



# COLONIAL SCHOOL DISTRICT WELLNESS GUIDELINES/PLAN

## Preamble

Colonial School District has a strong history of promoting wellness among its students and is recognized by the United States Department of Agriculture (USDA) as a 2016 HealthierUS School Challenge (HUSC) Gold Award winner. HUSC is a voluntary certification initiative acknowledging schools that have created a healthier school environment through the promotion of nutrition and physical activity. Policies outlined within this document are intended to maintain our school environment that protects and promotes a student’s eating behavior that result in lifelong healthy food choices, encourage regular physical activity, and contribute to positive mental health. Colonial School District believes that in order to provide students with opportunities to achieve personal, academic, and developmental success, we need to create positive, safe and health-promoting learning environments in every setting throughout the school year. Research indicates that proper nutrition and regular engagement in physical activity strongly correlates with higher student performance and lower absenteeism. Outlined in this document is our three-pronged approach (nutrition, health and physical activity, and social-emotional wellbeing) to student wellness that will help eliminate learning barriers associated with improper nutrition, lack of physical activity, and poor mental health.

The Colonial School District’s Wellness Policy outlines the District’s approach to ensuring an environment and opportunities for all students to practice healthy behaviors throughout the school day and beyond. Specifically, this policy establishes strategies that ensure:

- Students have access to healthy foods during the school day and nutrition education that helps develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active during school and learn about opportunities beyond the school day that help develop lifelong healthy activity behaviors.
- Students have opportunities to learn healthy social and emotional behaviors that promote lifelong behavior health.
- 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 the District in creating continuity between school and other settings for students and staff to practice lifelong healthy behaviors.

The Colonial School District is committed to the management, oversight, implementation, communication about, and monitoring of the District’s Wellness Plan and its established goals and strategies.

The Colonial School District Wellness Plan is organized into five sections, followed by a list of resources. The sections are:

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# WELLNESS GUIDELINES/PLAN

## I. Nutrition

GOAL/STANDARD	STRATEGY FOR IMPLEMENTATION	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	BENCHMARKS	INDICATORS OF SUCCESS
<p><b>G1:</b> All reimbursable breakfast, lunch, supper meals and snacks will meet Federal Nutrition Standards as required by the US. Department of Agriculture (USDA) Child Nutrition Program regulations.</p>	<p><b>S1:</b> Serving meals that address requirements of National School Lunch Program (NSLP), School Breakfast Program (SBP), and Child and Adult Care Food Program (CACFP) At-risk Supper and Snack Programs</p>	<p><b>S1:</b> Ongoing</p>	<p><b>S1:</b> Building Cafeteria managers and staff and Nutrition Services (NS) administrative staff</p>	<p><b>S1:</b> USDA meal requirements for NSLP, SBP, and CACFP</p>	<p><b>S1:</b> All meals meet Federal Nutrition Standards</p>	<p><b>S1:</b> Yearly, all meals receive six cents extra USDA reimbursement; every 4 years, Colonial will receive HealthierUS School Challenge Gold Award or better; and every three years, successful Dept. of Education (DOE) audits</p>
<p><b>G2:</b> All snacks and beverage items sold anywhere on school campus to students during the school day, including but not limited to, items sold in a la carte lines, vending machines, snack bars, school stores, and fundraising must meet federal standards and/or Smart Snack guidelines.</p>	<p><b>S1:</b> Communicate nutrition guidelines for all foods sold to or provided to students in schools to administrative leadership, school principals, and staff</p> <p><b>S2:</b> Communicate nutrition guidelines for food sold to or provided to students in schools to parents through email, text message, and social media</p> <p><b>S3:</b> Post link for Smart Snack Calculator, so teachers can identify items that meet requirements on district and/or nutrition website</p> <p><b>S4:</b> Display information regarding Wellness Policy during school events, back-to-school nights, parent/teacher conferences</p>	<p><b>S1:</b> Ongoing</p> <p><b>S2:</b> Ongoing</p> <p><b>S3:</b> Sep 2017</p> <p><b>S4:</b> Ongoing/ yearly</p>	<p><b>S1:</b> Building principals and admin team</p> <p><b>S2:</b> Nutrition Services admin staff</p> <p><b>S3:</b> Nutrition Services admin staff and District Marketing staff</p> <p><b>S4:</b> School-based Wellness Champion</p>	<p><b>S1:</b> Lists of healthy food choices that meet Smart Snack standards for school stores, fundraising events, and others; list of non-food fundraising ideas</p> <p><b>S2:</b> Lists of healthy food choices that meet Smart Snack standards for school stores, fundraising events, and others. List of non-food fundraising ideas</p> <p><b>S3:</b> Link for Smart Snack Calculator and additional guidance for using Calculator</p> <p><b>S4:</b> Health fair/informational board with applicable information</p>	<p><b>S1:</b> 100% of snacks sold in cafeterias will meet Smart Snack guidelines</p> <p><b>S2:</b> By June 2018, 50% of snacks and beverage sold to students outside of cafeterias during school day shall meet Smart Snack guidelines</p> <p><b>S3:</b> By Sept 2017, link posted on Nutrition Services website</p> <p><b>S4:</b> By June 2018, 50% of school related activities outside of school day would display info. regarding Smart Snack Guidelines &amp; District Wellness Policy</p>	<p><b>S1:</b> 100% complete inventory of food sold in school cafe meet federal nutrition guidelines</p> <p><b>S2:</b> By June 2019, 75%-100% of food sold to students during the school day shall meet Smart Snack guidelines</p> <p><b>S3:</b> By June 2018, Smart Snack Calculator link will be accessible through Nutrition Services website as well as District Wellness website</p> <p><b>S4:</b> By June 2019, 100% of school related activities outside of the school day would display information regarding Smart Snack Guidelines and District Wellness Policy</p>

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<p><b>G3:</b> Discourage outside food coming from home to be used for classroom parties, celebrations, events and/or rewards for student behavior due to monitoring food allergies, reducing food safety concerns and consumption of excess calories during the school day to meet Smart Snack guidelines.</p>	<p><b>S1:</b> Communicate nutrition guidelines for food provided to students in schools to parents, principals, staff, and students through email, text message, and social media</p> <p><b>S2:</b> Promote the use non-food items for reward</p> <p><b>S3:</b> Limit classroom and other events/celebrations to twice per year (i.e., that may be borderline meeting standards)</p> <p><b>S4:</b> Establish guidelines for healthy eating and provide list of healthy snacks/foods for parents and staff</p> <p><b>S5:</b> Provide list of food items available through Nutrition Services for purchase</p>	<p><b>S1:</b> Yearly</p> <p><b>S2:</b> June 2017</p> <p><b>S3:</b> Sept 2017</p> <p><b>S4:</b> Ongoing</p> <p><b>S5:</b> Ongoing</p>	<p><b>S1:</b> Building principals</p> <p><b>S2:</b> Schools Division directors</p> <p><b>S3:</b> Building principals</p> <p><b>S4:</b> Nutrition Services</p> <p><b>S5:</b> Nutrition Services</p>	<p><b>S1:</b> List of non-food items for rewards; Nutrition Services memo regarding "Outside Food Policy"</p> <p><b>S2:</b> Link to Positive Behavioral Supports (PBS) and school incentive programs</p> <p><b>S3:</b> Establishment of non-compliance procedures for staff</p> <p><b>S4:</b> List of snacks/foods that meet nutritional guidelines</p> <p><b>S5:</b> List of available food items that meet nutritional guidelines that are available for purchase through Nutrition Services Department</p>	<p><b>S1-2:</b> By June 2018, 50-75% of staff implementing non-food incentive programs for student behavior</p> <p><b>S3-4:</b> By June 2018, 50-75% of classroom celebrations are limited to twice per year and use foods that meet Smart Snack guidelines</p> <p><b>S5:</b> By June 2018, 50%-75% of classrooms parties utilize Nutrition Services' order forms to ensure compliance with nutrition guidelines</p>	<p><b>S1-2:</b> By June 2019, 100% of staff implementing non-food incentive programs for student behavior</p> <p><b>S3-4:</b> By June 2018, 100% of classroom celebrations are limited to twice per year and use foods that meet Smart Snack guidelines</p> <p><b>S5:</b> By June 2019, 100% of classrooms parties utilize Nutrition Services' order forms to ensure compliance with nutrition guidelines</p>
<p><b>G4:</b> Discourage competitive foods sold to students during scheduled meal times.</p>	<p><b>S1:</b> Inform staff, students, and families about the "no competitive foods" concept</p>	<p><b>S1:</b> Ongoing</p>	<p><b>S1:</b> Building principals and administrative staff</p>	<p><b>S1:</b> Support of staff, students, and families</p>	<p><b>S1:</b> By October 2017, 90% of school stores, bistro/school-based cafes and/or school food-based fundraising activities cease the sale to students during scheduled breakfast and lunch services</p>	<p><b>S1:</b> Zero reports of sales from school stores, bistros/school-based cafes and/or school food-based fundraising activities sold to students occurring during the 2017/2018 SY</p>
<p><b>G5:</b> Optimizing scheduling of meals to improve student nutrition.</p>	<p><b>S1:</b> Collaborative communication between building principals and Nutrition Services staff to ensure meals times are</p>	<p><b>S1:</b> Yearly</p>	<p><b>S1:</b> Building principals; Nutrition Services admin staff</p>	<p><b>S1:</b> Administrative support; develop schedules of preferred meal service times</p>	<p><b>S1:</b> By October 2017, 100% of scheduled meal times are no earlier than 10:45 a.m.</p>	<p><b>S1:</b> 100% Yearly documented meal schedules are at least 3 hours apart and no more than 5 hours</p>

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	scheduled as close to the middle of the day as possible				and no later than 12:30 p.m.	
<p><b>G6:</b> Improve/increase communication and awareness to parents and community members about healthy eating and cooking.</p>	<p><b>S1:</b> Enhance messaging on Nutrition Services websites and on social media accounts (Facebook, Twitter, Instagram)</p> <p><b>S2:</b> Provide nutrition and healthy eating information at health fairs and other school events</p>	<p><b>S1-2:</b> Ongoing</p>	<p><b>S1-2:</b> Nutrition Services</p>	<p><b>S1:</b> Website presentations links; Messaging about accessing information on healthy recipes, cooking, and general healthful diet</p> <p><b>S2:</b> Nutrition related information; sugar, fat, and sodium models/visuals for tabling events</p>	<p><b>S1:</b> By June 2018, increase messaging regarding nutrition information on Nutrition Services website and social media accounts by 25%; By June 2018, increase in Nutrition Services website hits by 25%</p> <p><b>S2:</b> By June 2018, Nutrition Services Department will attend at least one (1) health fair and/or school related event to provide nutrition related information</p>	<p><b>S1:</b> By June 2019, increase messaging regarding nutrition information on Nutrition Services website and social media accounts by 50%; By June 2019, increase in Nutrition Services website hits by 50%</p> <p><b>S2:</b> By June 2019, Nutrition Services Department will attend at least two (2) health fairs and/or school related events to provide nutrition related information</p>

## II. Health and Physical Activity

GOAL/STANDARD	STRATEGY FOR IMPLEMENTATION	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	BENCHMARKS	INDICATORS OF SUCCESS
<p><b>G1:</b> Physical Education (PE): Students will participate in activities during and after the school day that promote lifetime physical fitness.</p>	<p><b>S1:</b> Students will participate in a comprehensive K-12 physical education program aligned to state and national standards</p> <p><b>S2:</b> Students will participate in physical education classes per 14 DE Admin. Code Regulation 501, 502, and 503</p> <p><b>S3:</b> Comprehensive classroom/school discipline plans will not include physical activity as a punishment</p> <p><b>S4:</b> School personnel will refrain from withholding physical activity from students as a form of punishment</p> <p><b>S5:</b> Elementary recess will include moderate to vigorous physical activity. Schools will make attempts to avoid extended periods of inactivity</p> <p><b>S6:</b> Incorporate nutrition education into science, math, language arts, health/physical education and electives as appropriate. * Identify and address opportunities within the curriculum to supplement</p>	<p><b>S1:</b> Ongoing</p> <p><b>S2:</b> Ongoing; includes PE scheduling, recess, and in-class physical movement</p> <p><b>S3:</b> By SY18</p> <p><b>S4:</b> By SY20</p> <p><b>S5:</b> Ongoing; develop activities during SY18 and 19 PLCs</p> <p><b>S6:</b> Ongoing; calendar of activities drafted in SY18 and SY19 with publication in time for the start of SY20</p> <p><b>S7:</b> Identified activities by SY18</p> <p><b>S8:</b> Identified activities by SY19</p> <p><b>S9:</b> Plan created during SY18-19; with implementation in SY20</p>	<p><b>S1:</b> Supervisor of Health/PE, teachers within Health/PE Department</p> <p><b>S2:</b> Supervisor of Health/PE, teachers within Health/PE Department, Building Administrators</p> <p><b>S3:</b> Building admin and leadership teams</p> <p><b>S4:</b> Building admin and leadership teams, classroom teachers and support staff, and SELT Committee members</p> <p><b>S5:</b> Building admin and Health/PE teachers</p> <p><b>S6:</b> Supervisor of Health/PE, Nutrition Services representation, Health/PE teachers, and program teachers at William Penn (WP)</p> <p><b>S7:</b> Supervisor of Health/PE, Health/PE teachers, teachers of redesign courses, building admin, Director of Schools</p> <p><b>S8:</b> Supervisor of Health/PE, Health/PE</p>	<p><b>S1:</b> Access to state curriculum resources as aligned with state standards</p> <p><b>S2:</b> Master schedule as developed by school teams and approved by Director of Schools; meaningful strategies to promote physical activity in the classroom (i.e., brain breaks, morning movement, morning fitness videos, structured indoor recess)</p> <p><b>S3:</b> Research pertaining to this issue, support from SELT Committee members</p> <p><b>S4:</b> Research pertaining to this issue, support from SELT Committee members</p> <p><b>S5:</b> Meaningful activities suggested/developed by Health/PE teachers and access via Schoology group</p> <p><b>S6:</b> Curriculum materials gathered with assistance of Nutrition Services</p> <p><b>S7:</b> Curriculum development workshops (funded by Curric and PD budget)</p> <p><b>S8:</b> Curriculum development workshops (funded by Curric and PD budget)</p> <p><b>S9:</b> Schedule coordinated with schools, and video production students creating training videos</p>	<p><b>S1:</b> Monitoring for compliance</p> <p><b>S2:</b> Monitoring for compliance</p> <p><b>S3:</b> By SY18, 100% of schools will not use physical activity as punishment</p> <p><b>S4:</b> A reduction each year incrementally between 25-30% until SY20 when it will be 100%</p> <p><b>S5:</b> PLC agendas in SY18 and 19 for each month indicate development of meaningful activities</p> <p><b>S6:</b> Five (5) workshops placed in PD catalog for teachers during SY18 and SY19. Funding source: Curric and PD budget. Throughout SY18 and SY19, each middle school will visit Penn Farm for nutrition-related activities, and Penn Bistro will provide outreach activities involving George</p>	<p><b>S1:</b> Walkthrough and Teaching Learning Framework data indicates 100% compliance with state and district curriculum standards</p> <p><b>S2:</b> 100% of school schedules; Review of school schedule will indicate compliance each year</p> <p><b>S3:</b> By June 2018, there will be a 75-100% reduction in the use of recess as a punishment as evidenced by DSC RAP data</p> <p><b>S4:</b> By the start of SY20, comprehensive school discipline plans will not include the use of withheld recess as a punishment. School teams will be trained in appropriate school discipline strategies in conjunction with school climate plans (i.e., Responsive Classroom, etc.)</p> <p><b>S5:</b> By the end of SY19, a Schoology folder will be created on the Health/PE Group accessible to all schools</p> <p><b>S6:</b> By the beginning of SY20, guidance will be</p>

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	<p>nutrition education. *Include developmentally-appropriate visits and activities to promote nutrition education (i.e., Penn Farm visits, Penn Bistro visits and outreach, George Read Culinary Program, promotional activities, school gardens)</p> <p><b>S7:</b> Incorporate opportunities to learn about lifetime physical fitness through elective programs to support Middle School Redesign (i.e., Allied Health Programs, Performing Arts and other community programs)</p> <p><b>S8:</b> Incorporate opportunities to learn about physical fitness at William Penn through core-content area and special degree programs such as Allied Health, Exercise Science, in addition to PE classes</p> <p><b>S9:</b> McCullough (MC) Fitness Center and Gunning Bedford (GB) Dance Studio will be used by elementary schools as a resource to promote physical fitness activities for students in Grades 4 and 5</p> <p><b>S10:</b> William Penn Exercise Science students will mentor middle school physical education</p>	<p><b>S10:</b> Plan created during SY18-19; with implementation in SY20</p> <p><b>S11:</b> Ongoing SY18 and beyond</p>	<p>teachers, teachers of Career and Technical Education (CTE) courses, Director of Schools, building admin</p> <p><b>S9:</b> Supervisor of Health/PE, Health/PE teachers, elem and MC admin teams</p> <p><b>S10:</b> Supervisor of Health/PE, middle school Health/PE teachers, middle and WP admin teams, and Director of Schools</p> <p><b>S11:</b> Supervisor of Health/PE, building administration, and Health/PE teachers</p>	<p><b>S10:</b> Framework designed for implementation in SY20</p> <p><b>S11:</b> Outreach meetings scheduled as appropriate; calendar of activities shared and maintained</p>	<p>Read Culinary Program</p> <p><b>S7:</b> Three to four (3-4) workshops during Summer 2018 will review program expectations and identify opportunities for fitness education. Continued work as-needed during SY19</p> <p><b>S8:</b> Three to four (3-4) workshops during Summer 2018 will review program expectations and identify opportunities for fitness education</p> <p><b>S9:</b> Develop a plan with Health/PE Advisory Council to ensure each elementary school makes one visit to MC Fitness Center or Gunning Bedford (GB) Dance Studio. Funding source will need to be identified during plan development</p> <p><b>S10:</b> Pending program viability, Plan developed with program teachers, WP and middle school</p>	<p>created identifying opportunities to incorporate Nutrition Education into core area instruction. Students in each middle school will participate in programs using Penn Bistro and Penn Farm to reiterate nutrition education. By the end of SY20, each elementary school will have an established garden program</p> <p><b>S7:</b> By the end of SY19, elective courses as part of the Middle School Redesign will have opportunities to learn about physical fitness as indicated in a curriculum addendum supplement available on Schoology group for Health/PE</p> <p><b>S8:</b> By the end of SY19, elective courses as part of the Middle School Redesign will have opportunities to learn about physical fitness as indicated in a curriculum addendum supplement available on Schoology group for Health/PE</p> <p><b>S9:</b> By the start of SY19, a plan will be presented that ensures each elementary school (Grade 4-5) has one visit to MC or GB to learn about physical fitness</p>

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	<p>students as collaboration between secondary teachers</p> <p><b>S11:</b> Collaborate with school planning teams to develop opportunities to promote fitness outside of the school day. Programs might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Girls on the Run/Let Me Run (Boys)</i></li> <li>• <i>Intramural sport programs</i></li> <li>• <i>Availability of Fitness Center (McCullough and William Penn)</i></li> <li>• <i>Availability of Dance Studio (Gunning Bedford)</i></li> <li>• <i>Availability of outside equipment (William Penn Track, Eisenberg Track, &amp; middle school fields/tracks)</i></li> <li>• <i>Delaware Bike Project</i></li> <li>• <i>William Penn Programs: -Basketball Breakfast Club, Survivor Lunch Box, Kickboxing classes, Zumba, Yoga, 9-on-9 Clean-Up Group</i></li> </ul>				<p>administrators. Funding will be explored in SY20</p> <p><b>S11:</b> During SY18, schools will all identify at least one activity that promotes lifetime fitness activities. During SY19, all schools will identify at least two activities</p>	<p><b>S10:</b> By SY 20, a mentoring program will be developed for cohorts of middle school students via PE class using Exercise Science students at WP</p> <p><b>S11:</b> By the end of SY19, students in each Colonial school will have at least two opportunities to promote lifetime fitness strategies beyond the school day</p>
<p><b>G2:</b> Health Education: Students will participate in activities during and after the school day that promote lifetime healthy choices.</p>	<p><b>S1:</b> Students will participate in a comprehensive K-12 health education program aligned to state and national standards</p> <p><b>S2:</b> Elementary students will receive health education instruction through a variety of teachers and support staff: physical education teachers, guidance counselors, Family Crisis</p>	<p><b>S1:</b> Ongoing</p> <p><b>S2:</b> SY18 and SY19</p> <p><b>S3:</b> Ongoing</p> <p><b>S4:</b> Ongoing, with yearly compilation of necessary materials and program evaluation via Schoology</p>	<p><b>S1:</b> Supervisor of Health/PE, Health/PE teachers, and Health/PE Advisory Group</p> <p><b>S2:</b> Supervisor of Health/PE, elem admin, and support staff as designated</p> <p><b>S3:</b> Supervisor of Health/PE, Health/PE teachers, and building admin</p>	<p><b>S1:</b> Access to approved curriculum materials that address state and national Health Education guidelines</p> <p><b>S2:</b> Curriculum development workshops, updated Health Education Scope and Sequence for Elementary Schools. (Funding: Curric/PD Budget)</p> <p><b>S3:</b> Master schedule created by building admin and approved by Director of</p>	<p><b>S1:</b> Monitoring for compliance</p> <p><b>S2:</b> During SY18, Supervisor will meet with each building admin to identify opportunities for support staff to provide instruction on Health Education topics. Workshops will be created during</p>	<p><b>S1:</b> Walkthrough and Teaching Learning Framework data indicates 100% compliance with state and district curriculum standards</p> <p><b>S2:</b> By SY19, a plan will be created that accounts for health education and corresponding topics that are addressed in elementary school</p>



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	<p>Therapists, paraprofessionals, psychologists, nurses, PT/OTs, and classroom teachers. *Suggested resources will be identified and shared with schools via a district Schoology repository</p> <p><b>S3:</b> Middle and High School students will participate in the required health courses as outlined in 14 DE Admin. Code Regulations 501, 502, and 851</p> <p><b>S4:</b> Health education will include instruction using organizations that promote educational programs to encourage healthy living and help meet state standards and guidelines for Health Education. Sample organizations include:</p> <ul style="list-style-type: none"> <li>• <i>American Heart Association (various awareness programs for students and staff)</i></li> <li>• <i>American Red Cross Citizen CPR</i></li> <li>• <i>YMCA</i></li> <li>• <i>Hockessin Athletic Center</i></li> <li>• <i>Christiana Hospital (Yolo Group at George Read)</i></li> </ul> <p><b>S5:</b> Align Middle School Redesign courses with Health/PE standards as appropriate. Curriculum documents will indicate connections</p>	<p><b>S5:</b> SY17 and SY18</p> <p><b>S6:</b> SY18 and SY19</p> <p><b>S7:</b> SY17 and beyond</p>	<p><b>S4:</b> Supervisor of Health/PE, affiliate representatives from identified organizations, Health/PE teachers, and Health/PE Advisory Committee</p> <p><b>S5:</b> Supervisor of Health/PE, and Health/PE teachers</p> <p><b>S6:</b> Supervisor of Health/PE, building admin, and Health/PE teachers</p> <p><b>S7:</b> Supervisor of Health/PE, Building Admin, Health/PE teachers, Curriculum/Instruction Division</p>	<p>Schools</p> <p><b>S4:</b> Partnerships with local affiliates to promote Health education</p> <p><b>S5:</b> Curriculum development workshops</p> <p><b>S6:</b> Partnerships with local affiliates to promote Health education</p> <p><b>S7:</b> Curriculum development workshops (Funding: Curric/PD Budget)</p>	<p>Summer 2018 to compile findings and create an action plan/updated curriculum documents</p> <p><b>S3:</b> Monitoring for compliance</p> <p><b>S4:</b> During SY18 in PLC, Health/PE teachers will develop a list of outside organizations consulted within health education. During SY18, schools will share their resources via Schoology and a common menu of programs will be vetted and posted, with each school incorporating one new program in SY19</p> <p><b>S5:</b> Three to four (3-4) workshops during Summer 2018 will review program expectations and identify opportunities for fitness education. Continued work as needed during SY19</p> <p><b>S6:</b> During SY18, all schools will identify at least one</p>	<p><b>S3:</b> Review of school schedule</p> <p><b>S4:</b> By the end of SY19, all schools will incorporate at least one outside agency to supplement health education</p> <p><b>S5:</b> By the end of SY19, elective courses as part of the Middle School Redesign will have opportunities to learn about physical fitness as indicated in a curriculum addendum supplement available on Schoology group for Health/PE</p> <p><b>S6:</b> By the end of SY19, students in each Colonial school will have at least two opportunities to promote lifetime fitness strategies beyond the school day</p> <p><b>S7:</b> By SY19, a document will be created to provide guidance as to how health education topics might be integrated into core-area instructional topics</p>



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	<p><b>S6:</b> Collaborate with school planning teams to develop opportunities to promote healthy choices outside of the school day. Programs might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Girls on the Run/Let Me Run (Boys)</i></li> <li>• <i>Hoops for Heart</i></li> <li>• <i>Nutrition programs and clubs</i></li> <li>• <i>Availability of Fitness Center (McCullough and William Penn)</i></li> <li>• <i>Availability of Dance Studio (Gunning Bedford)</i></li> <li>• <i>Availability of outside equipment (William Penn Track, Eisenberg Track, and middle school fields/tracks)</i></li> <li>• <i>Topical workshops for students regarding issues such as suicide prevention, drug abuse, child abuse, bullying, and other mental health needs.</i></li> </ul> <p><b>S7:</b> Incorporate health education topics into cross-curricular activities in K-12 programs</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• <i>Senior Legacy Project in Grade 12 ELA</i></li> </ul>				<p>activity that promotes lifetime fitness activities. During SY19, all schools will identify at least two activities</p> <p><b>S7:</b> During SY17 and 18, opportunities to promote health education topics will be identified across core area programs</p>	

### III. Social and Emotional Wellness

GOAL/STANDARD	STRATEGY FOR IMPLEMENTATION	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	BENCHMARKS	INDICATORS OF SUCCESS
<p><b>G1:</b> Institute various opportunities for staff, students, and families to learn about mental health, trauma, and substance abuse issues.</p>	<p><b>S1:</b> Add information to the Parent Resource Centers within schools</p> <p><b>S2:</b> Parent Workshops</p> <p><b>S3:</b> Staff Training Workshops (F2F and Schoology courses)</p> <p><b>S4:</b> Communicate with school/district leadership</p> <p><b>S5:</b> Promote effective programs/practices i.e., Mindfulness Training, Restorative Practices</p> <p><b>S6:</b> Counselor PLC for sharing ideas for increased student and staff health consciousness such as mindfulness, yoga, and meditation</p> <p><b>S7:</b> Ensure continuity of services across grade configurations and across schools</p> <p><b>S8:</b> Communication between mental health related staff and health teachers to support students and health curriculum units</p>	<p><b>S1:</b> Spring 2017</p> <p><b>S2:</b> Fall 2017, Winter &amp; Spring 2018</p> <p><b>S3:</b> F2F: Fall 2017, Winter &amp; Spring 2018 Online: ongoing</p> <p><b>S4:</b> Summer 2017; annually</p> <p><b>S5:</b> 2017-18 SY</p> <p><b>S6:</b> 2017-18 SY</p> <p><b>S7:</b> FY18</p> <p><b>S8:</b> 2017-18 SY</p>	<p><b>S1:</b> Student Services Director</p> <p><b>S2:</b> Student Services Director</p> <p><b>S3:</b> Behavior Health Consultant (GR); Therapeutic Support Counselors (District)</p> <p><b>S4:</b> Assistant Superintendent</p> <p><b>S5:</b> Student Services Director</p> <p><b>S6:</b> Student Services Director</p> <p><b>S7:</b> Student Services Director</p> <p><b>S8:</b> Curriculum and Instruction Supervisor</p>	<p><b>S1:</b> Information from counselors</p> <p><b>S2:</b> District staff to present</p> <p><b>S3:</b> Support with translating training to online opportunities</p> <p><b>S4:</b> Access to principal meetings</p> <p><b>S5:</b> District funding</p> <p><b>S6:</b> Counselor participation</p> <p><b>S7:</b> List of programs/practices from each school</p> <p><b>S8:</b> Schedule of health units</p>	<p><b>S1:</b> Gather information Spring 2017; Distribute to schools and website Summer 2017</p> <p><b>S2:</b> Three sessions per year</p> <p><b>S3:</b> Ongoing sessions at GR; Three levels of district training, each offered once per year F2F; Online training ongoing</p> <p><b>S4:</b> Once a year</p> <p><b>S5:</b> Identify practices Winter 2018; offer training as needed 2019</p> <p><b>S6:</b> Monthly</p> <p><b>S7:</b> Gather information Winter 2018; provide opportunities for program awareness summer 2018; offer training as needed summer 2019</p> <p><b>S8:</b> Schedule of Units summer 2017</p>	<p><b>S1:</b> Data on parent access</p> <p><b>S2:</b> Documentation of topics, presenters, and participation</p> <p><b>S3:</b> Documentation of participation</p> <p><b>S4:</b> Principal discussions</p> <p><b>S5:</b> Increased participation</p> <p><b>S6:</b> Effective counselor PLC</p> <p><b>S7:</b> Students have continuity of services from one school to the next; additional schools adopt effective practices</p> <p><b>S8:</b> Connections between health teachers and mental health staff</p>

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<p><b>G2:</b> Ensure psychologists, counselors, social workers, FCTs, BHCs, and TSCs have access to social-emotional and mental health screeners; are trained in the evaluation of screener results; and communicate with school staff and parents as appropriate.</p>	<p><b>S1:</b> Identify/share screeners</p> <p><b>S2:</b> Provide professional development for mental health staff on the use of screeners</p> <p><b>S3:</b> Create and communicate to teachers “look fors” and when it is appropriate to refer students for screening</p> <p><b>S4:</b> Provide initial questions teachers can use with students</p> <p><b>S5:</b> Include information in parent sessions included in Goal 1</p>	<p><b>S1:</b> Fall 2017</p> <p><b>S2:</b> Fall 2018</p> <p><b>S3:</b> Fall 2018</p> <p><b>S4:</b> Winter 2018</p> <p><b>S5:</b> Spring 2018 and three times a year FY19</p>	<p><b>S1:</b> Student Services Director</p> <p><b>2:</b> Student Services Director</p> <p><b>S3:</b> Mental Health related staff</p> <p><b>S4:</b> Mental Health related staff</p> <p><b>S5:</b> Mental Health related staff</p>	<p><b>S1:</b> Screeners</p> <p><b>S2:</b> Trainers</p> <p><b>S3:</b> Administrative support</p> <p><b>S4:</b> Administrative support</p> <p><b>S5:</b> District staff to present</p>	<p><b>S1:</b> Two screeners identified by Summer 2017; identify the need for additional screeners Fall 2017; Secure additional screeners Fall 2017</p> <p><b>S2:</b> Spring 2018; Self-report Fall 2019</p> <p><b>S3:</b> Spring 2018; Fall 2018; Winter 2018; yearly thereafter</p> <p><b>S4:</b> Spring 2018; Fall 2018; Winter 2018; yearly thereafter</p> <p><b>S5:</b> Included in all parent sessions</p>	<p><b>S1:</b> Mental Health related staff use screeners and report screeners are effective</p> <p><b>S2:</b> All Mental Health related staff receive training and self-report confidence in using screeners</p> <p><b>S3:</b> Teachers self-report they are more confident at identifying students; Counselors are receiving appropriate referrals</p> <p><b>S4:</b> Teachers self-report they are more confident talking with students about personal/sensitive topics</p> <p><b>S5:</b> Parent participation</p>
<p><b>G3:</b> Collaborate with faith-based organizations, child care, community organizations, and mental health agencies to increase public and professional awareness of resources and treatment strategies to support student wellness needs.</p>	<p><b>S1:</b> Create lists of faith-based organizations, child care, community organizations and mental health agencies</p> <p><b>S2:</b> Collaborate with other NCC districts and agencies on a joint Mental Health Conference</p> <p><b>S3:</b> Provide teachers and paraprofessionals with half-day training on restorative practice; mindfulness; trauma</p> <p><b>S4:</b> Collaborate with community organizations to educate the public</p>	<p><b>S1:</b> Summer 2018</p> <p><b>S2:</b> Fall 2017</p> <p><b>S3:</b> Fall 2017; Fall 2018; Fall 2019</p> <p><b>S4:</b> June 2018</p> <p><b>S5:</b> Summer 2017</p> <p><b>S6:</b> June 2018</p>	<p><b>S1:</b> SELT committee</p> <p><b>S2:</b> Assistant Superintendent</p> <p><b>S3:</b> Assistant Superintendent</p> <p><b>S4:</b> SELT Committee</p> <p><b>S5:</b> Student Services Director</p> <p><b>S6:</b> SELT Committee</p>	<p><b>S1:</b> Input from schools</p> <p><b>S2:</b> Funding</p> <p><b>S3:</b> Funding for presentation</p> <p><b>S4:</b> Public relations campaign around student wellness</p> <p><b>S5:</b> PIC Involvement; coordination with principals</p> <p><b>S6:</b> Local church</p>	<p><b>S1:</b> Aug 2017 current connected organizations; Aug 2018 new organizations</p> <p><b>S2:</b> Planning Winter/Spring 2017</p> <p><b>S3:</b> Annual</p> <p><b>S4:</b> Fall 2017; Spring 2018</p> <p><b>S5:</b> Scheduled for Fall 2017 sessions; annually</p> <p><b>S6:</b> Fall 2017; Spring 2018</p>	<p><b>S1:</b> Distribution of lists; Created list serve; information shared 3x year</p> <p><b>S2:</b> Participation from Colonial employees</p> <p><b>S3:</b> Number of participants</p> <p><b>S4:</b> Number of participants</p> <p><b>S5:</b> Number of participants</p> <p><b>S6:</b> Number of minister participants</p>

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	<p>about the importance of student wellness and the resources available in Colonial schools to support student wellness</p> <p><b>S5:</b> Connect with the Parent Information Center (PIC) to collaborate on parent and public education programming opportunities</p> <p><b>S6:</b> Invite local ministers to participate in Level 1 training on social-emotional awareness</p>					
<p><b>G4:</b> Ensure all schools have a school-wide approach for positive school culture and tiered support strategies for dealing with challenging classroom and individual behaviors.</p>	<p><b>S1:</b> Identify each school approach by requiring each school to complete the SHAPE system profile</p> <p><b>S2:</b> Ensure each school has a school-wide team</p> <p><b>S3:</b> Ensure all staff are trained in the identified approach</p> <p><b>S4:</b> Implementation evaluated by school-wide team, including continuity of implementation across school</p> <p><b>S5:</b> Education on and distribution of positive reinforcements, alternatives to using food and withholding physical activity as punishment</p> <p><b>S6:</b> Communication between Mental Health related staff and teachers</p>	<p><b>S1:</b> FY18</p> <p><b>S2:</b> Spring 2018</p> <p><b>S3:</b> Spring 2018</p> <p><b>S4:</b> Summer 2018</p> <p><b>S5:</b> Jan 2019</p> <p><b>S6:</b> June 2018</p> <p><b>S7:</b> Spring 2017</p>	<p><b>S1-7:</b> Student Services Director</p>	<p><b>S1:</b> School Administration Collaboration</p> <p><b>S2:</b> School Administration Collaboration</p> <p><b>S3:</b> Experts identified; funding</p> <p><b>S4:</b> Support for school teams in evaluation measures</p> <p><b>S5:</b> Information from Nutrition Services and PE departments</p> <p><b>S6:</b> School-wide team support and follow up</p> <p><b>S7:</b> Student Services office support in communication between facility and school</p>	<p><b>S1:</b> Approaches identified by Spring 2018</p> <p><b>S2:</b> School teams identified by Spring 2017; All teams evaluating implementation Spring 2018</p> <p><b>S3:</b> First round of training or follow-up training for schools with approach already in place completed by Spring 2018; follow-up trainings as needed /identified by schools</p> <p><b>S4:</b> Monthly; Quarterly; Annually</p> <p><b>S5:</b> List of positive reinforcements and</p>	<p><b>S1:</b> Approach meets research-based best practices</p> <p><b>S2:</b> School-wide team meets regularly and evaluates the implementation of approach</p> <p><b>S3:</b> Participation; feedback</p> <p><b>S4:</b> Effective implementation; School Culture Survey indicates improvement</p> <p><b>S5:</b> Positive reinforcements produce reduction in inappropriate behaviors; food and withholding physical activity has been eliminated</p> <p><b>S6:</b> Increased communication and</p>

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	<p>on social-emotional support as part of individual student support plan</p> <p><b>S7:</b> Improved communication between mental health facility and school on student reentry plan</p>				<p>alternatives has been distributed by Jan 2018; staffs are trained by Sept 2018</p> <p><b>S6:</b> Fall 2017 add to school-wide team responsibilities</p> <p><b>S7:</b> Spring 2017 begin new plan</p>	<p>student support</p> <p><b>S7:</b> Increased communication and student support</p>
<p><b>G5:</b> Expand wellness activities across the district.</p>	<p><b>S1:</b> Plan and develop a school-based health center at Eisenberg (EI)</p> <p><b>S2:</b> Expand school-based centers at Southern (SO) and McCullough (MC)</p> <p><b>S3:</b> Expand mental health support services in all schools</p>	<p><b>S1:</b> Sept 2017</p> <p><b>S2:</b> 2021</p> <p><b>S3:</b> June 2018</p>	<p><b>S1:</b> Superintendent</p> <p><b>S2:</b> Superintendent</p> <p><b>S3:</b> Assistant Superintendent</p>	<p><b>S1:</b> Life Health Center; funding; construction</p> <p><b>S2:</b> Life Health Center, Nemours, funding, construction</p> <p><b>S3:</b> Mental health related staff; funding</p>	<p><b>S1:</b> Phase 1 Aug 2016; phase 2 Sept 2017</p> <p><b>S2:</b> MC 2018; SO 2020; final construction needs 2021</p> <p><b>S3:</b> Evaluate needs Summer 2017; full implementation 2018</p>	<p><b>S1:</b> Number of students served</p> <p><b>S2:</b> Partnership formed; number of students served</p> <p><b>S3:</b> Number of staff and students accessing services/programs</p>

## IV. Communication

GOAL/STANDARD	STRATEGY FOR IMPLEMENTATION	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	BENCHMARKS	INDICATORS OF SUCCESS
<b>G1:</b> Build community awareness.	<p><b>S1:</b> Create and maintain a wellness webpage on the Colonial School District website; provide information on nutrition, physical activity, health, and social-emotional wellness on the wellness webpage</p> <p><b>S2:</b> Write articles focused on wellness for the Colonial Reporter</p> <p><b>S3:</b> Share healthy tips on social media</p> <p><b>S4:</b> Offer a Community Health and Wellness Fair</p>	<p><b>S1:</b> Summer 2017; Ongoing</p> <p><b>S2:</b> Fall 2017, Winter and Spring 2018; 3x/year annually</p> <p><b>S3:</b> Summer; 2017; Ongoing</p> <p><b>S4:</b> Bi-annual beginning Spring 2018</p>	<p><b>S1:</b> Strategic Marketing Officer</p> <p><b>S2:</b> Public Information Officer</p> <p><b>S3:</b> Strategic Marketing Officer</p> <p><b>S4:</b> Public Information Officer</p>	<p><b>S1:</b> Collaboration with Wellness Website Subcommittee and information from the Nutrition Services Department, Health/PE Advocacy Committee, and the SELT Subcommittee (Devon Dyal, Courtney Waters-Stroman, Heather Campbell)</p> <p><b>S2:</b> Space in Colonial Reporter; articles from Nutrition Services Department, Health/PE Supervisor, and Devon Dyal</p> <p><b>S3:</b> Collaboration with Wellness Website Subcommittee and information from the Nutrition Services Department, Health/PE Advocacy Committee, and the SELT Subcommittee (Devon Dyal, Courtney Waters-Stroman, Heather Campbell)</p> <p><b>S4:</b> Support from all three subcommittees</p>	<p><b>S1:</b> Create website Summer 2017; review and update quarterly</p> <p><b>S2:</b> Three articles per year</p> <p><b>S3:</b> Periodically add posts</p> <p><b>S4:</b> Biannual event</p>	<p><b>S1:</b> Data on website hits</p> <p><b>S2:</b> Documentation on articles/topics; antidotal feedback</p> <p><b>S3:</b> Data on likes; feedback on posts</p> <p><b>S4:</b> Vendor participation and community participation</p>
<b>G2:</b> Advocate for wellness among staff, students, parents, and the community.	<p><b>S1:</b> 1) Identify School Wellness Champions in each school - to serve on the District Wellness Committee, 2) distribute information, 3) promote wellness, and 4) assist in the implementation of the District Wellness Plan</p> <p><b>S2:</b> Schools will promote events focused on benefits of healthy choices. Events available to the</p>	<p><b>S1:</b> Summer 2017</p> <p><b>S2:</b> FY18</p> <p><b>S3:</b> FY18</p>	<p><b>S1:</b> Assistant Superintendent</p> <p><b>S2:</b> Nutrition Services Specialist, Curriculum and Instruction Supervisor, and Student Services Director</p> <p><b>S3:</b> School Champions</p>	<p><b>S1:</b> Principal recommendations</p> <p><b>S2:</b> Distribution of information from School Champions</p> <p><b>S3:</b> Information shared from district and other schools</p>	<p><b>S1:</b> Summer 2017</p> <p><b>S2:</b> As information is available</p> <p><b>S3:</b> As information is available</p>	<p><b>S1:</b> All schools are represented and active</p> <p><b>S2:</b> Increased participation over baseline survey</p> <p><b>S3:</b> Increased participation over baseline survey</p>

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	<p>community, but not limited to:</p> <ul style="list-style-type: none"> <li>• <i>PTA/parent activity Fitness Nights,</i></li> <li>• <i>Afterschool events sponsored by the American Heart Association and affiliate groups (i.e. Delaware Bowling Association, Kirkwood Soccer, Police Athletic Leagues)</i></li> <li>• <i>Colonial Homecoming Festival</i></li> <li>• <i>Girls on the Run/Boys on the Run programs</i></li> <li>• <i>Eisenberg Fitness Stations (Track)</i></li> <li>• <i>Nemours/Highmark Health Screening Vans</i></li> <li>• <i>Positive Behavior Support programs using the McCullough Fitness Center</i></li> <li>• <i>Colonial Community Health and Wellness Fair</i></li> <li>• <i>Yolo Group (George Read and Christiana Hospital)</i></li> <li>• <i>State convening resources to promote drug addiction education</i></li> <li>• <i>Partnerships with law enforcement for topical workshops</i></li> </ul> <p><b>S3:</b> Schools will promote opportunities for staff. Opportunities included but not limited to:</p> <ul style="list-style-type: none"> <li>• <i>CrossFit (CrossFit Wilmington)</i></li> <li>• <i>Dance</i></li> <li>• <i>Lifetime sports (soccer, football)</i></li> <li>• <i>Stretching and exercise (yoga, Pilates)</i></li> <li>• <i>Weight management</i></li> </ul>					



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<p><b>G3:</b> Communicate pertinent information to parents</p>	<p><b>S1:</b> Add a district and school point-of-contact list in the areas of nutrition, physical activity, health, and social-emotional wellness to the school and wellness webpages on the Colonial School District website</p> <p><b>S2:</b> Completion of Fitnessgram data entry and communication of physical fitness data to parent/guardians in Grades 4, 7, and 9 or 10</p>	<p><b>S1:</b> Fall 2017</p> <p><b>S2:</b> Fall 2017 and subsequent school years</p>	<p><b>S1:</b> Student Services Director</p> <p><b>S2:</b> Supervisor of Health/PE and PE teachers</p>	<p><b>S1:</b> Information from schools</p> <p><b>S2:</b> Access to state Fitnessgram data entry and ability to print reports for parents</p>	<p><b>S1:</b> Fall 2017</p> <p><b>S2:</b> End of each school year</p>	<p><b>S1:</b> Point of Contacts are posted to website</p> <p><b>S2:</b> Record of compliance by each PE teacher</p>
<p><b>G4:</b> Communicate the connection between wellness initiatives and curriculum opportunities for students.</p>	<p><b>S1:</b> Identify mechanisms-social media and other mechanisms (newsletters, websites, etc.) to inform parents how wellness programs help enhance curriculum delivery</p>	<p><b>S1:</b> Fall 2017 and subsequent school years</p>	<p><b>S1:</b> Supervisor of Health/PE, District PIO/Marketing Specialist, and Health/PE teachers</p>	<p><b>S1:</b> Point persons to work with supervisor to identify connections to K-12 Health/PE curriculum topics; comprehensive and updated list of initiatives</p>	<p><b>S1:</b> End of each school year</p>	<p><b>S1:</b> Archive of district and building-level communications</p>

## **V. Evaluation**

<b>GOAL/STANDARD</b>	<b>STRATEGY FOR IMPLEMENTATION</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES NEEDED</b>	<b>BENCHMARKS</b>	<b>INDICATORS OF SUCCESS</b>
<b>G1:</b> Ensure the wellness committee is representative of all stakeholders.	<b>S1:</b> Teachers, students, parents, district and school administrators, board members and community members are represented on the wellness committee and participate in the development and evaluation of the plan	<b>S1:</b> June 30, 2017	<b>S1:</b> Assistant Superintendent	<b>S1:</b> Collaboration from members knowledgeable about nutrition, health, physical education/activity, and social emotional wellness	<b>S1:</b> Committee meets three times- Fall, Winter and Spring to develop plan; subcommittees meet as needed to develop nutrition, health and physical activity, and social emotional wellness sections; committee continues to meet three times per year to monitor and evaluate the plan	<b>S1:</b> Actionable plan completed by June 30, 2017; revised district policy board approved by June 30, 2017; plan revised annually
<b>G2:</b> Goals and strategies for nutrition, health and physical activity, and social emotional wellness meet SMART goal standards; Strategic and specific, measurable, attainable, results-based and time-bound.	<b>S1:</b> Goals and strategies are written so that specific action steps are clearly understood by all stakeholders <b>S2:</b> Strategies represent best practices <b>S3:</b> Implementation follows a reasonable timeline to reach intended outcomes <b>S4:</b> Outcomes are attainable	<b>S1-4:</b> June 30, 2017	<b>S1-4:</b> Nutrition Services Specialist, Curriculum and Instruction Supervisor, and Student Services Director	<b>S1-4:</b> Collaboration from members knowledgeable about nutrition, health, physical education/activity, and social emotional wellness	<b>S1-4:</b> June 30, 2017	<b>S1-4:</b> Plan meets SMART standard: Strategic and specific, measurable, attainable, results-based and time-bound
<b>G3:</b> Evaluate wellness plan implementation and progress.	<b>S1:</b> Schools will complete an online assessment to establish baseline <b>S2:</b> Schools will complete an online assessment after one year of plan implementation	<b>S1:</b> Sept 2017 <b>S2:</b> Sep 2018 <b>S3:</b> Sept 2021 and every three years thereafter	<b>S1-3:</b> Assistant Superintendent	<b>S1-3:</b> Support in building online assessment tool	<b>S1-3:</b> Build online assessment tool Summer 2017 with multiple rating opportunities	<b>S1-3:</b> 100% school participation/completion of online assessment

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	<p><b>S3:</b> Schools will complete an online assessment every three years</p>					
<p><b>G4:</b> Publicly report implementation progress</p>	<p><b>S1:</b> Provide wellness committee progress updates on the wellness webpage of the Colonial School District website</p> <p><b>S2:</b> Provide school online assessment results on the wellness webpage of the Colonial School District website</p> <p><b>S3:</b> Publish success stories on the wellness webpage of the Colonial School District website</p> <p><b>S4:</b> Publish local and national recognition on the wellness webpage of the Colonial School District website</p>	<p><b>S1:</b> June 2018 and annually thereafter</p> <p><b>S2:</b> October 2017 and annually thereafter</p> <p><b>S3:</b> Ongoing</p> <p><b>S4:</b> As recognitions are granted</p>	<p><b>S1:</b> Assistant Superintendent</p> <p><b>S2:</b> Nutrition Services Specialist</p> <p><b>S3-4:</b> Nutrition Services Specialist, Curriculum and Instruction Supervisor, and Student Services Director</p>	<p><b>S1-4:</b> Communication among all members of the Wellness Committee</p>	<p><b>S1:</b> Fall, Winter and Spring monitoring by Wellness Committee</p> <p><b>S2:</b> Aggregate school results for district report</p> <p><b>S3:</b> Ongoing</p> <p><b>S4:</b> Ongoing</p>	<p><b>S1:</b> Published results</p> <p><b>S2:</b> Published results</p> <p><b>S3:</b> Published success stories</p> <p><b>S4:</b> Published recognitions</p>

## **Resources**

Delaware Department of Education Health/Physical Education Guidance: Delaware Code, Title 14, Regulation Section 501: State Content Standards; Section 502: Alignment of Local School District Curricula to the State Content Standards; Section 503: Instructional Program Requirements (Physical Education); Section 851: Health Education.

Nemours/DuPont Hospital for Children: <https://kidshealth.org>

School Health Assessment and Performance Evaluation System: <https://theshapesystem.com>

Local School Wellness Policy Implementation under the Healthy, Hunger-Free Kids Act of 2010: Final Rule. United States Department of Agriculture; Food and Nutrition Services; Document Number 2016-17230; 7 CFR Parts 210 and 220; pg. 50151-50170. Date: Aug 29, 2016.

<https://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf>

Delaware Department of Education. Health and Nutrition; SNP Wellness Policy.

<https://www.doe.k12.de.us/page/3255>

School Nutrition Environment and Wellness Resources. United States Department of Agriculture; Team Nutrition Website. <https://healthymeals.fns.usda.gov/local-wellness-policy-resources/school-nutrition-environment-and-wellness-resources-0>

Alliance's Model Wellness Policy School Wellness Committee Toolkit. Alliance For A Healthier Generation. <https://www.healthiergeneration.org/takeaction/schools/wellnesscommitteepolicies/>

For more information and resources listed in the above plan, please visit Colonial School District's Nutrition Services Department Website at

<http://www.schoolnutritionandfitness.com/index.php?sid=2703121500268035&page=wellnesspolicy>