

# Schoolcraft Learning Community Wellness Policies on Physical Activity, Nutrition, Health and Safety

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## Purpose of Policies

Schoolcraft Learning Community recognizes that a student who feels safe and connected to their school and is properly nourished and healthy has a greater chance of attending school on a regular basis, performing better in the classroom, and becoming a functioning member of the school-community.

The school is therefore committed to providing a school environment that promotes and protects student's health, safety and ability to learn. These Wellness Policies are consistent with the school's "Ends Policy" which states that students will learn how to build and maintain physical, emotional and mental wellness by balancing work, family, social and leisure needs.

## TO ACHIEVE THESE POLICY GOALS:

### Schoolcraft Wellness Committee

The school wellness committee will develop, implement, monitor, review, and, as necessary, revise the Wellness Policies. The Committee shall include to the extent possible representatives from the following groups: parents, food service, school board, administrators, teachers and school nurse.

### Nutritional Quality of Foods and Beverages Sold and Served

#### School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to students;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;

The food services program will aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation will not take precedence over the nutritional needs of the students. Food Services will ensure that all students have affordable access to the varied and nutritious foods they need.

**Breakfast** To ensure that all children have breakfast in order to meet their nutritional needs and enhance their ability to learn, beginning in Fall 2006, the School Breakfast Program will be offered to all students. Staff and students have seen the benefit of the breakfast program and wish to continue serving breakfast to all students. The wellness committee will continue to assess the program.

**Free and Reduced-priced Meals** Schoolcraft will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

**Meal Times and Scheduling** Schoolcraft:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should not schedule meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks;

**Food and Beverages Sold Individually**

Currently, there are no foods or beverages sold separately from the meal program.

**Snacks** Most snacks served during the school day or in after-school programs 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.

**Rewards/Punishments** The school does not encourage the use of foods or beverages, especially those that are not nutritious, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

**Celebrations** that involve food during the school day will be encouraged to include healthy foods or beverages.

**Communications with Parents** The school will support parents' efforts to provide a healthy diet for their children by sending home nutrition information that encourages parents to pack healthy lunches and snacks and to refrain from including beverages and foods that are not nutritious. The lunch menu is provided in the newsletter and on-line monthly.

## **Health Education**

### **Intent**

A comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors shall be offered in each crew. By the end of 8<sup>th</sup> grade, students shall be able to:

- comprehend concepts related to health promotion and disease prevention;
- access valid health information and health-promoting products and services;
- practice health-enhancing behaviors and reduce health risks;
- analyze the influence of culture, media, technology, and other factors on health;
- use interpersonal communication skills to enhance health;
- use goal-setting, decision-making, and self-management skills to enhance health; and
- advocate for personal, family, and community health.

### **Instructional Program Design**

The health education program shall be consistent with Minnesota's Standards and the school's Curriculum Framework and will be periodically reviewed by the Wellness Committee. It shall:

1. utilize educational theories and methods that have credible evidence of effectiveness;
2. emphasize learning and practicing the skills students need for healthful living;
3. build functional knowledge and skills from year to year (i.e., be sequential in design);
4. include accurate and up-to-date information;
5. use active, participatory instructional strategies and techniques;
6. be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds;
7. focus on the behaviors that have the greatest effect on a person's health and emphasize the short-term and long-term consequences of personal health behaviors;
8. encourage students to assess their personal behaviors and habits, set goals for improvement, and resist peer and wider social pressures to make unhealthy choices;
9. stress the appealing aspects of living a healthy lifestyle;
10. address students' health-related concerns;

**Staff Wellness** Schoolcraft highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The committee will discuss ways to promote and support staff mental, social, emotional, spiritual, and physical health.

## **Physical Activity Opportunities and Physical Education**

**Daily Physical Education (P.E.) K-12** All students in grades K-8 shall participate in 150 minutes of physical activity per week that includes recess and walking. Every child shall participate in at least one class per week taught by a certified physical education instructor.

### **Instructional Program Design**

Schoolcraft shall establish specific learning goals and objectives for physical education with a sequential, developmentally appropriate curriculum, designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. The physical education program shall:

1. emphasize knowledge and skills for a lifetime of regular physical activity;
2. be consistent with Minnesota's standards for physical education and the school's Curriculum Framework that define what students should know and be able to do;
3. devote at least 50 percent of PE class time to actual physical activity, with as much time as possible spent in moderate to vigorous physical activity;
4. provide many different physical activity choices;
5. feature cooperative as well as competitive games;
6. meet the needs of all students, especially those who are not athletically gifted;
7. take into account gender and cultural differences in students' interests;
8. teach self-management skills as well as movement skills;
9. actively teach cooperation, fair play, and responsible participation in physical activity; and
10. be an enjoyable experience for students.

Teachers shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.

Suitably adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

### **Adequate Facilities**

School leaders shall endeavor to ensure the cost-efficient provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical education program. The use of physical education facilities for other purposes during times scheduled for physical education classes shall be minimized.

### **Integrating Physical Activity into Other Curricular Areas**

Physical education topics shall be integrated within other curricular areas; e.g. the benefits of being physically active can be linked with instruction in science classes.

Recognizing that mental focus and concentration levels in children improve significantly after engaging in structured physical activity, classroom teachers shall strive to engage students in some type of physical activity each day. Short physical activity breaks between lessons or classes will be provided, as appropriate.

**Daily Recess** All K-8 students will have at least 15 minutes a day of supervised recess, preferably outdoors, during which the school should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

**Physical Activity Opportunities After School** Schoolcraft will explore how to offer at least one extracurricular physical activity programs each season that provide moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment** Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups).

### **Parental Partnership Policy**

Schoolcraft Learning Community recognizes that parents and families are a child's first and most important teachers. When children enter school, the responsibility for their learning is shared by the schools, families, communities, and the children themselves.

Further, the school believes that:

- all children deserve to grow up in nurturing, healthy, and safe learning environments in which families are supported in their roles and responsibilities;
- families of all cultures and incomes care deeply about their children's success; and
- family-school-community collaboration and partnerships benefit all children.

It is the goal of Schoolcraft to "develop strong partnerships with the home". Parents and schools working as partners increase student achievement, promote health, and develop positive attitudes about self and school. The key factor in the home-school partnership is the relationship between the teacher and the parent. Organizational support from the board and administration enables teachers to effectively develop the partnership. The intent of this policy is to result in consciously doing those things already in practice in a more efficient, consistent, and effective manner as well as generating new ways of strengthening the partnership.

The partnership between home and school will be supported by the development of a committee of parents and staff that will continually assess, plan and implement strategies that build the home and school partnership including:

1. assuring that the infrastructure supports teacher's efforts to communicate with parents via; regular newsletters, progress reports, conferences, community events, orientation, website.
2. promoting parental involvement practices using the following six basic principles considered essential to home-school partnerships.
  - a. Communication between home and school is regular, two-way, and meaningful.
  - b. Responsible parenting, quality teaching, and caring communities are promoted and supported.
  - c. Families and the community play a key role in helping students learn.
  - d. School staff members provide a welcoming environment for parents and other community members and seek their support.
  - e. Parents participate in advocacy and decisions, including budget and curriculum that affect children and families at the local and state levels.
  - f. Community resources are made available to strengthen school programs, family practices, and student learning, and community partners participate in helping schools meet their learning goals.
3. providing resources to staff and parents that aid in parent-teacher communication and collaboration.

Schoolcraft will provide leadership in the development of clear avenues of parental involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school.

## **School Safety and Risk Management**

Policies promoting a healthy school environment are located in the Crisis Plan, Bullying Policy and family handbook.

## **Implementation and Monitoring of Wellness Policies**

The person who assumes School Nurse responsibilities will ensure compliance with established nutrition and physical activity wellness policies.

The CDC's School Health Index will be used to assess the nutrition, physical activity and health and safety needs of students. Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement.

The Wellness Committee will meet twice per year to monitor progress on these policies. An annual report of compliance with the policy will be given to the Director and the School Board.