

# CHRISTINA SCHOOL DISTRICT **WELLNESS PLAN**



**STUDENT SERVICES**  
WE'VE GOT YOUR BACK!



**child** nutrition services  
of the christina school district

## **Background:**

Our nation's schools are positioned to play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition, inadequate mental health care, and physical inactivity. Children need access to nutritious foods, opportunities to be physically active, and adequate services supporting mental wellness to grow and thrive. Furthermore, these factors are essential for students to achieve their full academic potential, full mental and physical development, and lifelong health and well-being. Healthy schools that support good nutrition, physical activity, and implement a coordinated school health model are conducive to a learning environment that produces healthier students.

To recognize and formalize the role of schools in promoting student health, Congress passed Federal Public Law 108.265 Section 204 in June 2004, requiring schools participating in the National School Lunch/Breakfast Program to develop a local wellness policy to be implemented by the start of the 2006-2007 school year.

The law requires the wellness policy to include:

1. Goals for nutrition education, physical activity, and other school-based activities.
2. Nutrition guidelines for all foods sold on campus.
3. Assurance that school meals meet USDA regulations.
4. A plan for monitoring the implementation of the wellness policy.
5. Involvement of parents, students, representatives of the school food authority, the school board, school administrators, and the public.

## Nutrition Education Standards and Promotion

Action(s)	Metric(s)
<ul style="list-style-type: none"> <li>● Provide students with nutritious, well-balanced meals that comply with established <a href="#">Federal Nutrition Standards</a> for each school grade level (breakfast, snack, lunch, dinner); Provide products that limit saturated fat, sodium, and sugar content (Child Nutrition Services Department).</li> <li>● Sell food and beverages that meet <a href="#">USDA Smart Snack Standards</a> to students during the school day (i.e. midnight before to 30 minutes after the last bell). This includes a la carte, vending, snacks, the school store, and fundraising that occurs during the school day on the school campus.</li> <li>● Ensure allergy protocols are being followed by not allowing outside food, candy, or beverages from any staff member outside of the Child Nutrition Staff.</li> <li>● The Child Nutrition Department utilizes USDA computer software to ensure that all meals meet federal nutrition standards.</li> <li>● Deliver consistent messages regarding nutrition and healthy living throughout the district (schools, classrooms, cafeterias); Reinforce proper messaging from all stakeholders in the district; Promote healthy options on each tray by School cafeteria staff.</li> <li>● Reinforce the importance of nutrition by providing education or participating in health fairs, community days, and school-based requests.</li> <li>● Prohibit school-based marketing of foods that do not meet USDA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● Review Annual CSD Wellness Plan Assessment Data</li> <li>● Monitor daily menus</li> <li>● Complete nutrient analysis through online nutrition program software and provide it to the necessary staff</li> <li>● Maintain required nutrient labels for products, including child nutrition labels if applicable</li> <li>● Conduct various student satisfaction surveys throughout the year</li> <li>● Comply with Smart Snack Standards and outside food policy by monitoring and enforcing it from the school principal, wellness centers/school wellness committees, student services, and child nutrition department.</li> <li>● Comply with vending machines (snacks and beverages) being on a timer controlled for sales during the normal school hours (beginning midnight to 30 minutes after the last scheduled bell).</li> <li>● Provide daily nutrition announcements for all students to hear and participate.</li> <li>● Provide nutrition messaging in the cafeterias through a variety of media resources, including posters, bulletin boards, and serving line signs.</li> <li>● Provide education to families via weekly/monthly school newsletters and/or district communications; Provide resources in languages other than English/Spanish/Arabic as standard practice.</li> </ul>

## Health and Physical Education and Physical Activity

Action(s)	Metric(s)
<ul style="list-style-type: none"> <li>Follow National and State standards for the recommended time allocations for physical education and health education.               <ul style="list-style-type: none"> <li>Implement required hours for physical education (<a href="#">DE Reg 551</a>)</li> <li>Implement required hours for comprehensive health education, including mandatory Drug Education (<a href="#">DE Reg 551</a>)</li> </ul> </li> <li>Implement required CPR training for high school students (<a href="#">DE Reg 551</a>)</li> <li>Provide written, electronic communication about the importance of physical activity and health education.</li> <li>Encourage students to engage in at least 60 minutes of physical activity per day.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Physical Education instructional schedule</li> <li>Review Annual CSD Wellness Plan Assessment Data</li> <li>Review the Health Education instructional schedule, including the schedule for Drug Education</li> <li>Analyze teacher reports indicating the number of students who received CPR and AED training (<a href="#">DE Reg 551</a>)</li> <li>Comply with the annual fitness testing of each student in grades 4, 7, 9, and 10, using the DDOE physical fitness assessment tool and share results with parents/guardians (Focused Fitness Website)</li> <li>Gather student-reported data about physical activity</li> <li>Review results from the <i>Youth Risk Behavior Survey (YRBS)</i> (5th, 8th, 11th)</li> <li>Provide education to families via weekly/monthly school newsletters and/or district communications; Provide resources in languages other than English/Spanish/Arabic as standard practice               <ul style="list-style-type: none"> <li>Communicate community physical education opportunities (Local fitness centers that provide free summer memberships, such as Boys &amp; Girls Club, Community Athletic Leagues, YMCA student memberships)</li> </ul> </li> </ul>

## *Student Social and Emotional Wellbeing*

Action(s)	Metric(s)
<ul style="list-style-type: none"> <li>● Implement a research-based Social and Emotional Learning (SEL) curriculum (<a href="#">DE Regulation 508</a>)</li> <li>● Implement district programming for Mental Health Literacy (MHL) (<a href="#">HB 301</a>)</li> <li>● Establish a library of Mental Health Resources for students, staff, and families</li> <li>● Encourage and promote enrollment in the School-Based Health Center (SBHC), where available</li> <li>● Utilize a universal, evidence-based screener to identify students at risk for social and emotional needs and potentially in need of more support beyond tier 1 to provide intervention at the Tier 2 and/or Tier 3 levels.</li> <li>● Share Open Health Resources to the Community through collaboration (ex., Community Health Fair)</li> </ul>	<ul style="list-style-type: none"> <li>● Review Annual CSD Wellness Plan Assessment Data</li> <li>● Review MTSS Implementation Data: <ul style="list-style-type: none"> <li>○ <a href="#">Multi-Tiered Systems of Support</a> (MTSS) artifacts, such as MTSS team agendas that incorporate a review of and response to the data</li> <li>○ Universal SEB Screener Survey Completion Rates (include disaggregated analysis)</li> <li>○ Schedule of time for SEL</li> <li>○ List of schools and SEL curriculum</li> </ul> </li> <li>● Identify total student membership enrollment at School-Based Health Centers (SBHC)</li> <li>● Review school/district risk assessment data</li> <li>● Review results from the <a href="#">Youth Risk Behavior Survey (YRBS)</a> (5th, 8th, 11th)</li> <li>● Provide education to families via weekly/monthly school newsletters and/or district communications; Provide resources in languages other than English/Spanish/Arabic as standard practice</li> </ul>

## Employee Wellness

Action(s)	Metric(s)
<ul style="list-style-type: none"> <li>Support personal wellness across multiple domains of self-care (e.g., physical, emotional, social, intellectual, financial, spiritual) through promotional materials and/or the use of a free/provided technological tool.               <ul style="list-style-type: none"> <li>Communicate and provide access to disease <b>prevention</b> measures such as hand-wash signs, yearly vaccines (e.g., Flu/Covid/5-year TB screener), etc., to promote improved health and wellness</li> </ul> </li> <li>Encourage use of <a href="#">Behavioral Health/Emotional Wellbeing</a> insurance benefits on the SBO's website and use visual displays of Employee Assistance Program (EAP) vendors - description of their services, how to contact them, etc.</li> <li>Train staff routinely in CPR (Cardiopulmonary Resuscitation) (including the use of AEDs).</li> <li>Utilize Adult SEL techniques for meetings and/or presentations (e.g. Move This World); See <a href="#">CASEL SEL 3 Signature Practices</a></li> </ul>	<ul style="list-style-type: none"> <li>Review Annual CSD Wellness Plan Assessment Data</li> <li>Identify the number of staff registered with wellness applications</li> <li>Identify the number of staff who have engaged with the wellness applications at least once</li> <li>Identify a list of CPR-trained staff across the district; a representative number of staff trained at each school (5-8 staff)</li> <li>Survey those using services on effectiveness</li> <li>Identify the number of staff using the services</li> <li>Identify the number of Staff Wellness Newsletters (at least 3 times throughout the school year)</li> <li>Identify the number of vaccines administered to staff</li> <li>Review the Staff Component of the School Climate Survey</li> </ul>

## Appendix A

This section contains links to current standards, research, and guidelines, as they pertain to each area above.

### *Nutrition Education Standards and Promotion*

- <https://www.fns.usda.gov/schoolmeals>
- <https://www.fns.usda.gov/cacfp/meals-and-snacks>
- <https://www.fns.usda.gov/tn/guide-smart-snacks-school>
- [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)

### *Health and Physical Education and Physical Activity*

- [DE Reg 551](#)

### *Student Social and Emotional Wellbeing*

- [DE Regulation 508](#)
- [HB 301](#)
- [Youth Risk Behavior Survey](#)
- [Multi-Tiered Systems of Support](#)

### *Employee Wellness*

- Delaware Department of Human Resources: [Behavioral Health/Emotional Wellbeing](#)
- [CASEL SEL 3 Signature Practices](#)