

Wellness Policy

Fremont RE-1 School District (Cañon City Schools) will maintain the Regional Wellness Advisory Team (RWAT) to support wellness in our schools by representing the interests of the Whole School, Whole Community, Whole Child (WSCC) constituents in the district and community. It is comprised of community and civic leaders, parents, students, administrators, and district employees. The RWAT helps develop the wellness plans, facilitates its execution, and assures monitoring is completed. The RWAT reviews and monitors the action plans associated with this policy as well as local and statewide Healthy Kids Colorado Survey data, when available, typically completed fall semester of each odd year. The purposes of the team shall be to monitor the implementation of this policy, evaluate the district's progress on this policy's goals, serve as a resource to schools (i.e. provide lists of healthy incentives, snacks, etc.), and recommend revisions to this policy as the team deems necessary and/or appropriate. The policy is reviewed and evaluated at least every three years. The RWAT developed the policy to be in accordance with the federal reauthorization of the nutrition act (2010) now called **Healthy, Hunger-Free Kids Act** (Public Law 111-296); House Bills 11-1069 (Physical Activity law) and 07-1292 (Healthy Youth Act).

There are also designated co-leaders representing each school which comprise our School Wellness Advisory Team (SWAT). The co-leaders help to oversee their building-level School Health Team. Together with their team, they help ensure sustainability through implementation of the district policy components. They also implement best and most-promising wellness practices outlined and communicated with staff, students, and parents in the form of standards, policies, goals and objectives included in their School Health Improvement Plans (SHIPs). The work identified in the SHIPs will be designed after recorded results and change over time from the annual Smart Source evaluation tool, or the district-level recommended assessment tool that best aligns with the 10 components of the WSCC model, identifying strengths and weaknesses of health and safety policies and programs at the school.

It is the responsibility of the Cañon City Schools Superintendent to ensure this policy and its accompanying Regulations and/or Exhibits are monitored annually. To get involved, please contact Brian VanIwarden, Wellness Coordinator at brian.vaniwarden@canoncityschools.org or (719) 276-5932. For more information on our programs and the progress reports for our district and schools, please visit our website at www.fremontwellness.org.

School Wellness

The Board promotes healthy schools by supporting student wellness and social-emotional learning, including good nutrition and regular physical activity as part of the total learning environment. Schools contribute to the basic health status of students by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and educational success, as children who eat well-balanced meals and are physically active are more likely to be engaged and learn in the classroom and less likely to be absent. Cañon City Schools supports maintaining healthy bodies and nurturing healthy minds of both our staff and students.

To further the Cañon City Schools' beliefs stated above, the district adopts the following goals:

Goal #1: The district will provide a comprehensive school environment for teaching and learning by providing a variety of activities/programs, enhancing the ability of our students, staff, families, and community to develop and practice lifelong wellness behaviors.

The entire school environment, not just the classroom, will be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to comprehensive wellness, including good nutrition and regular physical activity. Such learning environments will teach students to use appropriate resources and tools to make informed and educated decisions about lifelong healthy eating habits and beneficial physical activity, in accordance with the district's academic standards for comprehensive health education and physical education.

This goal shall be accomplished with the following guidelines:

- A) The Cañon City Schools will actively promote educational opportunities focusing on staff wellness during staff work or professional learning days.
- B) The Cañon City Schools will support teachers in integrating wellness education into core curriculum areas such as math, science, social studies, and English language arts.
- C) The Cañon City Schools will actively promote positive physical and mental health choices, habits, and initiatives to students, parents, staff, and community members throughout the school year including, but not limited to, school registrations, open houses, parent-teacher meetings, and through Cañon City Schools wellness and nutrition websites.
- D) A district level suicide prevention liaison will be designated by the superintendent. The district coordinator will coordinate the implementation of a suicide prevention and intervention program (and supporting SOP) to prevent, assess the risk of, intervene in, and respond to suicide.
- E) Because students cannot learn if they do not feel safe, Cañon City Schools will establish clear and specific procedures that focus on school safety and violence prevention. There will be clear and specific procedures required to examine school threats and truancy. A model will be created for consistent use across Cañon City Schools multidisciplinary teams.
- F) When considering new playground equipment, it is recommended to select equipment that provides a high level of physical activity for students and community enjoyment (i.e. open spaces, balls, hula-hoops, organized games.)
- G) The Cañon City Schools will continually enhance the availability of health-promotion activities and incentives (i.e. guest speakers, recreational demonstrations, and walking/fitness clubs) for students, parents, staff, and the community that encourage positive wellness behaviors including, but not limited to, regular physical activity and proper nutrition.
- H) Students should receive a minimum of 30 minutes, ideally 45 minutes, of instruction every week that utilizes curriculum reinforcing skills around Social-Emotional Learning, Healthy Choices, and Growth & Development. Growth & Development will be taught during the months of January-March. If requested, parents may Opt-Out their students. At the high school level, this instruction is exclusive to the freshman class and occurs in a quarter-long required *Health and Wellness* course.
- I) Cañon City Schools Homework Policy**
 - a. Cañon City Schools values the social-emotional well-being of students, as well as the importance of family time. After school, students should have time to be kids: to play, to explore, create, discover, and participate in extracurricular activities. It is understandable that with an increase in

age come greater course loads and level of rigor. Teachers will take their individual courses and grade level(s) into consideration alongside the following guidelines when assigning homework:

b. **Elementary Homework Guidelines:**

- i. Homework should advance a spirit of learning, curiosity, and inquiry among students.
- ii. Homework should be meaningful, grade-level appropriate, and assigned with purpose. It should be related to the curriculum being taught and aligned with state standards.
- iii. Homework may be assigned that is designed to help practice (condition, train, improve) on a previously taught skill or concept. Homework will not be busy-work.
- iv. Homework may be assigned four nights per week in the elementary grades and will not be assigned on weekends or during holiday periods, except in extenuating circumstances.
- v. The actual time required to complete assignments will vary with each student's study habits and academic skills.
- vi. Homework is primarily the responsibility of the student, and as learners mature they are more able to handle the rigors of the homework load.
- vii. Additionally, parents play a supportive role in monitoring completion of assignments, encouraging students' efforts, and providing a conducive environment for learning. If a child routinely reaches a point of sincere frustration, parents are encouraged to contact the teacher for further discussion. Thereby, if parents feel their child is spending an inordinate amount of time doing homework, parents should consider contacting their child's teachers in order to gain a better overall understanding.
- viii. Extenuating circumstances may temporarily increase a student's homework load with parent and administration consent.
- ix. Homework will not be used as a punishment and/or as a behavior management tool. Loss of recess should not be used as a consequence for not completing homework.

1. **Maximum Nightly Homework Loads:**

- a. A minimum of 20 minutes nightly of free reading is always encouraged!
- b. General Guidelines *beyond nightly reading*:
 - i. **K-1:** Up to 10 additional minutes
 - ii. **Grades 2-3:** Up to 20 additional minutes
 - iii. **Grades 4-5:** Up to 30 additional minutes

c. **Secondary Homework Guidelines:**

- i. Homework should advance a spirit of learning, curiosity, and inquiry among students.
- ii. Homework should be meaningful, grade-level appropriate, and assigned with purpose. It should be related to the curriculum being taught and aligned with state standards.

- iii. Homework is the responsibility of the student, and as learners mature they are more able to handle the rigors of the homework load.
- iv. A minimum of 20 minutes nightly of free reading is always encouraged!
- v. Teachers should, at least partially, accomplish rehearsal and repetition assignments within the classroom. Homework should thereby support classroom instruction and practice.
- vi. Homework may be assigned on Fridays for secondary students. It is encouraged that homework is not assigned during holiday periods unless due to extenuating circumstances. Summer reading and pre-search assignments may be the exception to this suggestion.
- vii. Projects should be assigned with adequate time to accomplish them and provide an opportunity to teach time management skills. As a rule of thumb, if you expect a student to accomplish a project that takes 4 hours outside of class, allow 20 minutes per day (e.g., assign this project 12 days prior to its due date.) If you wish to speed up this timeframe, allow for student work during class, especially to take advantage of a Makerspace.
- viii. Trying to coordinate extracurricular time among groups of students can be overly challenging. Thereby, with group assignments, consider allowing for coordination and work time in class.
- ix. When using blended models, consider assigning no more than 10 minutes of instruction per night with the purpose of sparking intrigue, providing simple exposure, or frontloading.
- x. When using blended models, teachers should engage in dialogue with their students regarding their access to WiFi in the home before assigning homework.
- xi. *As much as* practical, teachers and students should work together in an attempt to best schedule large homework assignments, projects, and test dates with students' best interests in mind. At the secondary level, this includes adhering to a Finals schedule.
- xii. Teachers should, as much as possible, remain cognizant of students' commitments to extracurricular endeavors.

Goal # 2: In compliance with federal and state regulations, the School District will maintain standards to implement and to promote healthy eating habits and nutritional education programs that contribute to an increase in student wellness and academic performance. These standards will include foods and beverages sold and/or served outside the USDA meal programs, during regular and extended school day hours.

This goal shall be accomplished with the following guidelines:

- A) All schools will participate in the School Breakfast and/or National Lunch Program and will comply with USDA and Colorado Department of Education rules and regulations for the administration of Healthy Foods and Beverages Policies. These standards are available at <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals> and <http://www.cde.state.co.us/nutrition>.

- B) All foods and beverages sold on campus during school hours (defined as midnight to 30 minutes after dismissal bell each day) shall meet or exceed the Standards of Healthy Foods and Beverages as defined by the USDA and the Colorado Department of Education.
- C) The Cañon City Schools shall make nutritional information accessible to students, parents, staff, and the community concerning the nutritional content of all foods and beverages served as part of the USDA National School Breakfast and Lunch Programs.
- D) The Cañon City Schools will support a cafeteria environment that is conducive to a positive dining experience. This may include, but not be limited to, promoting socialization among students and adults with supervision by adults who model proper conduct, displays of student art.
- E) Students will be allowed to remain in the cafeteria for at least 20 minutes of seated time to eat their lunch meal and 10 minutes of seated time to eat their breakfast meal.
- F) Staff and parents will be encouraged to model healthy eating habits as a valuable part of daily life. To the greatest extent feasible, the marketing of food and beverage products on the exterior of vending machines and through posters, menu boards and other equipment on school campus shall meet the Smart Snacks in School nutrition standards. Marketing shall encourage participation in school meal programs.
- G) To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. The district will make drinking water available during meal periods. In addition, students will be allowed to bring and carry (approved) water bottles, filled with water only, with them throughout the school day.
- H) The Cañon City Schools will provide students, parents, and staff healthy snack ideas and other nutrition education resources on the district nutrition services website at www.ccsnutrition.org . It will be encouraged that snacks and beverages for school parties and functions before, during, and after school be purchased from the district Nutrition Services Department and meet the Smart Snacks and The Standards of Healthy Foods and Beverages as defined by the USDA and the Colorado Department of Education. Any foods or beverages sold to students on the school campus during the school day, separate and apart from the school meal program **to include fundraising**, shall follow Smart Snacks and Competitive Food Rules. Exemptions for up to 2 fundraisers a year per building may be granted with district level approval. These standards are available at <http://healthymeals.nal.usda.gov/smartsnacks>.
- I) Recess before lunch will be encouraged at all grade levels. If recess is offered before lunch, schools will have appropriate handwashing facilities and/or hand sanitizing mechanisms located just inside/outside the cafeteria and students are required to use mechanisms before eating.
- J) The Cañon City Schools shall support the Nutrition Services Manager's discretion with providing fresh produce daily for school lunch and choosing "locally grown" produce sources, whenever possible and affordable.
- K) The Cañon City Schools shall support the use of non-food items by staff as rewards for student accomplishments. If foods or beverages are used as rewards for student accomplishments, they will meet the Standards of Healthy Foods and Beverages <http://healthymeals.nal.usda.gov/smartsnacks> . The district will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages may not be withheld, forced, or modified as a form of punishment in any classroom, on school district property, or in school-sponsored activities.

- L) All Nutrition Services staff is trained in accordance with the USDA Professional Standards. These standards are available at <http://www.fns.usda.gov/sites/defaults/CN2014-0130.pdf> .
- M) Nutrition education will be in accordance with the district’s academic standards for comprehensive health education.

Goal #3: The district will provide daily opportunities to engage in physical activity before, during, and after school for students, staff, and the community.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity shall be included in a school’s daily education program from grades K-12. Physical activity should include regular instructional physical education, in accordance with the district’s and state’s content standards, and may include, but need not be limited to, exercise programs, fitness/brain boosters, recess, field trips that include physical activity, and classroom activities that include physical activity.

This goal will be further accomplished with the following guidelines:

- A) Meet requirements for physical activity at all levels within school day.
 - 1. A requirement that periods of physical activity be provided for elementary students in accordance with policy File 724: Physical Activity and consistent with requirements of state law (HB 11-1069). In accordance with HB 11-1069 Section 3(a)(I) all public elementary schools are required to provide students with a minimum of 600 minutes of physical activity per month (30 minutes per day), during the school day.
 - a. All K-12 teachers will be encouraged to incorporate physical activity (brain boosters or active movement) within each lesson. Secondary teachers are encouraged to take at least a 5-minute brain booster or incorporate active movement within each lesson throughout each class period. These physical activity breaks will complement, not substitute for, physical education class, recess, and class transition periods.
 - b. Teachers will not use recess or PE time for other non-active clubs or activities. Also, teachers will not withhold opportunities for physical activity (e.g. recess, physical education) as punishment or make-up time for other classes.
 - c. Teachers will not use physical activity as a form of discipline (punishment).
 - d. Opportunities for play or physical activity should be offered as often as possible, even as a reward in place of food.
 - e. Each school will have a plan for “inside recess” during inclement weather that promotes physical activity for students, to the extent possible.
 - f. It will be encouraged to provide field trips that include physical activity as much as possible at all grade levels.
 - 2. Physical education for grades K-12 is required to be taught by a certified/licensed teacher who is endorsed to teach physical education.
 - a. Within each physical education class, students will be involved in moderate to vigorous physical activity (MVPA) a minimum of 50% of the time.
 - b. Student to teacher ratios in physical education classes will remain the same as other classes.

- c. The Cañon City Schools comprehensive Colorado State Standards-based physical education curriculum along with the SPARK and Five for Life curricular-enhancing materials, identify the progression of skill development in grades K-12. Physical education curriculum revision will follow a formally established periodic review cycle congruent to other academic subjects.
- d. All Cañon City Schools elementary students will receive physical education for 60 or more minutes per week throughout the school year. At the middle school level, all students will receive at least one semester of physical education class each school year. Finally, at the high school level, all students will receive at least 1.0 credit of physical education classes to meet graduation requirements.
- e. A requirement that schools administer a health-related fitness assessment annually to students at various grade levels to help students determine their own level of fitness and create their own fitness goals and plans. This also includes a cognitive assessment, a student perception survey, and a behavior log. All assessments and data will be utilized and recorded in WELNET, the district-approved physical educator's tool to enhance learning.
- f. The Cañon City Schools shall provide K-12 physical educators with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers.
- g. Student involvement in other activities involving physical activity (interscholastic or intramural sports and activities) will NOT be substituted for meeting the physical education requirement.

B) Increase opportunities for physical activity outside of school time.

- 1. The Cañon City Schools will encourage students and staff to use alternative modes of transportation, such as walking and biking.
- 2. It will be encouraged that all K-12 clubs/activities (especially non-active ones) incorporate a 10-minute physical activity break per meeting or group/team gathering.
- 3. The Cañon City Schools will partner with the community for the use of its facilities to public interest groups for the purpose of physical activity within and outside the school day. (i.e. Cañon City Area Recreation & Park District)

LEGAL REFS.: Section 204 of P.L. 111-296 (Healthy, Hunger-Free Kids Act)

C.R.S. [22-32-134.5](#) (healthy beverages requirement)

C.R.S. [22-32-136](#) (policies to improve children's nutrition and wellness)

C.R.S. [22-32-136.5](#)(3)(a) and (b) (physical activity requirement)

1 CCR [301-79](#) (State Board of Education - healthy beverages rules)

CROSS REFS.: [EF](#), Food Services

[EFC](#), Free and Reduced-Price Food Services

[EFEA*](#), Nutritious Food Choices

[IA](#), Instructional Goals and Learning Objectives

[IHAE](#), Physical Education

[IHAM](#) and [IHAM-R](#), Health Education

[IHAMA](#), Teaching About Drugs, Alcohol and Tobacco

[IHAMB](#) and [IHAMB-R](#), Family Life/Sex Education

[JLJ*](#), Physical Activity

Adopted: June 12, 2006

Revised and Adopted: September 2015

Revised and Adopted: November 9, 2015

Revised and Adopted: August, 22, 2016

Revised and Adopted: June 12, 2017

Revised and Adopted: June 10, 2019