Colonial SCHOOL DISTRICT

318 East Basin Road • New Castle, De 19720
colonialschooldistrict.org

The Power of WE
Where Access Meets Opportunity

Colonial School District Wellness Plan

August 2026

WHY WELLNESS MATTERS

Student wellness and academic success are deeply connected. Students thrive when learning environments support their physical, social, emotional, behavioral, and mental well-being. Colonial School District seeks to remove barriers to learning and strengthen student engagement by creating healthy, safe, and supportive schools.

POLICY AND FEDERAL FOUNDATION

The Colonial School District Wellness Policy establishes the District's commitment to promoting student health, wellness, and academic success. This Wellness Plan provides the framework for implementing, communicating, monitoring, and evaluating that commitment.

The plan meets the requirements of Public Law 108-265, Section 204, for school districts participating in federal child nutrition programs.



WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

Colonial uses the Whole School, Whole Community, Whole Child (WSCC) model to move beyond minimum federal requirements and support the whole child. The model guides coordination among schools, district divisions, families, and community partners to align policies, practices, programs, and resources supporting student and staff well-being.

CONNECTION TO THE DISTRICT STRATEGIC PLAN

The Wellness Plan advances the Wellness focus area of the District Strategic Plan by translating priorities for student wellness, employee well-being, and family partnerships into coordinated goals and actions. Together, the plans support the conditions students, staff, and families need to thrive.

VISION | Students feel healthy, safe, supported, and engaged so they can thrive.

HEALTH EDUCATION

(Including Nutrition Education)

Students who receive comprehensive health education make safer, more informed, less destructive choices. They eat and sleep better and stay more physically active. They are better communicators and have stronger self-esteem. (Action for Healthy Kids)

<table>
<tr><th>Goal</th><th>Action Steps</th></tr>
<tr><td>Goal 1: All schools will provide the amount and type of health education required by the State Board of Education

• K-12 Comprehensive Health Education
• Erin's Law
• Consent Education
• Mental Health Literacy</td><td>Compliance with the state standards for health education will be overseen at the district level by the administrator of the unified arts

<table>
<tr><th>Subject/ Grade Level</th><th>K-4</th><th>5-6</th><th>7-8</th><th>9-12</th></tr>
<tr><td>Total Health Education Hours</td><td>30 hours/ grade that includes:
• Nutrition Education (4.5 hours/grade)
• Drug and Alcohol Education (10 hours/grade)
• Personal Body Safety (from the approved list of programs) for each grade
• Mental Health Literacy (from an approved list of programs) for each grade</td><td>35 hours/ grade that includes:
• Nutrition Education (4.5 hours/grade)
• Drug and Alcohol Education (15 hours/grade)
• Personal Body Safety (from the approved list of programs) for each grade
• Mental Health Literacy (from an approved list of programs) for each grade</td><td>60 hours total that includes:
• Nutrition Education (4.5 hours/grade)
• Drug and Alcohol Education (15 hours/grade)
• Personal Body Safety (from the approved list of programs) for each grade
• Consent Education (from the approved list of programs) for each grade
• Mental Health Literacy (from an approved list of programs) for each grade</td><td>0.5 Credits* that includes:
• Nutrition Education (4.5 hours)
• CPR (2 hours)
• Drug and Alcohol Education (15 hours/grade)
• Personal Body Safety (from the approved list of programs)
• Consent Education (from the approved list of programs)
• Mental Health Literacy (from an approved list of programs)</td></tr>
</table>
</td></tr>
<tr><td>Goal 2: All Colonial schools will provide age-appropriate, evidence-based nutrition education</td><td>• PE and Health educators will utilize the district-provided nutrition materials and resources for grades K-12 to deliver key health messages to students during required health education hours. The chosen curricula will be evidenced-based, and include both functional knowledge of nutrition as well as skills-based lessons on healthy eating.
• Nutrition and health education will be taught by physical education and health instructors who are licensed, certified, or have a degree in health education or a related health field.</td></tr>
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curricula during PE/Health class and assess knowledge gained by way of written testing and/or opportunity to exercise new skills	● All students will be assessed in health and nutrition education and the results will be reported on student report cards every term that health education is required or as part of another discipline.

NUTRITION PROMOTION

Healthy children learn better. People with adequate nutrition are more productive and can create opportunities to gradually break the cycles of poverty and hunger. (WHO, 2023)

Goal	Action Steps
Goal 1: Deliver consistent messages and district practices regarding nutrition and healthy living, disseminated throughout the district's schools, classrooms, cafeterias, homes, and community.	• Wellness Liaisons (Champions) will ensure that posters, flyers, and billboards visible to students throughout classrooms, hallways, and cafeterias display nutrition and healthy eating positively and attractively. • Wellness Liaisons (Champions), school principals, school nurses, health and physical education teachers, students, and nutrition service employees will disseminate nutrition messages and student nutrition-related activities as often as possible through school newsletters, school websites, school menus, and letters to parents/guardians to increase program transparency and incorporate nutrition education in the home. • Family Outreach: Colonial School District will provide educational materials and/or presentations at least once a year to families that focus on healthy lifestyles and eating patterns. • Reinforce the importance of nutrition through the integration of these topics into other school subjects, field trips, after-school programming, and assemblies when feasible.
Goal 2: All schools will promote basic nutrition principles through the encouragement of healthy food choices, such as fruits, vegetables, and whole grains.	• Prohibit school-based marketing of foods that do not meet USDA "Smart Snack" regulations. • The cafeteria environment will, to the best of our ability, contain minimal distractions, adequate lighting, and comfortable seating arrangements.
Goal 3: All schools will promote healthy choices during celebrations and fundraisers	• Celebrations and fundraisers that involve food that occur during the school day, on the school campus, and whose primary audience is students are subject to the same nutrient standards as stated in APPENDIX B Smart Snacks. There are no exceptions. This policy does not apply to school-sponsored or school-related bona fide fundraising activities that take place off school grounds and not in transit to and from school. Nor does the policy apply to fundraising and booster sales that occur after the regular school day, off school campus, or to non-students. • To protect students with food allergies and ensure all nutrient standards are being met throughout the school day, parents are encouraged to purchase celebration-type foods off the Colonial Nutrition Services Classroom Celebration List. • APPENDIX C Healthy Birthdays, Celebrations, and Family Events provides suggestions for planning events that emphasize healthy foods and align with classroom lessons or shift the focus and plan non-food events centered on physical activity, music, art, and games.
Goal 4: All schools will promote equity in School Nutrition	• To move away from traditional holiday-type foods and toward equal representation of our diverse community, all students will be introduced to foods and flavor profiles from various cultures around the world each month through our Passport to Global Flavors Program. These items will be prepared by Nutrition Services staff and offered to every student in the district as a sample tasting. Marketing materials with information about the culture and foods being featured will be shared via social media, digital displays, and through discussions in the cafeteria and classroom.

NUTRITION STANDARDS FOR ALL AVAILABLE FOODS IN SCHOOL

All reimbursable meals offered as part of the National School Breakfast Program (SBP) and the National School Lunch Program (NSLP) must meet the federal nutrient standards as required by the US Department of Agriculture (USDA) Child Nutrition Program regulations. Colonial School District promotes the sale and distribution of nutritious foods and beverages for all school functions and activities to promote a healthy lifestyle and eating habits to students. Establishing healthy eating habits during the school day can help students excel academically and establish lifelong healthy eating habits

Goal	Action Steps
Goal 1: Menus must comply with the current USDA food group and nutrient regulations when averaged over the week and food group portions should be consistent with those established for the three school grades to provide nutritious, well-balanced meals to students.	● Provide a variety of nutrient-dense foods and beverages. ● Provide annual training to food service staff that covers basic nutrition, healthy eating concepts, allergies, and components of a reimbursable meal. ● The School Breakfast Program and School Lunch Program will meet the minimum number of servings to be offered both daily and weekly for all food components as outlined by the Final Ruling of Nutrition Standards set forth by the USDA (APPENDIX D, Figure 1). ● The School Breakfast Program and School Lunch Program will work towards lowering the sodium content in all foods and recipes offered as a part of the meal program. Specific sodium targets are outlined in the Sodium Reduction Timeline by the USDA (APPENDIX D, Figure 2). ● School meal programs will offer only unflavored low-fat milk (1% or lower milk fat) or fat-free flavored or unflavored milk with no more than 150 calories per 8 ounces. ● School lunch programs will offer at least five different fruit/vegetable options a week. ● At least one fruit other than 100% juice will be offered at breakfast every day. Fresh fruit will also be served every day at lunch. ● A different vegetable is served every day of the week at lunch. Over the week, all five vegetable subgroups will be offered (Dark green, red/ orange, beans/peas, starchy, and others). Starchy vegetables will only be served two to three times per week. ● All grains served at lunch and breakfast will be whole-grain-rich. ● Only two ounces of grain-based desserts will be offered each week during lunch. ● The Nutrition Services Department will continue to choose products that limit the saturated fat, sodium, and sugar content of the school menus. ● All foods and beverages served, sold, or provided by Colonial School District must be free of Red Dye 40. ● Provide staff with the opportunity to obtain ServSafe certification as needed and perform routine cafeteria audits for compliance with food safety and sanitation practices to prevent foodborne illness set by the Nutrition Department's Hazard Analysis and Critical Control Points system and Standards of Operating Procedures.
Goal 2: All Foods sold on school campus (All areas of the property under the jurisdiction of the school that are accessible to students during the school day), during the school day	● Properly identify all foods and beverages outside of the school meals program that are sold to students on the school campus during the school day as competitive foods and make sure these products meet or exceed the most current USDA regulations and selected Alliance for a Healthier Generation Competitive School Food and Beverage Guidelines as outlined in APPENDIX B. This includes a la carte, vending, snacks, school store, and fundraising that occur during the school day on school campuses defined in Section B.i and B.ii. See APPENDIX B for more details surrounding these guidelines. ● All competitive foods and beverages sold a la carte during school lunch and/or sold on school campus during the

(weekdays that school is in session beginning at 12:00 a.m. until 30 minutes after the scheduled school-end time) that are a competitive food (Foods and beverages are those that are sold or given at school during the school day outside of and in competition with the federally reimbursable meal programs), must meet "Smart Snack Standards. See APPENDIX B for what qualifies as a "smart snack."	regular school day, such as in vending machines, snack carts, etc,. must comply with the competitive nutrient standards detailed in APPENDIX B. Compliance will be monitored and enforced by the school principals, wellness liaisons, and school nutrition department. ● Vending food is restricted to William Penn High School under the following conditions: 1. **Administrative Preapproval -** All vending activities must be preapproved by the Principal, Nutrition Supervisor, and the Wellness Committee. 2. **Location and Hours of Operation -** The vending location and operating hours must receive prior approval from the school administration and Nutrition Supervisor. 3. **Food Compliance -** All food items must be reviewed and approved to ensure compliance with USDA Smart Snack Regulations. 4. **Procurement and Revenue Oversight** All procurement and revenue processes must be managed in accordance with authorized administrative review.
Goal 3: Local Food Procurement/Farm to School Promotion	● Support and encourage the purchase of locally sourced foods for school meals and snacks, support local farmers and Penn Farm, and promote fresh and seasonal foods on school menus. ● Local refers to where products were grown, raised or caught. Local encompasses the entire State of Delaware and/or within a 125 mile radius of Colonial School District Administration Building.

PHYSICAL EDUCATION

The Delaware Department of Education (DDOE) supports educating the whole child and advocates for every Delaware student to build positive mental, emotional, and physical health skills. School-based physical education teaches students various physical activity practices that sustain movement and support overall personal well-being. Physical education also provides students of all ages with opportunities to experience physical activity in supportive environments and helps students build the skills and knowledge needed to establish and sustain active lifestyles.

Goal	Action Steps
*G*oal 1: All Colonial Schools will provide standards-aligned physical education to students in every grade K-8 and 2 semesters for high school students.	● All physical education courses will be taught by a certified physical education teacher with a degree or certification in the physical education field. ● Professional development will be provided and planned by the district's Physical Education Leadership Team ● Physical education learning objectives and student mastery of the standards will be assessed through the use of any of the following: Focused Fitness, teacher-created assessment, peer and self-assessment physical activity journal, or other means approved by the Physical Education Leadership Team. ● Physical education classes will be appropriately modified or adapted to promote the participation of all students, especially students with chronic health conditions and/or special needs. ○ Colonial Physical Education courses will be inclusive and appropriately adapted to ensure that all students are included and have the opportunity for success. ● Physical education requirements or recess will not be waived for other activities or classes, or taken away as punishment. Delaware Physical Education Standards can be found outlined here: https://www.doe.k12.de.us/Page/4320

PHYSICAL ACTIVITY

Regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions (CDC, 2022)

Goal	Action Steps
Goal 1: The Colonial School District recognizes the value that physical activity can have on the physical, mental, and emotional well-being of our students. As such, all schools will **strive** to meet the recommended minimum of 150 minutes of physical activity per week as recommended by the Centers for Disease Control and Prevention.	● Daily recess and/or allotted time for physical activity will be encouraged for preschool and elementary school students ● Areas used for physical activity should be in a safe environment for students with proper supervision. ● Schools will work towards bolstering the confidence of students to maintain a physically active lifestyle into adulthood. ● The district will provide opportunities outside of the school day for students to participate in activity programs, clubs, or groups without socioeconomic barriers when possible (i.e., Girls on the Run, seasonal sports). ● Physical activity will be incorporated into other curricula throughout the school day to increase students' overall movement. Principals and curriculum developers will inform teachers of these expectations and provide support and resources. ● Comprehensive school discipline plans will not include the use of withheld recess as a consequence. School teams will be trained in appropriate school discipline strategies in conjunction with school climate plans (i.e. Responsive Classroom, etc.)

SOCIAL, EMOTIONAL, AND BEHAVIORAL WELLNESS

(Social & Emotional Climate)

Proposed:

Social, Emotional, and Behavioral Wellness is an essential component of student success and overall well-being. Colonial School District is committed to creating learning environments that promote wellness, belonging, positive relationships, and student engagement. Through universal supports and preventive practices, schools help students develop the knowledge, skills, and dispositions needed to manage emotions, build healthy relationships, make responsible decisions, and contribute positively to their school community.

Using a Multi-Tiered System of Support (MTSS) framework, all students will have access to Tier 1 supports that promote social, emotional, behavioral, and mental wellness. These supports may include social-emotional learning, mental health literacy, wellness education, positive school climate initiatives, and opportunities for students to develop self-awareness, self-management, relationship skills, and help-seeking behaviors.

By fostering safe, supportive, and inclusive learning environments, Colonial seeks to ensure that students are prepared to engage in learning, build meaningful connections, and achieve academic success.

Goal	Action Steps
Goal 1: All Colonial schools will promote Student Wellness through Universal Supports	All Colonial Schools will: ● Deliver Mental Health Literacy instruction in accordance with Delaware requirements. ● Implement district-approved wellness resources to support student wellness and prevention efforts. ● Provide evidence-based professional learning opportunities related to student wellness, student and adult social-emotional learning, behavior, and mental health. ● Instruct and foster SEL competencies (listed below) through evidence-based classroom academic and non-academic instructional practices that are aligned with the CASEL Framework ● and Delaware SEL Competencies: ○ Self-Management ○ Social Awareness ○ Relationship Skills ○ Responsible Decision-Making ● Support implementation of evidence-based wellness practices that promote supportive learning environments, positive school climate, and student well-being.
Goal 2: All Colonial Schools will support Student Engagement through the MTSS model	All Colonial Schools will: ● Monitor student attendance, behavior, and other indicators of student engagement. ● Utilize MTSS processes to identify and support students experiencing barriers to learning. ● Coordinate supports across school counselors, nurses, visiting teachers, school-based health centers, and community partners.

	● Implement targeted, evidence-based interventions for students experiencing attendance, behavioral, social-emotional, or mental health concerns. ● Review data regularly to evaluate effectiveness and inform continuous improvement.
Goal 3: All Colonial Schools will foster Safe, Connected, and Supportive Learning Environments	All Colonial Schools will: ● Promote positive relationships between students and trusted adults. ● Monitor Tier I academic and non-academic classroom instructional practices that are designed to foster a supportive learning environment ● Support school-wide practices that foster belonging, inclusion, and connectedness. ● Encourage student voice through leadership opportunities, clubs, activities, and school improvement efforts. ● Utilize school climate and perception data to guide improvement efforts. ● Partner with families and community organizations to strengthen student support systems.

Counseling, Psychological, and Social Services

Colonial's vision for health and wellness is to support students in feeling healthy, safe, supported, and engaged so they can thrive. To achieve this vision, students and families have access to a continuum of counseling, psychological, social, and mental health supports designed to address barriers to learning and promote student success.

Services are provided through a Multi-Tiered System of Support (MTSS) framework and are delivered through a collaborative partnership between district staff, contracted providers, and community agencies. These supports may include school nurses, school counselors, school psychologists, school social workers, therapeutic support counselors, Family Crisis Therapists, Behavioral Health Consultants, and other community-based providers.

Through the MTSS framework, support is provided at varying levels based on student need:

- **School Counselors** primarily provide Tier 1 (universal) and Tier 2 (targeted) supports that promote students' academic, career, social, emotional, and behavioral development; school counselors may also provide individual counseling services for students who have individual counseling identified as a related service on their IEP.
- **School Psychologists and School Social Workers** primarily provide Tier 2 and Tier 3 supports, including assessment, consultation, intervention, and individualized services for students experiencing academic, behavioral, social, emotional, or mental health concerns.
- **Therapeutic Support Counselors and Community-Based Mental Health Providers** primarily provide Tier 3 services for students requiring intensive social, emotional, behavioral, or mental health support.

Through collaboration among school staff, families, and community partners, Colonial seeks to ensure that students receive the right support at the right time to promote wellness, engagement, and academic success.

Goal	Action Steps
Goal 1: All Colonial Schools will provide a continuum of mental health and student support services	All Colonial Schools will ● Provide school-based counseling services that address students' academic, career, social, emotional, and behavioral needs through individual counseling, small group interventions, and classroom-based support. ● Provide evidence-based interventions and supports for students experiencing social, emotional, behavioral, attendance, or mental health concerns. ● Implement crisis response, threat assessment, suicide risk assessment, safety planning, and postvention procedures to support student and school safety. ● Connect students and families with school-based mental health providers/services and community agencies when additional support is needed.

	● Review student data and progress to evaluate the effectiveness of interventions and make adjustments as needed.
Goal 2: All Colonial Schools will coordinate support through the MTSS model.	All Colonial Schools will ● Utilize MTSS processes to identify and support students experiencing barriers to learning. ● Implement attendance and student engagement supports designed to identify and address barriers to student success. ● Coordinate case management and intervention planning to ensure students receive timely, comprehensive, and coordinated supports. ● Review attendance, behavior, academic, engagement, and intervention data to identify student needs, monitor progress, and inform decision-making. ● Collaborate across student support services to develop, implement, and monitor coordinated plans of support for students.
Goal 3: All Colonial Schools will partner with families and community agencies.	All Colonial Schools will ● Engage families as active partners in supporting student wellness, engagement, and academic success. ● Connect students and families with school-based and community-based resources that address social, emotional, behavioral, health, attendance, and basic needs concerns. ● Collaborate with community agencies and service providers to expand access to supports and reduce barriers to learning. ● Provide students, families, and staff with information about available services and supports and how to access them. ● Coordinate services during periods of transition, including school changes, hospitalization, and re-entry following significant life events.

HEALTH SERVICES (STUDENT HEALTH)

Based on the National Association of School Nurses' Practice Framework

Proposed:

Colonial School District recognizes that student health and wellness are essential to academic success. School health services support students in being healthy, safe, engaged, and ready to learn by addressing physical, mental, emotional, and social health needs that may impact learning and participation in school.

School nurses utilize a whole-child approach to promote health, prevent illness, identify concerns early, and coordinate care for students and families. Through collaboration with students, families, school staff, healthcare providers, and community partners, school nurses help remove health-related barriers to learning and ensure students have access to the services and supports needed to succeed.

Using a Multi-Tiered System of Support (MTSS) framework, school health services contribute to prevention, early identification, intervention, care coordination, and ongoing monitoring to improve student health, well-being, and educational outcomes.

Goal	Action Steps
Goal 1: All Colonial schools will assist students in feeling healthy, safe, and ready to learn through **Care Coordination**	School Nurses will: 1a. Provide direct care for emergent, episodic, and chronic mental and physical health needs. 1b. Connect students and family to available resources. 1c. Collaborate with families, school community, mental health team (including school counselors, social workers, and psychologists), and medical home. 1d. Develop and implement plans of care. 1e. Foster developmentally appropriate independence and self-advocacy. 1f. Provide evidence-based health counseling. 1g. Facilitate continuity of care with family during transitions.
Goal 2: All Colonial schools will assist students in feeling healthy, safe, and ready to learn through **Quality Improvement**	School Nurses will: 2a. Participate in data collection for local, state, and national standardized data sets and initiatives. 2b. Transform practice and make decisions using data, technology, and standardized documentation. 2c. Use data to identify individual and population-level student needs, monitor student health and academic outcomes, and communicate outcomes. 2d. Engage in ongoing evaluation, performance appraisal, goal setting, and learning to professionalize practice. 2e. Identify questions in practice that may be resolved through research and evidence-based practice processes.
Goal 3: All Colonial schools will assist students in feeling healthy, safe, and ready to learn through	School Nurses will: 3a. Direct health services in school, district, or state. 3b. Interpret school health information and educate students, families, school staff, and policymakers. 3c. Advocate for district or state policies, procedures, programs, and services that promote health, reduce risk, improve equitable access, and support culturally appropriate care.

Leadership	3d. Engage in and influence decision-making within education and health systems. 3e. Participate in development and coordinate implementation of school emergency or disaster plans. 3f. Champion health and academic equity. 3g. Share expertise through mentorship/ preceptorship. 3h. Practice and model self-care
Goal 4: All Colonial schools will assist students in feeling healthy, safe, and ready to learn through **Community/Public Health**	School Nurses will: 4a. Provide culturally sensitive, inclusive, holistic care. 4b. Conduct health screenings, surveillance, outreach, and immunization compliance activities. 4c. Collaborate with community partners to develop and implement plans that address the needs of school communities and diverse student populations. 4d. Teach health promotion, health literacy, and disease prevention. 4e. Provide health expertise in key roles in school, work, and community committees/ councils/coalitions. 4f. Assess school and community for social and environmental determinants of health.

EMPLOYEE WELLNESS

Colonial School District recognizes that employee well-being is essential to a healthy and effective school community. Employees who feel supported, valued, and engaged are better equipped to build positive relationships, support student success, and contribute to a thriving learning environment.

The district is committed to fostering a workplace culture that promotes professional well-being, collaboration, psychological safety, and continuous growth. Through a focus on organizational wellness, Colonial seeks to create conditions that support employee engagement, job satisfaction, and retention while ensuring staff have access to the resources and supports needed to be successful.

By investing in positive workplace environments, supportive relationships, and data-informed improvement efforts, Colonial strives to create a culture where employees can thrive professionally and effectively support the academic, social, emotional, and behavioral success of students.

Goal	Action Steps
Goal 1: Colonial School District will foster a positive and supportive workplace environment	All Colonial Schools and Departments will: ● Promote respectful, inclusive, collaborative, and supportive workplace relationships. ● Foster physically and psychologically safe environments where employees can raise concerns, seek assistance, share ideas, and make mistakes in furtherance of the district mission to provide safe and nurturing learning environments. ● Strengthen trusted relationships, teamwork, mentoring, and professional support systems. ● Normalize mental health needs and increase awareness of confidential employee assistance and mental health resources. ● Engage employees in decisions that affect their work and workplace. ● Recognize employee contributions in meaningful, equitable, and inclusive ways. ● Connect employees' roles and contributions to the District's mission and student success. ● Support access to relevant, evidence-based professional learning, coaching, mentoring, feedback, and leadership-development opportunities.
Goal 2: Colonial School District will align organizational resources to employee needs	All Colonial Schools and Departments will: ● Cultivate staff well-being and professional sustainability (Colonial Strategic Plan Health & Wellness Focus Area 2). ● Identify workplace demands, role expectations, scheduling practices, and organizational barriers that affect employee well-being. ● Align staffing, resources, and organizational supports with identified employee and workplace needs. ● Protect professional time by reducing unnecessary meetings, duplicative processes, competing expectations, and administrative burdens. ○ Promote effective use of professional time and workload management. ● Establish reasonable and predictable workplace expectations and respect boundaries between work and non-work time. ● Promote employee autonomy and flexibility in how work is completed when operationally appropriate. ● Review the impact of new initiatives and expectations on employee workload and organizational capacity. ● Implement and monitor strategies that reduce unnecessary burdens and improve employees' ability to perform their roles successfully.

Goal 3: Colonial School District will utilize employee feedback and data to guide improvement	All Colonial Schools and Departments will: ● Invest in employee wellness supports that will result in a 15% increase in positive responses related to workplace manageability and a 10% reduction in reported burnout as measured by district-created surveys. (Colonial Strategic Plan Health & Wellness Focus Area 2). ● Collect and review employee well-being, workplace climate, workload, engagement, and retention data. ● Use surveys, focus groups, stay interviews, exit interviews, and other feedback mechanisms to identify strengths, needs, and differences in employee experiences. ● Engage employees representing diverse roles, schools, departments, and experiences in developing and evaluating improvement strategies. ● Analyze data by relevant employee groups and work settings to identify inequities in workplace experiences and access to support. ● Establish priorities and improvement strategies based on employee feedback and organizational needs. ● Communicate what was learned, the actions that will be taken, and progress toward improvement. ● Monitor the effectiveness of organizational supports and adjust strategies based on employee feedback and outcomes.

Employee wellness is a shared organizational responsibility shaped by workplace culture, relationships, expectations, resources, leadership practices, and employees' ability to influence the conditions in which they work. Employee voice and equity will guide the identification of needs, development of strategies, allocation of resources, and evaluation of employee wellness efforts.

PHYSICAL ENVIRONMENT

Colonial School District recognizes that safe, healthy, and supportive learning environments are essential to student success and employee well-being. The physical environment plays an important role in promoting wellness, safety, engagement, and academic achievement by providing spaces where students and staff can learn, work, and thrive.

Through collaboration among schools, district departments, families, and community partners, Colonial is committed to maintaining facilities that are safe, healthy, secure, and conducive to learning. This includes ensuring compliance with applicable health and safety regulations, supporting emergency preparedness and school safety efforts, and responding to concerns that may impact the well-being of students and staff.

By fostering safe and supportive environments, Colonial seeks to create the conditions necessary for students to be healthy, engaged, supported, and challenged academically while ensuring employees have environments that support their work and well-being.

Goal	Action Steps
Goal 1- Colonial School District will maintain safe, healthy, and compliant learning environments	All Colonial Buildings will: ● Maintain facilities in compliance with applicable federal, state, and local health, safety, and environmental regulations. ● Conduct required inspections, monitoring, and corrective actions to support healthy learning environments. ● Maintain safe indoor and outdoor spaces that support student learning and employee well-being. ● Implement procedures that support environmental health, risk reduction, and emergency preparedness. ● Monitor and address facility-related concerns that may impact the health, safety, or well-being of students and staff.
Goal 2- Colonial School District will collaborate to promote safe and supportive learning environments	Colonial School District will: ● Establish processes for reporting, investigating, and responding to health, safety, and environmental concerns. ● Use a collaborative problem-solving approach to address identified concerns. ● Support the implementation of district safety procedures, including emergency preparedness, threat assessment, crisis response, and recovery practices. ● Communicate health and safety information to stakeholders as appropriate. ● Utilize data, stakeholder feedback, and continuous improvement practices to strengthen school safety and wellness efforts.

MONITORING, EVALUATION, AND ACCOUNTABILITY TO THE PUBLIC

Goal	Action Steps
Goal 1: Monitor the district's and each school's progress toward achieving the goals outlined in the wellness plan and inform the public of this progress.	● The Superintendent of Colonial School District will be responsible for the implementation of the wellness plan throughout the district. ● Identified School Wellness Liaisons (Champions) will report committee updates to the principal of their respective school. ● School Wellness Liaisons will conduct an internal assessment for each focus area of the wellness plan and report a rating for each school for that area to the district committee. These ratings will be used to provide the public with an update for each school. ● The Colonial School District website will maintain up-to-date wellness plan information.
Goal 2: Monitor and evaluate the applicability of the wellness plan to the current school environment through feedback and data, and adapt the plan as needed	● The Wellness Plan will be reviewed at least every 3 years at a district-level meeting with the administration that includes a review of evaluations submitted by schools. ● This Wellness Plan will be available online to the general public and open for comments.

APPENDIX A

Healthy Food for Healthy Kids Program

Description: **Education Cultivation** is our K-5 program, which allows every student in a school to engage in hands-on gardening activities through lessons that support the science curriculum. To accomplish this in a small, manageably-sized garden, each grade has a special job to do in the garden, for example: the 2nd grade prepares the soil for planting because soils are a part of their classroom studies. In the Education Cultivation program, students experience "seed to table" growing every semester, spring AND fall. HFHK spends up to a year implementing the program, then the school becomes primarily responsible for running the program. During the implementation period, HFHK provides:

- Advice on where to build the garden, and supervision during garden planning and installation of a raised bed garden
- Advice on supplies/equipment needed
- Introductory presentation to school faculty and staff describing the vision, goals, and implementation of the garden program;
- Recommendations for creating a Garden Steering Committee (GSC) and choosing a Garden Coordinator (GC);

School responsibilities:

- Scheduling: School staff/volunteers will be responsible for creating class schedules that meet HFHK recommendations and deadlines.
- Forming a GSC: The GSC oversees the garden program and should meet at least twice each semester. HFHK recommends that the GSC include a Wellness Committee representative, a lead teacher for each grade level, and a PTA president or representative.
- Appointing a Garden Coordinator who will lead the GSC. The GC also will be responsible for overseeing garden maintenance, scheduling garden use, and scheduling volunteer helpers. GC duties will require an average of 0.5-2 hr/week during the growing season (usually March-May, Sept-Nov), depending upon the number of students/classes involved.
- Maintenance of grounds around the garden beds: accommodate garden, hoses/irrigation, and fence into regular grounds maintenance; and coordinate grounds-keeping with planting and harvesting schedules as necessary.

Costs: HFHK can assist schools in applying for grants to cover the costs of building the garden and implementing the program. Cost is approximately $5,500, but can vary widely depending upon several factors (e.g. number of students, whether a chain link fence is needed, etc.). Of this, approximately $3,500 is to build the garden and purchase supplies, and approximately $2,000 is for HFHK to implement the program.

How to get started:
Go to HFHK's website to learn more about how the program works (http://www.healthyfoodsforhealthykids.org/programs/)
Contact Lydia Sarson (lsarson@healthyfoodsforhealthykids.org) or Jennifer Cipolla (jcipolla@healthyfoodsforhealthlykids.org) for an initial meeting (free) to discuss whether the program is appropriate for your school, and to evaluate your site. Expect to spend about a year getting funding and planning for the garden before starting the program.

APPENDIX B

Smart Snacks In School

USDA's "All Foods Sold In Schools" Standards

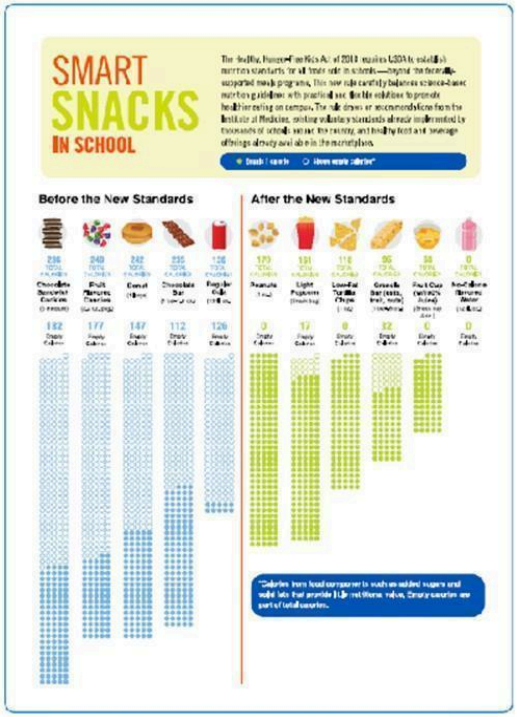
USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

Smart Snacks in School also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

- **Any food sold in schools must:**
  - Be a "whole grain-rich" grain product; or
  - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
  - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
  - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*
- **Foods must also meet several nutrient requirements:**
  - Calorie limits:
    - Snack items: ≤ 200 calories
    - Entrée items: ≤ 350 calories
  - Sodium limits:
    - Snack items: ≤ 230 mg**
    - Entrée items: ≤ 480 mg
  - Fat limits:
    - Total fat: ≤35% of calories
    - Saturated fat: < 10% of calories
    - Trans fat: zero grams
  - Sugar limit:
    - ≤ 35% of weight from total sugars in foods



Smart Snacks in School
Beverage Options

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish science-based nutrition standards for all foods and beverages sold to students in school during the school day. The new Smart Snacks in School nutrition standards will help schools to make the healthy choice the easy choice by offering students more of the foods and beverages we should be encouraging —whole grains, fruits and vegetables, leaner protein, low-fat dairy, while limiting foods with too much sugar, fat and salt.

Smart Snacks in School lays out targeted, science-based nutrition standards for beverages that reflect current nutrition science and progress being made in States and local communities across the country, as well as through existing voluntary efforts. The new standards allow variation by age group for factors such as portion size and caffeine content. While water is available on an unlimited basis, USDA has established reasonable, age-appropriate portion size standards for all other beverages in order to reinforce the important concepts of moderation and balance in student diets.

Highlights of the *Smart Snacks in School* nutrition standards include:

- **Healthier beverage options during the school day. All schools are allowed to sell:**
  - Plain water (carbonated or uncarbonated);
  - Unflavored low-fat milk;
  - Flavored or unflavored non-fat milk (and milk alternatives); and
  - 100 percent fruit and vegetable juices, and full-strength juice diluted with water, carbonated or non-carbonated, with no added sweeteners.
- **Portion sizes based on age.**
  Elementary schools may sell up to 8-ounce portions of allowable milk and juice beverages, while middle and high schools may sell up to 12-ounce portions. In high schools, the standards limit the maximum container size to 12-ounces for lower calories beverages and 20 ounces for calorie-free beverages.
- **Additional options for older students.**
  - The new standards provide additional beverage options to high school students, recognizing their increased independence, relative to younger students, and the wide range of beverages available to high school students in the broader marketplace. Beyond water, milk and juice, Smart Snacks in School provides additional calorie-free and lower-calorie beverage options for high school students:
  - Calorie-free beverages, in up to 20-ounce portions; and
  - Lower-calorie beverages with up to 40 calories per 8 ounces or 60 calories per 12 ounces. These may be sold in up to 12 ounce portions.
- **Caffeinated beverages remain an option for high school students.**
  The new nutrition standards do not restrict the sale of caffeinated beverages to high school students. USDA encourages school districts to exercise caution when selecting items for sale to their students. USDA will continue to monitor the Food and Drug Administration's (FDA) work on caffeine and will consider revising the nutrition standards in the future as appropriate.

APPENDIX C

Healthy Birthdays, Celebrations & Family Events

Birthdays, celebrations, and family events are great opportunities to promote a healthy lifestyle, provide consistent messages, and create excitement around nutritious choices at school. Plan events that emphasize healthy foods and align with classroom lessons or shift the focus and plan non-food events centered on physical activity, music, art, and games. Host events that make it easy for children to practice making healthy choices.

Birthdays– the birthday child can:

- Be the teacher's helper.
- Wear a special crown, sash, button, or badge all day.
- Donate and/or read a favorite book to the class.
- Choose the class music for writing or independent study time.
- Receive a personalized birthday card from the teacher via email or snail mail.
- Choose a game or activity the class does for the last few minutes of the school day.
- Have special time (for a walk, game or other activity) with the teacher, principal, or another adult.
- Receive a "Celebrate Me" book from classmates with written stories, poems, or drawings about the birthday child.

Celebrations

- Give children extra recess time instead of a party.
- Have a dance party. Let students select the music. Invite the principal and other school staff!
- Get students involved in planning and preparing for celebrations – let them make decorations and favors and let them choose the games.
- Create a book honoring what is being celebrated that day. Have students draw pictures showing what the day means to them.
- Organize a special community service project instead of a party. Invite senior citizens in for lunch, collect goods and make cards for sheltered families, and organize a project outside for Earth Day.
- Have students vote on a special class art project or craft. Invite a local artist to come in and do a demonstration.
- Arrange a treasure hunt around the classroom. Provide a special non-food treat at the end. Use a theme that ties into what the kids are learning in class.
- Ask students to come up with healthy party ideas, and ask parents to send in healthy recipes and ideas for activities, games, and crafts. Create a "healthy classroom party guide" to distribute to parents.
- Plan around holiday themes. Students can make cards for winter holidays, decorate the classroom with hearts for Valentine's Day, and learn an Irish step-dance for St. Patrick's Day. Search education websites for ideas.

Family Events

- Health fairs
- School garden workdays
- Cooking lessons or "Iron Chef" competitions
- Physical activity events with healthy snacks or prizes (dance contests, fun runs, obstacle courses, bike-a-thons, sock hops) Screenings of movies that promote healthy living
- Nutrition classes for the family from community partners like your cooperative university extension service Fall festival with active fall-themed games and a farmers' market
- Walk-to-school month with parent participation Creation of school teams for local runs or walks Parents and teachers vs. kids sports competition
- 30-day challenges – pick a healthy habit and organize a competition around it, starting with a kick-off event and ending with a celebration

APPENDIX D

Figure 1: USDA Meal Patterns and Dietary Specifications

USDA United States Department of Agriculture

School Breakfast Program Meal Pattern

	Grades K-5	Grades 6-8	Grades 9-12
Meal Components	**Amount of Food[1] per Week (minimum per day)**		
Fruits (cups)[2]	5 (1)	5 (1)	5 (1)
Vegetables (cups)[2]	0	0	0
Dark Green Subgroup	0	0	0
Red/Orange Subgroup	0	0	0
Beans, Peas, and Lentils Subgroup	0	0	0
Starchy Subgroup	0	0	0
Other Vegetables Subgroup	0	0	0
Grains or Meats/Meat Alternates (oz. eq)[3]	7-10 (1)	8-10 (1)	9-10 (1)
Fluid Milk (cups)[4]	5 (1)	5 (1)	5 (1)
Dietary Specifications: Daily Amount Based on the Average for a 5-Day Week[5]			
Minimum-Maximum Calories (kcal)	350-500	400-550	450-600
Saturated Fat (% of total calories)	<10	<10	<10
Added Sugars (% of total calories)	<10	<10	<10
Sodium Limit: In place through June 30, 2027	≤540 mg	≤600 mg	≤640 mg
Sodium Limit: Must be implemented by July 1, 2027	≤485 mg	≤535 mg	≤570 mg

USDA United States Department of Agriculture

National School Lunch Program Meal Pattern

	Grades K-5	Grades 6-8	Grades 9-12
Meal Components	**Amount of Food[1] per Week**		
	(minimum per day)		
Fruits (cups)[2]	2 ½ (½)	2 ½ (½)	5 (1)
Vegetables (cups)[2]	3 ¾ (¾)	3 ¾ (¾)	5 (1)
Dark Green Subgroup[3]	½	½	½
Red/Orange Subgroup[3]	¾	¾	1 ¼
Beans, Peas, and Lentils Subgroup[3]	½	½	½
Starchy Subgroup[3]	½	½	½
Other Vegetables Subgroup[3 4]	½	½	¾
Additional Vegetables from Any Subgroup to Reach Total	1	1	1 ½
Grains (oz. eq.)[5]	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz. eq.)[6]	8-10 (1)	9-10 (1)	10-12 (2)
Fluid Milk (cups)[7]	5 (1)	5 (1)	5 (1)
Dietary Specifications: Daily Amount Based on the Average for a 5-Day Week[8]			
Minimum-Maximum Calories (kcal)	550-650	600-700	750-850
Saturated Fat (% of total calories)	<10	<10	<10
Added Sugars (% of total calories)	<10	<10	<10
Sodium Limit: In place through June 30, 2027	≤1,110 mg	≤1,225 mg	≤1,280 mg
Sodium Limit: Must be implemented by July 1, 2027	≤935 mg	≤1,035 mg	≤1,080 mg

Figure 2: Sodium Reduction Timeline and Amount

USDA United States Department of Agriculture

School Meal Programs Sodium Requirements

School meals offered to each age/grade group must meet, on average over the school week, the sodium limits specified in the following tables within the established deadlines:

School Breakfast Program: Sodium Limits

Age/Grade Group	Sodium Limit: In place through June 30, 2027	Sodium Limit: Must be implemented by July 1, 2027
Grades K-5	≤540 mg	≤485 mg
Grades 6-8	≤600 mg	≤535 mg
Grades 9-12	≤640 mg	≤570 mg

National School Lunch Program: Sodium Limits

Age/Grade Group	Sodium Limit: In place through June 30, 2027	Sodium Limit: Must be implemented by July 1, 2027
Grades K-5	≤1,110 mg	≤935 mg
Grades 6-8	≤1,225 mg	≤1,035 mg
Grades 9-12	≤1,280 mg	≤1,080 mg