

Codman Academy Charter Public School
Wellness Policy
Increasing Wellness through Prevention
2017-2018

Table of Contents

Non-Discrimination Statement	2
Mission Statement	2
Wellness Committee Members	3
Background and History	4
State Requirements	5
Goals	5
Action Plan	8
Appendix A	8

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.”

Codman Academy Mission Statement: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.

Mission Statement: *Codman Academy Charter Public School in partnership with its students, faculty, and supporters will take a comprehensive approach to reviewing and incorporating changes in policy, curriculum, and operating procedures to promote lifelong healthy lifestyles and appropriate nutritional and physical fitness practices for all students.*

Wellness Committee Members

Codman Academy Charter Public School has established a Wellness Committee that meets regularly. The Wellness Committee is charged with making recommendations concerning school health/wellness policies, programs, and practices. The Wellness Committee will conduct

a needs assessment and develop and implement an annual action plan. An annual report is required by the committee each year that reports out on the school's progress toward its action plan. The Wellness Committee is required to include the following stakeholders: general public, parents, students, representatives of the school food authority, teachers of physical education, school health professionals, members of the school committee/board, and school administrators. The Wellness Committee will be a standing committee.

Name	Title	Email
Liza Marie White	Board Member, Parent	lizamariwhite82@gmail.com
Lenward Gatison II	Wellness Director	lgatison@codmanacademy.org
Molly Van Cott	Food Services Director	mvincott@codmanacademy.org
Danielle Kisil	School Nurse	dkisil@codmanacademy.org
Shawn Harrison	LS Inclusion Associate	sharrison@codmanacademy.org
Pam Casna	K1-8 School Principal	pcasna@codmanacademy.org
Reggie Jean	YMCA Operations	Rjean@ymcaboston.org
Chetna Naimi	Partnership Director	cnaimi@codmanacademy.org
Kailyn Jones	Parent	markayj@gmail.com
Elisabeth Offenberger	CSHC Nutritionist	Elisabeth.Offenberger@codman.org
	Parent	
Josh Brewer		starcreator09@gmail.com
Champagne Farnum	Student	champagne.farnum@codmanacademy.org
Denesia Jones	Student	denesia.eunisjones@codmanacademy.org
Cherish Lamar Smith	Student	cherish.lamarsmith@codmanacademy.org

Background

Founded in 2001, Codman Academy Charter Public School is a small, urban public charter school located in the heart of Dorchester. Codman originally served students in grades 9-12, but expanded in 2014 to include 200 additional students in grades K1-8. As an EL Education school, Codman’s curriculum and programming is designed to provide students with meaningful, hands-on learning opportunities outside the walls of our school. We see the city as our classroom and have formed many high-impact partnerships – including a longtime partnership with the Dorchester YMCA just down the street – with local organizations to supplement our academic curriculum.

Codman's co-location within the Codman Square Health Center led to a groundbreaking school/health center partnership that has served as a model for other schools across the country while also advancing our mission to offer a holistic education. Many Codman families are also patients at the health center, so students are able to connect with primary care physicians quickly and easily during the school day if they need medical attention. Medical professionals also serve as mentors or internship hosts for Upper School students, host fieldwork expeditions for younger grades, or visit school assemblies to review important wellness skills like proper dental hygiene. One of the ongoing goals of the Wellness Committee is to ensure that every Codman graduate receives training as a community health worker and leaves Codman with the skills and knowledge to advocate for healthy choices and wellness practices within their community.

History

In 2004, Congress passed the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of [Public Law 108-265](#)). This act required by law that all Local Educational Agencies (LEA) participating in the National School Lunch Program (NSLP) or other child nutrition programs create local school wellness policies by School Year 2006. The legislation places the responsibility of developing a wellness policy at the local level so the individual needs of each LEA can be addressed.

In 2010, Congress passed the [Healthy, Hunger-Free Kids Act of 2010](#) (Sec. 204 of [Public Law 111-296](#)), and added new provisions for local school wellness policies related to implementation, evaluation, and publicly reporting on progress of local school wellness policies.

On February 26, 2014, the proposed rule for wellness policies was published in the Federal Register. The public comment period closed on April 28, 2014. Food Nutrition Services (FNS) appreciates the valuable comments provided by stakeholders and the public. FNS received 57,838 public comments that included 546 distinct submissions and 57,285 form letters that were submitted through four large letter campaigns and four small letter campaigns. FNS considered all comments in the development of this final rule.

On July 21, 2016, the final rule was published in the Federal Register. The final rule strengthens the requirements on public involvement, transparency, implementation, and evaluation among other topics.

State Requirements

1. Nutrition education and promotion
2. Physical activity
3. Other school-based activities to promote student wellness
4. Nutritional guidelines for all foods available or for sale on campus
5. Policies for other foods available during the school day (celebrations, outside food, packed lunch)
6. Policies that allow marketing for approved foods
7. Description of public involvement, updates, leadership and evaluations
8. Review and consider evidence based strategies
9. Develop and implement an annual action plan

Goals

- 1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.**
 - a. Define disease prevention as a key means for social empowerment.
 - b. Identify steps to address social injustices relating to wellness.
 - c. Identify barriers to healthy eating and physical activity.
 - d. Students receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
 - i. Provide a core health curriculum, including nutrition, obesity, diabetes, heart disease, blood pressure, tobacco, mental health, and other relevant topics.
 - ii. Provide a core nutrition curriculum that includes information on body mass index, food groups, reading food labels, cooking, eating out and analysis of relevant news articles.
 - iii. Organize creative projects that promote a healthy lifestyle for teens.
 - e. Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, and community.
 - i. Schools conduct nutrition education activities and promotions that involve parents, students, and the community.
 - ii. School health education curriculum standards and guidelines include both nutrition and physical education.
 - iii. Establish links with other social organizations that promote healthy lifestyles, locally, nationally and internationally.
- 2. Provide opportunities for students to engage in physical activity.**
 - a. Students are given opportunities for physical activity during the school day through physical education (PE) classes and a range of before- and/or afterschool programs including, but not limited to, intramurals, interscholastic athletics, dance, and physical activity clubs.
 - b. Schools provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students. Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events instead of sedentary activities, such as TV watching.
 - c. Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- 3. Support and promote proper dietary habits contributing to students' health status and academic performance.**
 - a. School lunches should be consistent with recommendations from the Dietary Guidelines for Americans and USDA School Meals Initiative for Healthy Children in nutritional content, portion size and quality.
 - b. To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, cultural appropriateness, safety, and packaging.
 - c. No vending machines will be allowed on campus.

4. **Offer a healthy dining environment.**
 - a. The school provides a clean, safe, enjoyable meal environment for students.
 - b. The school provides free breakfast, lunch and snacks to all students.
 - c. Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the food service staff and teachers.
 - d. Long term goal of creating a state-of-the-art dining facility for the school and adjacent health center, which will also serve as a teaching kitchen for students and their families, where they will learn to prepare culturally appropriate healthy meals.

5. **Discourage use of food or physical activity as a reward or punishment.**
 - a. The school will discourage the use of food as a reward or punishment in schools.
 - b. The school will avoid denying student participation in physical activities as a form of discipline or for classroom make-up time.

6. **Ensure holistic wellness through mental health services.**
 - a. To ensure that students acquire the skills and tools necessary to understand that their mental health is a vital component to their overall health.
 - b. The school provides a safe environment for students and staff to allow students focus on academic pursuits.
 - c. To ensure that students are supported and given access to mental health services through the Social Worker.
 - d. Social Worker gives tools for students to be aware of depression and how to address it.
 - e. The Social Worker encourages and provides options, strategies and tools to teach students how to reduce stress and to increase their physical activities.
 - f. Through individual counseling and group counseling, students are given the tools to deal with the daily challenges in life.
 - g. Students are taught about stress management, because prolonged stress can cause mental and physical harm. Stress Management curriculum consists of:
 - i. Ways to reduce (exercising, listening to music)
 - ii. Recognizing the signs of stress (lack of energy, anxiety, anger irritability)
 - iii. Stress Relievers (breathing techniques, stretches)
 - iv. Ways to manage stress (divide big tasks into smaller ones, ask for help).
 - h. Provide other forms of support groups, counseling and mental health resources, including:
 - i. Talking Circles, weekly, single gender meetings, focusing on drug, violence, tolerance and sex education.
 - ii. Peer Mediation, students are given the skills to confront and resolve conflicts in a positive way.
 - iii. The school has a partnership with Codman Square Health Center, and the students are given access to healthy living programs, and if needed, referrals to behavioral health department.

7. **Encourage consistent school activities and environment.**
 - a. The school will encourage that all schools' fundraising efforts are supportive of healthy eating.

- b. The school will provide opportunities for ongoing professional training and development for food service staff and teachers in the areas of nutrition and physical education.
 - c. The school will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
 - d. The school encourages parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating, being physically active and reducing TV watching, both in school and at home.
 - e. The school encourages and provides opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.
- 8. Partner with Codman Square Health Center.**
- a. The school encourages students to participate in health-related internships at Codman Square Health Center and other facilities.
 - b. The school will be responsive to requests from the health center staff regarding social action research.
- 9. Measure and evaluate progress and compliance with the Wellness Policy.**
- a. Implement a monitoring system that ensures the school is in compliance with federal mandates.
 - b. Continue and expand the annual evaluation that informs the district and community stakeholders of program progress.

Action Plan

If executed correctly, our Action Plan will improve student Wellness at Codman Academy along with the Codman community. At the end of the academic school year, the Wellness Committee will then review and analyze the work it has undertaken. The data collected will be a vital resource in continuing our work over the years.

As identified by the Commonwealth of Massachusetts, we have taken eight (8) areas of focus and created a plan to ensure their execution. We realize this is an ambitious, multifaceted plan. Therefore, we have grouped these focus areas into four (4) categories, which are our strategic priorities for the year. Within each strategic priority, we have set a specific, measurable, actionable goal to direct committee members' focus toward successful implementation in the 2017-2018 school year. Members of the Wellness Committee will voluntarily sign up to promote an action item of their interest. Multiple members are encouraged to sign up for each Action Item, which will be referred to as the Team. Each Team will be responsible for creating a reasonable timeline of execution and assigning a chairperson to said Team.

- ***Strategic Priority #1: Physical Fitness*** - *We will increase the quality of physical activity for CACPS's Independent Study program.*
- ***Strategic Priority #2: Nutrition*** - *We will re-evaluate, and modify when necessary, specific guidelines around food being consumed in and around campus.*

- **Strategic Priority #3 Communication to Community** - We will publish regular and informative updates on activities being conducted by the Wellness Committee via e-newsletter (at least once per trimester).
- **Strategic Priority #4: Review** - We will conduct an analytic and appropriate review of the 2016-2017 school year's Wellness initiatives in an effort to identify areas for improvement.

Strategic Priority #1: Physical Fitness - We will increase the quality of physical activity for CACPS's Independent Study program.

Action	Start Date	Deadline	Chairperson/Committee	Measure of Success
Physical Activity				
Other School-based activities to promote student wellness				

Strategic Priority #2: Nutrition - We will re-evaluate, and modify when necessary, specific guidelines around food being consumed in and around campus.

Action	Start Date	Deadline	Chairperson/Committee	Measure of Success
Nutrition Education and Promotion				
Nutritional Guidelines for all foods available or for sale on campus				
Policies for other foods available during the school day (parties, outside food, packed lunch)				

Policies that allow marketing for approved foods				
--	--	--	--	--

Strategic Priority #3 Communication to Community - We will publish regular and informative updates on activities being conducted by the Wellness Committee via e-newsletter (at least once per trimester).

Action	Start Date	Deadline	Chairperson/Committee	Measure of Success
Description of public involvement, updates, leadership and evaluations				

Strategic Priority #4: Review - We will conduct an analytic and appropriate review of the 2016-2017 school year's Wellness initiatives in an effort to identify areas for improvement.

Action	Start Date	Deadline	Chairperson/Committee	Measure of Success
Review and consider evidence based strategies				
Develop and implement an annual action plan.				

Appendix A

BMI data

Attendance for PE (MS/US)

Fitness Testing 5th - 9th