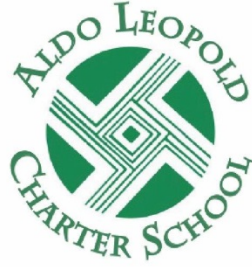


# Aldo Leopold Charter School Wellness Policy



*Adapted from the Alliance for a Healthier Generation Model Wellness Policy*

## Table of Contents

Preamble .....	2
Section 1: An Overview of the School Health Advisory Committee.....	3
Section 2: Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement.....	5
Section 3: Nutrition .....	8
Section 4: Physical Activity .....	13
Section 5: Other Activities that Promote Student Wellness .....	16

# Aldo Leopold Charter School Wellness Policy

## *Preamble*

Aldo Leopold Charter School is committed to the optimal development of every student. The school believes that for students to have the opportunity to achieve personal, academic, and social success, we need to create health-promoting learning environments in every setting throughout the school year.

Research shows that two components—**good nutrition** and **physical activity** before, during, and after the school day—are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.<sup>i,ii,iii,iv,v,vi,vii</sup> Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students.<sup>viii,ix,x</sup> In addition, students who are physically active through high-quality physical education courses, “active commuting” to and from school, recess and physical activity breaks, and extracurricular activities, do better academically.<sup>xi,xii,xiii,xiv</sup>

In addition to its commitment to healthy personal behaviors, ALCS recognizes the need to create a sustainable model for food distribution and preparation, so efforts to minimize food packaging and transport are key to creating a viable food model for our school family. In the same way, “sustainable physical activities” that build community, provide knowledge about the body in its life stages, and reify the importance of play are essential as well. In this way, we view *student health* as foundational for *community health*; one cannot exist without the other.

This policy outlines our school’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- ALCS students 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;
- our students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- our students have opportunities to be physically active before, during, and after school;
- the school family promotes healthy nutrition, physical activity, and daily habits that promote student wellness;

- school staff are themselves encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- the community is engaged in supporting the work of ALCS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- ALCS establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of our Wellness Policy and its established goals and objectives.

This policy applies to the ALCS family, including students, staff, parents, and community associates.

It is worth mentioning here that our Wellness Policy must necessarily be a “living document,” subject to revision when new research and community infrastructure (for example, a new school building, new recreational opportunities, and safer routes to school) offer opportunities for us to improve our community’s health.

Above all, this document is science-based, so that our conclusions are challenged by research conducted both within our school and in the larger world.

## **Section 1: An Overview of the School Health Advisory Committee (SHAC)**

### ***Committee Role and Membership***

ALCS will convene a representative School Health Advisory Committee (hereto referred to as SHAC) that meets at least five times per academic year to establish goals for school health and to review health and safety policies and programs, including development, implementation, and periodic review and update of our ALCS Wellness Policy.

The SHAC membership will represent both middle and high schools and include, to the extent possible: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals; school social services staff; school administrators; ALCS Governing Council members; and community members.

### ***Leadership***

The school director will convene SHAC and facilitate development of and updates to the Wellness Policy, and will ensure the middle and high school’s compliance with the policy.

Below the members of the 2017-18 SHAC are listed, along with their contact information and a brief notation of their role of their “constituency” on the committee.

<b>Name</b>	<b>Title</b>	<b>Email address</b>	<b>Role</b>
Wayne Sherwood	School Director	wsherwood@aldocs.org	Administrator
Jim McIntosh	ALCS faculty (high school)	jmcintosh@aldocs.org	Chair; RN
Mary Gruszka	Member, ALCS Governing Council	<a href="mailto:mp.gruszka@yahoo.com">mp.gruszka@yahoo.com</a> ; mgruszka@aldocs.org	Parent of ALCS alums and current senior; RN
Jamie Crockett	Licensed Midwife	<a href="mailto:jcrockett@aldocs.org">jcrockett@aldocs.org</a> ; midwifejc@gmail.com	Parent of current ALCS HS student
Dr. Joyce Troxler	Family physician	joycetroxler@gmail.com	Parent of a middle schooler
Jennifer Bjornstad	ALCS faculty	jbjornstad@aldocs.org	MS staff, parent of an ALCS alum and current sophomore
Alli Heneghan	ALCS faculty	aheneghan@aldocs.org	HS staff; GSA advisor, health teacher
Josh Stretch	ALCS community member	joshstretch@hotmail.com	Interested, involved volunteer; SAC-SHAC liaison
Kimberly Snow-Hobby	Parent	ksnow_hobby@hotmail.com	Parent of a HS student
Heidi Jaramillo	LPN	hjaramillo@aldocs.org	EA on staff

Colleen Woodruff	Parent	colleenawoodruff@gmail.com	Parent of a HS student
Indigo Crockett	Student Council representative	Indigo.crockett@aldostudents.org	Current ALCS HS student
Amy Skiles	Parent; care center administrator	Amy.Skiles@gmail.com	Parent of ALCS MS student
John Skiles	Parent; care center food supervisor	John Skiles01@gmail.com	Parent of ALCS MS student
Rachel Bighley	Parent	rachelbighley@yahoo.com	Parent of ALCS HS student

The school director will designate a SHAC chair, who will endeavor to ensure compliance with the Wellness Policy.

**Section 2: Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

***Implementation Plan***

ALCS has developed and will maintain a plan to manage and coordinate the execution of our Wellness Policy.

This Wellness Policy and SHAC progress reports can be found at [www.aldocs.org](http://www.aldocs.org).

***Recordkeeping***

ALCS will retain records of compliance with the Wellness Policy in the director’s office. Documentation maintained in this location will include but will not be limited to:

- the written Wellness Policy;
- documentation demonstrating compliance with community involvement requirements, including (1) efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) these groups’ participation in the periodic review and update of the wellness policy;
- documentation of annual SHAC progress reports;

- documentation of the triennial assessment of the Wellness Policy;
- documentation demonstrating compliance with public notification requirements, including: (1) methods by which the Wellness Policy, annual progress reports, and triennial assessments are made available to the public; and (2) efforts to actively notify families about the availability of the Wellness Policy.

### ***Annual Progress Reports***

ALCS will compile and publish an annual report to share basic information about the Wellness Policy and to report on the progress of the school in meeting wellness goals. This annual report will be published during the summer. This report will include, but is not limited to:

- the website address for the Wellness Policy and how the public can access a copy of the policy;
- a description of the school's progress in meeting Wellness Policy goals;
- a summary of the school's events or activities related to Wellness Policy goals and prescriptions;
- the name, position, title, and contact information of the designated SHAC members; and
- information on how individuals and the public can get involved with SHAC.

The annual report will be made available online in English; members of the school family for whom English is not a primary language may request assistance in translating the policy by contacting the school at 575.538.2547.

ALCS will actively notify members of the school family regarding the availability of the annual report.

For each of the content-specific components listed in Sections 3-5 of this policy, SHAC will establish and monitor goals for ALCS that are specific and appropriate for both middle and high school.

- When feasible, SHAC will track, analyze, and report on any correlations between improvements in health-promoting environments with educational outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, BMI, or psycho-social measures such as self-reported "connectedness," health measures such as consumption of whole grains, fruits, or vegetables through the Lunch Bunch program, or other school-climate measures. ALCS will endeavor to collaborate with local research institutions and universities in their collection and assessment of data.
- In addition, ALCS will—when feasible—track and annually report other related information, such as findings from food safety inspections, aggregate participation in

school meals programs, income reported from competitive food sales, fundraising revenues, and other such information.

### ***Triennial Progress Assessments***

At least once every three years, ALCS will evaluate compliance with the Wellness Policy to assess its pertinence and effectiveness; in particular, it will examine:

- the extent to which the ALCS family is in compliance with the Wellness Policy;
- the extent to which ALCS's Wellness Policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- progress made in attaining the goals of the Wellness Policy.

The SHAC chair will be responsible for managing the triennial assessment.

SHAC will monitor the school's compliance with this wellness policy.

In addition, the committee will actively notify the school family regarding the availability of the triennial progress report.

### ***Revising and Updating the Policy***

SHAC will update or modify the Wellness Policy based on the results of the annual progress reports and triennial assessments, as school priorities change and as community needs change; as new health science and technology emerge; and as new federal or state guidance or standards are issued. It may be that, as the school meets its wellness goals, SHAC may set more ambitious goals.

### ***Community Involvement, Outreach, and Communications***

ALCS is committed to being responsive to community input, which begins with awareness of the Wellness Policy. ALCS will actively communicate ways in which representatives of SHAC and others can participate in the periodic review and update of the Wellness Policy through a variety of appropriate means. ALCS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. Using a communications style that is culturally and linguistically appropriate to the community, ALCS will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, and information mailings to parents, to ensure that all families are actively notified of the content of and updates to the Wellness Policy, as well as how to get involved and support the policy. The version of the Wellness Policy available to the public at the school website will be updated annually, at a minimum.

## Section 3: Nutrition

### *School Meals*

ALCS is committed to serving healthy meals to our students and staff, with plenty of fruits, vegetables, and whole grains; food served will be moderate in sodium, low in saturated fat, low in refined sugar, and offer zero grams of *trans* fat per serving (per nutrition label or manufacturer's specification) and will meet the nutrition needs of school children within their calorie requirements. The school meal program aims to improve the diet and health of students and staff, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

ALCS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP). ALCS is committed to offering school meals through the NSLP that:

- are accessible to all students;
- are appealing and attractive to students and staff;
- are served in clean and pleasant settings;
- meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations;
- promote healthy food and beverage choices using at least five of the following Smarter Lunchroom techniques:
  - whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans);
  - sliced or cut fruit is available daily;
  - daily fruit options are displayed in a location in the line of sight and reach of students;
  - all staff and parent volunteer servers have been trained to politely prompt students to select and consume the daily vegetable options with their meal;
  - student surveys and taste-testing opportunities are used to inform menu development, dining space decor, and promotional ideas;
  - student artwork is displayed in the service and dining areas; and
  - daily announcements are used to promote and market menu options.

In addition, menus will be posted in the school newsletter and by the school kitchen; when cost-effective, school meals will be reviewed by a Registered Dietitian or other certified nutrition professional. The Lunch Bunch program will make reasonable efforts to accommodate students and staff with special dietary needs and predilections, including those who are vegetarians or vegans.

Other guiding principles for the ALCS nutrition program include the following:

- Students will be allowed at least 30 minutes to eat lunch, counting from the time they have received their meal.



- Students are served lunch at a reasonable and appropriate time of day.
- In the middle school, lunch will follow a period of activity to better support learning and healthy eating.
- Participation in federal child-nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- ALCS will implement the following Farm to School activities:
  - locally grown products are incorporated into the school meal program;
  - messages about agriculture and nutrition are reinforced throughout the learning environment;
  - ALCS maintains a school garden onsite;
  - the school hosts field trips to local farms; and
  - ALCS utilizes promotions or special events, such as tastings, that highlight locally grown products.

### ***Water***

In order to promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. In addition, students will be allowed to bring and carry water bottles (filled with water only) with them throughout the day. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards.

### ***Competitive Foods and Beverages***

ALCS is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. At a minimum, Lunch Bunch choices will meet the USDA Smart Snacks in School nutrition standards. Smart Snacks standards aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

### ***Celebrations and Rewards***

All foods offered at school will meet or exceed the USDA Smart Snacks in School nutrition standards, including food provided through:

1. *celebrations and parties*. ALCS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas;
2. *classroom snacks brought by parents*. ALCS will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. *rewards and incentives*. ALCS will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a

reward or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. ALCS will make available to parents and teachers a list of healthy fundraising ideas.

- ALCS should consider implementing a program that will use only non-food fundraisers and encourage fundraising events promoting physical activity (such as walk-a-thons, Jump Rope for Heart, and fun runs).
- Any food-related fundraising will sell only foods and beverages that meet or exceed the Smart Snacks nutrition standards.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school building. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, parents, students, and the community.

ALCS will promote healthy food and beverage choices for all our students, as well as encourage participation in the Lunch Bunch school meal program. This promotion will occur through:

- implementing evidence-based healthy food promotion techniques using Smarter Lunchroom techniques; and
- promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

### ***Nutrition Education***

ALCS aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- is designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of not only health education classes but is also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- emphasizes caloric balance between food intake and energy expenditure (through physical activity);
- links with Lunch Bunch nutrition promotion activities, school gardens, Farm-to-School programs, other food programs, and nutrition-related community services;
- teaches media literacy with an emphasis on food and beverage marketing; and
- includes nutrition education training for school staff.

In the middle school and high school, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards. Health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health-education curricula.

### ***Essential Healthy Eating Topics in Health Education***

ALCS will include in its health-education curriculum the following essential topics on healthy eating:

- exploring the relationship between healthy eating and personal health and disease prevention;
- obtaining food guidance from MyPlate;
- reading and using USDA food labels;
- eating a variety of foods every day;
- balancing food intake and physical activity;
- eating more fruits, vegetables, and whole-grain products;
- choosing foods that are low in fat (especially saturated fat) and cholesterol and that do not contain *trans* fat;
- choosing foods and beverages with little added sugar;
- eating more calcium-rich foods;
- preparing healthy meals and snacks;
- understanding the risks of unhealthy weight-control practices;
- accepting body-size differences;
- assuring food safety;
- understanding the importance of water consumption;
- understanding the importance of eating breakfast;

- making healthy choices when eating at restaurants;
- understanding eating disorders;
- reviewing “Dietary Guidelines for Americans”;
- reducing sodium intake;
- exploring social influences on healthy eating, including media, family, peers, and culture;
- learning how to find valid information or services related to nutrition and dietary behavior;
- developing a plan for and tracking progress toward a personal goal to eat healthfully;
- resisting peer pressure related to unhealthy dietary behavior; and
- influencing, supporting, or advocating for others’ healthy dietary behavior.

### ***Food and Beverage Marketing in Schools***

ALCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. The school strives to teach students how to make informed choices about nutrition, health, and physical activity. Knowing that these efforts will very likely be weakened if students are subjected to advertising at school that contains messages inconsistent with the health information that the school imparts, the school will make every effort to keep food advertising out of our building. In rare instances when flyers for community events that include promotions for food sales are permitted in the building, only those foods and beverages consistent with the Wellness Policy can be advertised.

Any foods and beverages marketed or promoted to students on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- displays, such as on vending machine exteriors;
- corporate brand, logo, name, or trademark on school equipment or on the school website or newsletter;
- corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food-service equipment, as well as on posters, book covers, pupil assignment books, school uniforms, or school supplies;
- free product samples, taste tests, or coupons for a product, or free samples displaying advertising of a product.

## **Section 4: Physical Activity**

ALCS staff believe that children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical-activity program that includes physical education classes, backpacking trips, community orientation activities, YCC crew labor, recess (for middle schoolers), walking and bicycling to school, other classroom-based physical activity, and extracurricular activities. ALCS is committed to providing and encouraging these opportunities, keeping in mind that varied physical opportunities are an addition to and not merely a substitute for physical education class time. Staff have been investigating the *Let's Move!* Active Schools program ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully incorporate these many forms of physical activities into students' daily lives.

ALCS stands by the common-sense policy of all viable wellness policies: Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason. (At the same time, students who play for interscholastic sports teams may be placed on probation as a result of academic performance or other behavior, thereby limiting their ability to participate in organized league competition; we will encourage students on such probation to continue pursuing physical activity until their probation is terminated.) To support the aforementioned policy, ALCS will provide school staff with a list of ideas for alternative ways to provide appropriate consequences students.

To the extent practicable, ALCS will ensure that its grounds and facilities are safe and that equipment is available to students and staff to provide opportunities for them to remain active. School personnel will conduct necessary inspections and repairs to all equipment. In addition, staff will inventory physical-activity equipment and supplies and, when necessary, work with community partners to provide sufficient and varied equipment.

### ***Physical Education***

ALCS will provide students with physical education, using an age-appropriate, sequential physical-education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health-education concepts into their daily lives.

All students will be provided equal opportunity to participate in physical education classes. ALCS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All students in grade 6 will receive physical education for at least 60-89 minutes per week throughout the school year. Students in grades 7 and 8 are required to take the equivalent of one academic year of physical education during each of their years at ALMS. Students in grades 9 and 10 are required to take the equivalent of one semester of physical education during their freshman or sophomore years at ALHS; likewise, students in grades 11 and 12 are required to take the equivalent of one semester of physical education during their junior or senior years.

The ALCS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student. The staff is committed to keeping students moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

### ***Essential Physical Activity Topics in Health Education***

ALCS will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness—that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session—that is, warm-up, workout, and cool-down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety; for example, avoiding heat stroke, hypothermia, and sunburn while being physically active

- Determining healthy training parameters with regards to frequency, intensity, length, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before- and After-School Activities***

ALCS offers opportunities for students to participate in physical activity before and after the school day through a variety of methods. ALCS will encourage students to be physically active before and after school by encouraging students to participate in organized middle- and high-school sports leagues, providing play equipment (basketballs, kickballs, and other athletic gear) for play before and after school, and by sponsoring extracurricular events that offer physical activity.

### ***“Active Commuting”***

ALCS supports active commuting to and from school, such as walking, biking, or skateboarding. In its new setting in Fall 2018, the school will encourage this behavior by engaging in *six or more* of the activities listed below, including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week and National Walk and Bike to School Week

- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, and the local newspaper
- Crosswalks on streets leading to schools
- Use of “walking school buses”
- Documentation of number of children walking and biking to and from school
- Creation and distribution of maps of the school neighborhood (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **Section 5: Other Activities that Promote Student Wellness**

ALCS will integrate wellness activities across the entire school setting, coordinating and integrating initiatives related to physical activity, physical education, nutrition, and other wellness components so that all efforts work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. In consultation with one another, classroom teachers are encouraged to coordinate content across curricular areas in order to promote student health (for example, teaching nutrition concepts in mathematics class).

Consistent with the principles of our wellness policy, ALCS will strive to obtain federal, state, or association recognition for its efforts to promote healthy lifestyles, seeking grants and other funding opportunities to make our school environment healthier.

All school-sponsored events will adhere to our Wellness Policy. All school-sponsored wellness events will include physical activity opportunities.

### ***Community Partnerships***

ALCS will cultivate and enhance its relationships with community partners (i.e. hospitals, colleges, local businesses, and local government agencies) to support our Wellness Policy. Existing and new community partnerships and sponsorships will be evaluated annually to ensure that they are consistent with the Wellness Policy and its goals.



### ***Community Health Promotion and Engagement***

Throughout the school year, ALCS will promote to parents and caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity. Families will be informed and invited to participate in school-sponsored activities and will receive information about health-promotion efforts.

### ***Staff Wellness and Health Promotion***

Staff meetings and school gatherings will follow a “healthy meeting policy” for all school events that offer food options, offering attendees a variety of choices and selections of healthy foods for a variety of dietary needs.

### ***Professional Learning***

When feasible, ALCS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help ALCS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school improvement programs.

Staff meetings and school gatherings will follow a “healthy meeting policy” for all school events that offer food options, offering attendees a variety of choices and selections of healthy foods for a variety of dietary needs.

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When feasible, ALCS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help ALCS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school improvement programs.

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