

Dora R-III School Local Wellness Policy

On June 30, 2004, Congress passed Section 204 of Public Law 1080265, of the Child Nutrition and WIC Reauthorization Act of 2004. This law requires local education agencies (schools) that participate in federally funded nutrition programs to develop a policy that addresses the growing problem of childhood obesity. This will be referred to as the “Local Wellness Policy”.

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. The incidence of type II diabetes, once considered to be an adult disease, has increased dramatically in children. It is seen most often in children who are overweight. Health care practitioners are finding risk factors for heart disease, including hypertension, in more than 60 percent of overweight children ages 5 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 level were associated with higher scores on the Standard Achievement Test, 9th Ed., especially in math, in three different grade levels of students. Movement prepares the brain for optimal learning. When humans exercise and maintain proper nutrition, the brain stays in a good learning state. Physical activity preformed on most days of the week reduces the incidence of obesity, heart disease, cancer and the risks associated with these conditions. Physical activity also enhances feelings of well-being and decreases anxiety, and helps build and maintain healthy bones, muscles and joints.

The principals of brain-based learning suggest that physical activity has an immediate effect on our ability to learn. This fact, along with the life-long benefits of physical fitness, speaks to the importance of promoting physical activity during the school day.

Along with regular physical activity, good eating habits are also important. Studies show that students from schools without a la carte food programs and limited vending machines reported food intakes that met or came near to meeting the 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 fat and saturated fat.

The goal of the Dora R-III School Local Wellness Policy is to promote a school environment that supports the development of life-long patterns of healthy eating and physical fitness.

Wellness Policy Committee Members

Section 204 of Public Law 108-265 indicates that 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. The Wellness Policy Committee at Dora R-III School also includes teachers, health educators, school nurses and counselors, a representative of the local public health agency, local health care providers, and members of local government.

<u>Committee Member</u>	<u>Role(s)</u>
Shana Hambelton, RN	Committee Chair, School Health Coordinator, HS parent
Deanna Frazier	School Food Service
Amelia Menz	Counselor
Allen Woods	Superintendent
Brett Mitchell	Principal
Sherry Ross	Assistant Principal
Angela Masters	ES teacher
Tracy Lovan	MS/HS FACS teacher
Bev Davison	Health and PE teacher
Cole Garnette	Health and PE teacher
Crystal Leroy	MS Teacher
Tammy Collins	Teacher, parent/community member
Amanda Mckee	Teacher, parent/community member
Lindsay Collins	School Board Member
Charli Howard	HS student
Emma Martin	HS student
Josh Nold	HS student

Nutrition Education

Goal 1: Consistent nutrition messages throughout the school environment. Nutrition goals shared via the local media

Goal 2: Build awareness of goal 1 and encourage positive role modeling among the school faculty, staff and administrators regarding importance of proper nutrition in the maintenance of lifelong health.

Goal 3: Provide all students 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. Classroom education alone does not give students the skills necessary to make behavioral changes related to healthful eating. Students, who hear consistent health messages through different channels, in school, at home 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 and the health concerns related to improper nutrition and sedentary lifestyle.
2. Include information on nutrition in school communications such as monthly meal calendars and articles in the school newspaper, posters and flyers sent home with students.
3. Work with existing school health services to establish links with professionals who can provide nutrition counseling and related services to families.
4. Integrate behavior-focused, interactive nutrition education into the health education curriculum at all grade levels.

Physical Activity

Goal 1: Provide age-appropriate instruction in physical education classes too 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 importance of physical fitness must be taught and the habit must be practiced in order for it to be adopted as a lifestyle.

Action Steps:

1. Recommend local policy that works toward an average of 260 minutes of physical activity every week in grades K-8.
2. Encourage physical activity through the school day, K-12, with programs such as the 10 minute class walk and integration of physical activity into the academic curriculum.
3. Provide opportunities for after-school physical activities through community-based athletic programs and "intramural" athletic programs especially for students not involved in organized sports.
4. Establish a policy against withholding recess as punishment. Rather than "sitting out" at recess students would be instructed to walk a circuit like "around the playground" in ES. The message would be that students usually choose their recess activity, but when inappropriate behavior is an issue they will have a prescribed activity.
5. Assure safe and adequate equipment, facilities, and resources, as well as appropriately trained and certified staff, for the full implementation of physical education classes in K-12 curricula.
6. Improve the space for MS lunch recess with additional paved area (instead of gravel) for games, jump rope, and other activities. Consider adding features such as tetherball.
7. Increase supervised open gym times especially before school.
8. Investigate High School PE choices in addition to weight training such as "Lifetime Sports" and "Popular Fitness".

Healthy Foods on Campus

Goal 1: Develop and implement policies insuring that all foods and beverages available during the school day 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. Provide *guidelines* and suggestions for healthy eating at parties, celebrations and meetings.

Rationale: Student's 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 them and, in turn, increase the variety of foods they like and accept. Schools must also insure that reimbursable school meals meet the program requirements and nutrition standards set forth by federal and state guidelines.

Action Steps:

1. Provide food options such as fruits, vegetables, whole grains, and dairy products that are low in fat, calories and added sugars.
2. Develop and implement guidelines for healthful drinks and foods provided in vending machines.
 - a. Not more than 35% of calories from fat (except for nuts, seeds and nut butters)
 - b. Not more than 35% of weight from sugar (except for fruit)
 - c. Not more than 225 calories per selling unit
3. Develop and implement guidelines to address using food as a discipline or reward for students. Replace with rewards of fun activity time or non-food items.
4. Develop and implement *guidelines and suggestions* for snacks and refreshments to be served at school parties, celebrations, and meetings.
5. Schedule lunch periods at reasonable hours around midday to the extent possible with the available facilities and provide an adequate amount of time for students to eat school meals.

Promoting Student Wellness

Goal 1: Create a school environment that provides consistent wellness messages and supports healthy eating and physical activity.

Goal 2: Assist in creating 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 have been shown to enhance learning. The school's efforts in promoting physical activity and healthy food choices that extend into the home and community environment encourage lifelong habits for students.

Action Steps:

1. Provide a clean, safe, enjoyable meal environment for students.
2. Provide adequate time for students to enjoy eating healthy foods with friends, scheduled as near the middle of the school day as possible.
3. Prohibit the use of food as a reward or punishment.
4. Limit denial of student participation in recess or other physical activity as a form of discipline.
5. Limit the cancellation of recess or other physical activity time for instructional make up time.
6. Provide student access to physical activity facilities outside of school time.
7. Continue to provide professional development for foodservice staff and teachers on the subject of nutrition.
8. Develop strategies for parents, teachers, school administrators, students, foodservice professionals and community members to serve as role models in practicing healthy eating and being physically active, both at school and at home.