

Grow Public Schools Wellness Policy



Table of Contents

Mission.....	2
Preamble.....	2
School Wellness Committee.....	3
Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement.....	4
Nutrition.....	6
Physical Activity.....	10
Other Activities that Promote Student Wellness.....	13
Glossary.....	14
Appendix A: School Level Contacts.....	14

Grow Public Schools Wellness Policy

Mission

The educational mission at Grow Public Schools includes a commitment to improve the health and wellness of the entire community by teaching students and their families' ways to establish and maintain life-long nutritious eating habits. This mission shall be accomplished through nutrition education, garden experiences, the selection and preparation of food served at Grow Public Schools and academic content in both the classroom and Edible Schoolyard garden and kitchen programs.

Preamble

Grow Public Schools (herein referred to as GPS) is committed to the optimal development of every student. GPS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, 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.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

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

- Students at GPS have access to fresh 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;
- Students receive quality hands on edible education classes and nutrition education that helps them develop lifelong nutritious eating behaviors in the Grow Academy Edible School Yard and in the classroom;
- Students have opportunities to be physically active before, during, and after school;
- The schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are 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 GPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- GPS establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

I. School Wellness Committee

Committee Role and Membership

GPS will convene a representative school wellness committee (herein referred to as the SWC) that meets at least four (4) times per year. The purpose of the SWC is to establish goals for, and oversee school health and safety policies and programs, including the development, implementation, and periodic review and update of this local school wellness policy (herein referred to as LSWP).

The SWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: Nutrition Representatives, Administrative Representatives, Physical Education Representatives, Parent Representatives, Teaching Representatives, Edible School Yard Representatives, Special Education Representatives and Health Services Representatives. To the extent possible, the SWC will include representatives from each school category and reflect the diversity of the community.

In addition to the School Wellness Committee, GPS will establish a Health and Wellness Task Force. The purpose of this taskforce is to develop, implement, and evaluate quality control practices and standards that help to enhance the integrity of the overall nutrition programs provided by Grow Academy Arvin and Grow Academy Shafter. The Health and Wellness Task Force will consist of representatives of the School Wellness Committees for Grow Academy Arvin and Grow Academy Shafter. This Health and Wellness Task Force may also serve as the SWC leadership team on an ad-hoc basis.

Leadership

The Wellness Policy Coordinators, with the support of the SWC leadership team, will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure GPS's compliance with the policy.

The names, titles, contact information, and roles of the committee are:

Name	Position	E-Mail	Committee Title
Lisa Fenton	Executive Chef	lfenton@growpublicschools.org	Coordinator
Sarah Vasquez	Assistant Principal	svasquez@growpublicschools.org	Administration Representative
Javier Devora	PE Teacher	jdevora@growpublicschools.org	PE Representative
Julia Turner	4 th Grade Teacher	jturner@growpublicschools.org	K-5 Representative
Jesus Calderon	Lead ESY Teacher	jcalderon@growpublicschools.org	Nutrition Education Representative
Karmen Molina	Nurse	Kmolina@growpublicschools.org	Health Services Representative
Maria Moreno	Parent	mmoreno@growpublicschools.org	SPGA/ Parent Representative
Jerry Fox	Executive Chef	jfox@growpublicschools.org	Coordinator
Lacie Harris	Principal	lharris@growpublicschools.org	Administration Representative

Wendy Elmore	SPED Coordinator	welmore@growpublicschools.org	SPED Representative
Josh Western	PE Teacher	jwestern@growpublicschools.org	PE Representative
Alicia Mendez	Instructional Coach	amendez@growpublicschools.org	K-5 Representative
Pricila Hernandez	ESY Teacher	phernandez@growpublicschools.org	Nutrition Education Representative
Bonnie Ramos	Nurse	bramos@growpublicschools.org	Health Services Representative
Toni Frantz	Parent	tonifrantz@gmail.com	POGA/ Parent Representative

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

GPS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. The SWC will perform school level assessments that will be used to help create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports will be posted on the GPS website.

Recordkeeping

GPS will retain records to document compliance with the requirements of the wellness policy in the GPS Café Office and on the GPS Café office computer. 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 SWC membership from the required stakeholder groups; and (2) The SWC's participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for GPS; and
- Documentation of the triennial assessment* of the policy for GPS;
- 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 wellness policy.

Annual Progress Reports

GPS will compile and publish an annual report to share basic information about the wellness policy and report on the progress of meeting the wellness goals. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of GPS's progress in meeting the wellness policy goals;
- A summary of GPS's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated Wellness Policy Coordinator identified in Section I; and
- Information on how individuals and the public can get involved with the SWC.

The annual report will be available in pdf format on the GPS website and print upon request. GPS will actively notify households/families of the availability of the annual report. The SWC leadership team will establish and monitor goals and objectives for GPS, specific and appropriate for each instructional unit (elementary and middle school), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, GPS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which GPS is in compliance with the wellness policy;
- The extent to which GPS's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of GPS's wellness policy.

The staff responsible for managing the triennial assessment and contact information are: Jerry Fox, Executive Chef/Food Service Director, jfox@growpublicschools.org, and Lisa Fenton, Executive Chef/Coordinator, lfenton@growpublicschools.org.

The SWC leadership team will monitor the schools' compliance with this wellness policy.

GPS will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as GPS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach, and Communications

GPS is committed to being responsive to community input, which begins with awareness of the wellness policy. The Charter will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. GPS 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. GPS will use electronic mechanisms, such as email, displaying notices on the Charter website, or phone dialers as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending

information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. GPS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that GPS is communicating other important school information with parents.

GPS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. GPS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

GPS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, 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.

GPS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). GPS also operates an additional nutrition-related program and activities including SNP Meal Supplements (After School Snack). GPS is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (GPS offers reimbursable school meals that meet USDA nutrition standards.)
- Ensure maximum participation in the school meal program;
- Allow for more flexible food selection by focusing on nutrient based menu planning;
- School meals are administered by a team of child nutrition professionals;
- Ensure that teachers and all staff helping in the administration of the SBP have been given the resources and support to be models of healthy living and partners in our effort;
- Are served in a pleasant environment with sufficient time for eating while fostering good manners and respect for fellow students
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- The GPS nutrition program will accommodate students with documented special dietary needs;
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available at GPS
- Maximize the reduction of waste by recycling, reusing, composting, and purchasing recycled products;
- GPS will implement the following Farm to School activities:
- Local and/or regional products are incorporated and given priority when purchasing for the GPS Café;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- GPS hosts a school garden as part of our Edible SchoolYard program
- GPS utilizes promotions or special events, such as tasting GPS, that highlight local/regional products, along with those harvested from the Edible SchoolYard garden.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. This school's nutrition personnel will refer to the USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout the school campus* ("school campus" and "school day" are defined in the glossary). GPS will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day. Water cups will be available for use of the hydration station in the GPS Café during meal service times. All water sources and containers will be maintained by the GPS facilities manager on a regular basis to ensure fountains, water, hydration stations, and other methods for delivering drinking water are in safe working condition.

Competitive Foods and Beverages

GPS does not have competitive foods and beverage available for purchase during the school day* or extended school day* on the school campus*. All snacks provided during the school day meet or exceed the USDA Smart Snacks in School Nutrition Standards. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

To support fresh food choices and improve student health and well-being, no foods or beverages will be sold to students and GPS does not offer the following options: a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and state nutrition standards, including through:

1. Celebrations and parties. The GPS Café will provide Birthday Celebrations for all students whose birthday falls within the current month. Outside treats will not be permitted on the school campus.
2. Classroom snacks brought by parents. GPS will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards that will only be allowed during pre-approved school celebrations (i.e.: Halloween and Valentine's Day); and
3. Rewards and incentives. GPS 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 may not be used for fundraising during the school day. GPS fundraisers outside school hours are strongly encouraged to avoid food related fundraisers, and encouraged to promote physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.). Fundraising outside of school hours must follow the USDA Smart Snacks in Schools AND the NSLP and SBP nutrition standards and must be pre-approved by the SWC and GPS Principal.

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 schools, classrooms, PE classes, Edible School Yard classes, and cafeteria. 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 and teachers, parents, students, and the community.

GPS will promote fresh food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based fresh food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards when applicable.

Nutrition Education

GPS aims to teach, model, encourage, and support healthy eating by students. GPS 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 also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and fresh food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff;
- In elementary schools, 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.

Essential Healthy Eating Topics in Health Education

GPS will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grains
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat

- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

GPS will consult the materials provided by USDA's Team Nutrition which provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more while working to further implement these topics.

Food and Beverage Marketing in Schools

GPS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. GPS strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the Charter is imparting through nutrition education and health promotion efforts. It is the intent of GPS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy.

Foods and beverages will not be marketed or promoted to students on the school campus* during the school day* and any food or beverage items pre-approved for fundraising by the SWC and Principal for sale outside school hours must meet or exceed the USDA Smart Snacks in School nutrition standards and state nutrition standards.

Food advertising and marketing is defined¹⁵ as any oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, 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, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required;

however, Charter will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)

- 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, or school supplies displayed, distributed, offered, or sold by the Charter .
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

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 (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). GPS will participate in Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

To the extent practicable, GPS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. GPS will conduct necessary inspections and repairs.

Physical Education

GPS 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 (discussed in the "Essential Physical Activity Topics in Health Education" subsection).

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

All GPS elementary and upper students in each grade will receive physical education for at least 80 – 110 minutes per week throughout the school year.

All GPS middle school students in each grade will receive physical education for at least 150 – 225 minutes per week throughout the school year.

The GPS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the FITNESSGRAM) and will use criterion-based (Healthy Fitness Zone [HFZ]) reporting for each student.

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

All physical education teachers at GPS will be required to participate in at least once a year professional development in education.

All physical education classes in GPS are taught by licensed teachers who are certified or endorsed to teach physical education.

Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

The Charter 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
- 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
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- FITT principles - frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- How to influence, support, or advocate for others to engage in physical activity

Recess (Elementary)

GPS will offer at least 20 minutes of recess on all or most days during the school year.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that GPS must conduct indoor recess, teachers and staff will follow the indoor recess guidelines (provided to all GPS teachers and staff) that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

GPS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. GPS recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

GPS will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation.

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.

GPS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

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

Before and After School Activities

GPS offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. GPS will encourage students to be physically active before and after school by:

- Physical activity during after school program
- Before school programs
- Teaching of games and opportunities available for students outside of school.

Active Transport

GPS will support active transport to and from school, such as walking or biking. GPS will encourage this behavior by engaging in the activities below; including but not limited to:

- Secure storage facilities for bicycles and helmets (e.g., bike racks, skateboard racks, etc.)
- Instruction on walking/bicycling safety provided to students
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school

V. Other Activities that Promote Student Wellness

GPS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. GPS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

GPS teachers and staff are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by the school's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities when possible.

Community Partnerships

GPS will continue to enhance and foster relationships with community partners (i.e. hospitals, universities/colleges, local businesses, local farmers etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

GPS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. This even can include, but are not limited to:

- GPS Parent Academy
- ESY and GPS Café hands on parent cooking classes
- School hosted farmer's markets and ESY seasonal markets
- School hosted wellness fairs

As described in the "Community Involvement, Outreach, and Communications" subsection, GPS will use electronic mechanisms (such as email or displaying notices on the Charter website), as well as non electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the Charter will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies GPS will use, as well as specific actions staff members can take, include the free meal in the GPS café offered to all credentialed teachers, discounted gym memberships, school sponsored wellness fairs, etc. GPS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

The Charter will use a healthy meeting policy for all events with available food options, created by the SWC that optimizes fresh food options with a variety of choices and selections of healthy foods for a variety of dietary needs.

Professional Learning

When feasible, GPS 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 Charter staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing Charter reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and after school activities that include clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Appendix A: School Level Contacts

Grow Academy Arvin

Name	Title	Email Address	Role
Jenny Bard	Principal	jbard@growpublicschools.org	Principal
Lisa Fenton	Executive Chef	lfenton@growpublicschools.org	Wellness Committee Coordinator
Javier Devora	PE Teacher	jdevora@growpublicschools.org	PE Representative
Jesus Calderon	ESY Teacher	jcalderon@growpublicschools.org	Nutrition Education Representative

Grow Academy Shafter

Name	Title	Email Address	Role
Lacie Harris	Principal	lharris@growpublicschools.org	Principal
Jerry Fox	Executive Chef	jfox@growpublicschools.org	Wellness Committee Coordinator
Josh Western	PE Teacher	jwestern@growpublicschools.org	PE Representative
Pricila Hernandez	ESY Teacher	phernandez@growpublicschools.org	Nutrition Education Representative

Non-Discrimination Statement

- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36. ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.
- ⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213. ⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.
- ¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.
- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GPS: US Department of Health and Human Services, 2010.
- ¹² Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*.