

St. Joseph School Wellness Policy

Table of Contents

| | |
|---|---|
| <u>Preamble</u> | 2 |
| <u>School Wellness Committee</u> | 3 |
| <u>Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement</u> | 3 |
| <u>Nutrition</u> | 4 |
| <u>Physical Activity</u> | 7 |
| <u>Other Activities that Promote Student Wellness</u> | 8 |
| <u>Glossary</u> | 9 |
| <u>Reference Material</u> | 9 |

***Updated 7/2017 to reflect the USDA Final Rule**

St. Joseph School Wellness Policy

Preamble

St. Joseph School (hereto referred to as the SJS) is committed to the optimal development of every student. SJS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

The National Catholic Education Association statement on Accountability and Assessment in Catholic Education states that: *“We hold a sacred trust to educate and form the whole person – mind, body, and spirit.”* As Catholic educators, we believe in providing consistent school activities and an environment in which students can learn to make lifestyle choices that promote their healthy futures.

This policy supports the mission of SJS, a Hawaii Catholic School. The school community recognizes that a poor diet, combined with the lack of physical activity has a negative impact on student’s health and his/her ability to learn, both short-term and long range.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines SJS’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at SJS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school; and
- SJS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, faculty and staff at SJS. SJS will coordinate the wellness policy with other aspects of school management, including the St. Joseph School Improvement Plan, when appropriate.

I. School Wellness Committee

Committee Role and Membership

SJS will convene a representative SJS wellness committee (hereto referred to as the SJSWC) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy (heretofore referred as “wellness policy”).

The SJSWC membership will represent all school levels (elementary and secondary) and include (to the extent possible), but not be limited to: parents and caregivers; students, school administrators, school board members, and the general public. To the extent possible, the SJSWC will include representatives that reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SJSWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is Teresa Fuata – tfuata@sjshilo.org

| Name | Title / Relationship to the SJS | Email address |
|---------------------|--|--|
| Dr. Llewellyn Young | Principal | lyoung@sjshilo.org |
| Teresa Fuata | SJS Meal Program Manager | tfuata@sjshilo.org |
| Susan Rivera | PTG President | |
| Michael Costales | Athletic Director | mcostales@sjshilo.org |
| Jody Montel | Parish/Community Member | |

II. Wellness Policy Accountability and Community Engagement

Recordkeeping

SJS will retain records to document compliance with the requirements of the wellness policy with the SJS Meal Program Manager. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the SJSWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;

Annual Notification of Policy

SJS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. SJS will make this information available via the school's website. SJS will provide as much information as possible about the school nutrition environment. This will include a summary of SJS's events or activities related to wellness policy implementation. Annually, SJS will also publicize the name and contact information of the individuals leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, SJS will evaluate compliance with the wellness policy to assess the implementation of the policy and include: The extent to which the school is in compliance with the wellness policy; a description of the progress made in attaining the goals of SJS's wellness policy.

The Meal Program Manager for SJS will be responsible for managing the triennial assessment: Teresa Fuata (808) 935-4935 or tfuata@sjshilo.org. SJS will actively notify households/families of the availability of the triennial progress report.

Community Involvement, Outreach and Communications

SJS is committed to being responsive to community input, which begins with awareness of the wellness policy. SJS will actively communicate ways in which representatives of SJSWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate. SJS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply. The District will use electronic mechanisms, such as email or displaying notices on the school's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. SJS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the school is communicating important school information with parents.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The SJS Meal Program aims to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

SJS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). SJS is committed to offering school meals through the NSLP and SBP programs that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by state, and Federal statutes and regulations. (SJS offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices
- Students are served lunch at a reasonable and appropriate time of day.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). SJS will make drinking water available where school meals are served during mealtimes. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

SJS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

Celebrations and Rewards

Parents and teachers are encouraged to provide healthy snacks (or non-food celebration ideas) for parties, rewards and incentives.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

SJS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

SJS will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products;
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

SJS will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

SJS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. These efforts will be weakened if students are subjected to advertising on SJS property that contains messages inconsistent with the health information SJS is imparting through nutrition education and health promotion efforts. It is the intent of SJS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. SJS is committed to providing these opportunities. SJS will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason (*This does not include participation on sports teams that have specific academic requirements*).

To the extent practicable, SJS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

SJS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes.

SJS **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year

SJS **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and SJS will require middle and high school students to take and pass at least one health education course. SJS will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

The elementary school will offer at least 20 minutes of recess on all days during the school year (*This policy may be waived on early dismissal or late arrival days*).

Recess will complement, not substitute, physical education class.

IV. Other Activities that Promote Student Wellness

SJS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities.

Community Health Promotion and Family Engagement

SJS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year.

SJS will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Professional Learning

When feasible, the SJS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class)

Glossary:

Extended School Day – the time during, before, and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989; 143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998; 152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005; 75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008; 69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997; 29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996; 25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtendewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatrics Adolescent Med*, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.