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## **LOCAL WELLNESS POLICY**

On June 30, 2004, Congress passed Section 204 of Public Law 108-265, of the Child Nutrition and WIC Reauthorization Act of 2004. This law requires local education agencies to develop a policy that addresses the growing problem of childhood obesity.

Overweight and obesity have reached epidemic proportions in the United States. The percentage of young people who are overweight has more than doubled since 1970. Type 2 diabetes, once considered an adult disease, has increased dramatically in children, especially those who are overweight. Doctors are finding risk factors for heart disease in more than 60 percent of overweight children ages five to 20.

Regular physical activity and good eating habits enhance learning. A California Department of Education Study released in December 2002 showed that higher fitness levels were associated with higher scores in the Standard Achievement Test, 9th Ed., in three different grade levels of students, especially in math. Movement prepares the brain for optimal learning. When humans exercise and maintain proper nutrition, the brain stays in a good learning state. Physical activity performed on most days of the week reduces the risk of obesity and diabetes, and risk of developing heart disease and cancer, the major causes of illness and death in the United States. Physical activity also reduces feelings of depression and anxiety, and helps build and maintain healthy bones, muscles, and joints.

Along with regular physical activity, good eating habits are also important. Studies show that students from schools without an a la carte food program and with limited vending machines reported intakes that met or came near to meeting United States Department of Agriculture dietary recommendations. Students using a la carte foods and vending machines reported lower fruit and vegetable intakes and a higher percentage of calories from total and saturated fat.

The goal of the Salem R-80 School District Local Wellness Policy is to promote a school environment that supports the development of healthy eating patterns and an active lifestyle. When considering changes in the school environment, it is important to clearly communicate those changes to school staff, parents, students, and community members for the best possible outcome.

The designated person responsible for implementing and measuring the effectiveness of the wellness policy for the Salem R-80 School District is:

**The Assistant Superintendent**

## WELLNESS POLICY COMMITTEE MEMBERS

Section 204 of Public Law 108-265 indicates students, parents, representatives from the school food service staff, school board members, school administrators and the general public should all be involved in developing a school wellness policy.

<b><u>Committee Member Name</u></b>	<b><u>Organization</u></b>
Gary Bartle	AHEC
Brooke Beeson	Salem R-80 Student
Diana Bermudez	Salem R-80 Health/PE Teacher
Karen Bundy	Salem R-80 Food Service Director
Amy Cartwright	Salem R-80 RN, Head Nurse
Gina Daniels	Salem Hospital Rehabilitation
Jason Edwards	Salem Hospital Dietician
Jennifer Edwards	Cardio Wellness Program Director
Laura Gray	Salem R-80 Student
George Gruendel	Salem R-80 Board member
Kim Schott	Parent
Tina Spencer	Salem R-80 Assistant Superintendent

## I. NUTRITION EDUCATION

**Goal 1:** Consistent nutrition messages throughout the school, classroom, cafeteria, home, community and media

**Goal 2:** Build awareness and encourage positive role modeling among administrators, teachers, food service staff, coaches, nurses, parents, students, other school staff, and community leaders about the contribution of proper nutrition to the maintenance of lifelong healthy weight.

**Goal 3:** Provide all students, PK-12, with the skills they need to adopt healthy eating behaviors.

**Rationale:** Studies have found that effective nutrition and health education include intervening in the school environment, as well as in the community. Classroom education alone does not give students the skills necessary to make behavior changes related to healthful eating. Students who hear consistent health messages through different channels—at home, in school, and in the community—are more likely to adopt healthy behaviors.

### ***Action Steps:***

1. Educate school staff, parents, and community leaders about the issues affecting the health of children such as obesity, eating disorders, body size acceptance, and steroid and supplement use.
2. Encourage school staff to attend professional development programs on current nutrition guidelines, best practices, and resources.
3. Include information on nutrition in school communications, such as monthly meal calendars, newsletters, articles in the school newspaper, and family nights.
4. Work with existing school health services to establish links with professionals who can provide nutrition counseling and/or related services for families.
5. Coordination between the food service staff and the teachers to integrate behavior-focused, interactive nutrition education into the school health program and health education curriculum, Pre-K through 12.

## II. PHYSICAL ACTIVITY

**Goal 1:** Provide age-appropriate instruction in physical education classes to help students develop the knowledge, attitudes, skills, and behaviors needed to adopt, maintain, and enjoy a physically active lifestyle.

**Goal 2:** Provide opportunities during and after school, in cooperation with community programs, to create an environment that is safe and supportive of students' physical activities.

**Rationale:** The primary goal for Salem R-80 School District's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthful lifestyle.

### ***Action Steps:***

1. Discourage the use of physical activity or withholding recess as punishment.
2. Elimination of co-ed physical education classes and schedule PE classes for females primarily in the afternoon.
3. Provide student access to the gym before school hours.
4. Provide PE or an opportunity for physical activity on a daily basis for all students, PK-12
5. Encourage physical activity throughout the school day through daily recess periods, elective PE classes, and the integration of physical activity into the academic curriculum.
6. Provide age-appropriate physical activities such as kickboxing, Hip Hop dancing, sports-focused classes, dodgeball leagues, weight loss contests, and sports related clubs.

### III. HEALTHY FOODS ON CAMPUS

**Goal 1:** Develop and implement policies ensuring that all foods and beverages available on school campuses, and at school events, as part of the school's food service program, contribute toward healthful eating patterns that are consistent with the Dietary Guidelines for Americans.

**Goal 2:** Develop and implement guidelines for healthful snacks and foods provided in vending machines, concession stands, as fundraising activities, for parties, celebrations and meetings, and other venues within the school's control that are outside the school food service program, and restrict student access to venues that contain foods of minimal nutritional value.

**Rationale:** Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Healthy eating habits in childhood are linked to proper growth and development, optimal learning, and the reduction of chronic disease risk. Choosing a variety of healthful foods across and within food groups provides essential vitamins and minerals, fiber, and other important nutrients. Multiple exposures to new foods increase children's willingness to try new foods and, in turn, increase the variety of foods they like and accept. Schools must also ensure that reimbursable school meals meet the program requirements and nutrition standards set forth by federal and state guidelines.

***Action Steps:***

1. Continue to restrict grades K-6 to no vending machine access.
2. Continue to restrict vending machine access during school hours for grades 7-12.
3. All beverages offered in vending machines will comply with the school guidelines of the American Beverage Association.
4. Foods of Minimal Nutritional Value (FMNV) are not allowed on school property in areas accessible to students. (FMNV foods include soda water, water ices that do not include fruit juices, chewing gum, certain candies including hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy coated popcorn.)
5. Encourage fundraising activities that promote physical activities and foods of nutritional value.
6. Discourage the use of foods or beverages, especially FMNV, as rewards for academic performance or good behavior or withholding food or beverages as a punishment.

7. Limit celebrations that involve food to no more than one party per class per month. Parents should be encouraged to send healthy foods to parties and to limit amounts.
8. Snacks served during the school day or during school-sponsored after-school activities will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.
9. Food offered or sold at school-sponsored events outside the school day will meet the nutrition standards for FMNV. Beverages at these events should include 50% of items to be water, fruit drinks with at least 50% juice, and milk.

## IV. PROMOTING STUDENT WELLNESS

**Goal 1:** Create a school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active.

**Goal 2:** Create a community environment that encourages continuity of the school's wellness program through community activities and education.

**Rationale:** Regular physical activity and good eating habits enhance learning. A school environment that promotes physical activity and healthy food choices that extends to the home environment and the community encourages lifelong habits for students.

### ***Action Steps:***

1. Develop an age-level appropriate, positive rewards system that does not include unhealthy food or drinks.
2. Develop an age-level appropriate system of discipline that does not cause the student to be less active by the withdrawal of recesses, outside time, or physical education class.
3. Create a wellness activity program to encourage Salem R-80 staff members to be better role models in the areas of fitness, healthy lifestyle choices and good eating habits.
4. Be pro-active in encouraging extra-curricular and community sponsored use of school facilities for activities that promote an active lifestyle.
5. Encourage appropriate inclusion of health-related activities into the curriculum when possible (e.g. posters on health-related topics in art; aerobic movement in music; reading charts on food products in communication skills; portion sizing in math; health-related topics as writing assignments).
6. Communicate with parents early in the school year credible, age-appropriate information related to:
  - a. Importance of breakfast and opportunities through the school's breakfast program;
  - b. Nutritional value of school prepared lunches;
  - c. Guidelines for healthy lunches sent from home;
  - d. Guidelines for foods provided for classroom parties/celebrations;

- e. Importance of physical education and activity and how to encourage student involvement;
  - f. How to contact school staff about health-related issues.
7. Include high school students in presentations to lower grade levels as role models on topics such as obesity, physical activity, healthy eating, etc.