidelines that address calories, sodium, fat, sugar and other nutritional content.
- **School Grant Programs and Nutrition Professional Staff**
 - Information about school nutrition grant programs or trainings that will be made available for school nutrition staff should be included in local wellness policies.
- **Sodium in School Foods**
 - School foods must meet sodium guidelines for meals and snacks. The Centers for Disease Control and Prevention has information about reducing sodium and can be found on the website found in the Resources section.
- **Budget-Friendly Vending Options**
 - The new USDA Smart Snacks Beverage guidelines regulate the nutrition content of beverages sold during school hours. An easy way to promote healthy beverage selection is to make healthier vending options more affordable.
- **Healthy Home Beverages**
 - Informing parents and staff about healthier options that they can bring from home may lead some to improve their drinking habits. A good resource about calorie content in frequently consumed beverages can be found on the websites in the Resources section.
- **NSBP/NSLP and Smart Snacks Beverage Guideline**
 - The National School Breakfast and Lunch Programs, along with the Smart Snacks Beverage guidelines, have specific nutrition criteria that must be met for all foods and beverages sold during school hours. All of the guidelines address fruits and vegetables, meat/meat alternates, grains, whole grains, milk, calories, sodium, fat content and sugars in the foods.
 - USDA standards can be found on the USDA website:
<https://www.usda.gov/topics/food-and-nutrition>

Naatsis'Aan will follow food/beverage advertising and marketing recommendations in line with United States Department of Agriculture (USDA) Smart Snacks in Schools guidelines on all school property during the school day and promote healthy nutrition options and healthy nutrition practices to staff, parents, and students.

- **Arizona Nutrition Network**

- The Arizona Nutrition Network (AzNN) is a program of the Arizona Department of Health Services that promotes health and nutrition to people who are participating in the Supplemental Nutrition Assistance Program (SNAP) or who are eligible to participate. They offer nutrition education through statewide campaigns in environments that include school districts. For more information or to contact them for nutrition education resources or nutrition education opportunities, check out their website listed in the Resources section.

- **Farm to School**

- More schools are offering foods to students that have been grown by local farmers. This can be a great opportunity to incorporate nutrition education and teach students about their community. Farm to School programs and grant opportunities can be found within the Resources section of this Guidebook.

- **Fruit and Vegetable Tasting**

- Schools also have the opportunity to incorporate healthy fruit and vegetable taste-testing into their daily teaching lessons. This provides students the ability to experience new foods, allows districts to involve their school nutrition professionals in teaching and promotes healthier eating. The Arizona Department of Education (ADE) offers a program called the 'Fresh Fruit and Vegetable Program' with support from USDA; this could be an opportunity for which school districts could apply

- **National School Breakfast and Lunch Program Participation**

- Getting more students to participate in the USDA National School Breakfast and Lunch Programs is beneficial to students and school districts. It is important to make sure school staff is actively promoting participation among students and parents. By having healthier options available and highlighting those options to students, parents and staff can help increase

participation. The Resources section has information to help school districts improve their nutrition offerings and Program participation

- **Parent Education**

- Letting parents know what nutrition options are available at school could help them decide what their child will eat during the school day. It also provides an opportunity to educate parents about general nutrition recommendations through classes, monthly newsletters, or website reminders.

- **Parent Participation in School Nutrition**

- Parents are important stakeholders in creating a healthy school environment. Schools can engage them through School Health Advisory Councils where parents' requests and concerns can be heard. Parents serve as a valuable resource to the school.

- **Professional Development**

- Continuing education for school nutrition staff is just as important as continuing education for teaching staff. There is a dedicated USDA website section that has annual trainings available for school nutrition professionals. This information can be found in the Resources section.

- **School Food Marketing**

- A healthy environment at school allows for better learning and healthier students. Marketing healthy foods in schools is important in shaping a healthy school environment, including foods that school staff and parents are consuming and promoting. Having school nutrition professionals provide education and promote healthier options to staff and parents can also assist in fostering a healthier school environment.

- **School Gardens**

- Having a school garden is a great way to teach students about healthy eating and also incorporate nutrition information into everyday lessons. The Arizona Department of Education (ADE) and the Arizona Department of Health Services (ADHS) offer resources to assist schools with selecting, harvesting, and utilizing foods grown in school gardens.

❖ Additional Resources :

❖ Health Education

- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>

❖ Nutrition Environment and Services

- <https://www.azed.gov/hns>
- <http://www.fns.usda.gov/>

❖ Social and Emotional Climate

- <https://www.azed.gov/SEL/sel-competencies-and-framework>

❖ Physical Environment Title IV-A

- <https://www.azed.gov/safeandhealthy>

❖ Health Services

- <https://www.azed.gov/wellness/school-nursing-and-health-services>

❖ Counseling, Psychological, and Social Services

- <https://www.azed.gov/cte/counselors>

❖ Community Involvement

- <https://www.azed.gov/titlei/familyengagement>

❖ Family Engagement

- <https://www.azed.gov/titlei/familyengagement>

❖ Physical Education, Physical Activity

- <https://www.azed.gov/standards-practices/k-12standards/standards-physical-education>