

533 Wellness - MSBA Mandated

I. Purpose

Wellness has more than one dimension. The World Health Organization defines wellness as “a state of complete physical, mental and social well-being, and not merely an absence of disease.”

II. General Statement of Policy

Wellness has at least seven dimensions:

1. Physical wellness encourages proper nutrition and engagement in regular physical activity that results in cardiovascular health. It discourages the use of tobacco, drugs and excessive alcohol consumption. It promotes healthy lifestyle behaviors including appropriate medical care and self-care.
2. Emotional wellness relates to an awareness of feelings, and the ability to express feelings. The ability to handle stress and form healthy relationships with others is also part of emotional wellness.
3. Social wellness has to do with contributing to the common welfare of the community. Developing healthy relationships, good communication skills, and developing respect for individual or cultural differences falls into this category.
4. Intellectual wellness encourages ongoing education and expanding awareness of the world around you.
5. Spiritual wellness has to do with seeking meaning and purpose in human existence. It relates to awareness that there are many paths to take in experiencing life. Encourages looking within and determining one’s values, beliefs, and place in the world.
6. Environmental wellness relates to the relationship between our personal lifestyle choices and their impact on the community and environment.
7. Occupational wellness has to do with attaining a healthy balance between work/school and personal life. Relates to having a positive attitude about work/school, and about finding work that is enjoyable, meaningful and contributes to one’s personal growth.

III. Guidelines

A. Foods and Beverages

1. There is promotion and outreach to encourage participation in school meal programs.
2. The school shall ensure that all eligible children qualify for free and reduced meals.

3. Students have adequate time to eat: 10-15 min for breakfast and 15-20 min for lunch. This does not include transit time.
4. There is access to hand washing before meals.
5. Withholding of meals is not used as a consequence for behavior issues.
6. Foods are prepared in healthy and appealing ways that retain nutritive quality and foster lifelong healthful eating habits. This includes:
 - (i) Variety of fresh fruits and vegetables daily including occasional salad bar.
 - (ii) Low-fat and non-fat milk.
 - (iii) Whole grains.
 - (iv) Low fat cooking methods.
 - (v) Efforts to reduce sugar
7. Vending or selling of candy will not be permitted on school grounds during the school day and any beverages must be 100% juice or water.
8. Efforts to reduce and eliminate additives including, but not limited to aspartame and MSG.
9. Efforts toward providing locally grown and organic products.
10. Attempt to encourage products that promote animal and environmental wellbeing.

B. School Food Service Program/Personnel

1. Qualified nutrition professionals administer the school meals program.
2. Meals offered by the food service program meet all legal requirements for participation in NSLP and SBP.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in school.
4. Nutrition education materials are displayed in the cafeteria.
5. Students are provided adequate, clean space in pleasant surroundings in which to eat.
6. Students may socialize while eating.
7. There is adequate supervision/safety while eating.

C. Fundraising

1. Fundraising projects are encouraged to use non-food products which promote well-being of the environment like Scrip and Glossy Paper Recycling.
2. Ideally, fund-raising activities will not involve food or will be consistent with USDA Smart Snack standards.

D. School Parties/Classroom Rewards/Intramural and After School Activities

1. Students shall have access to water throughout the day
2. Strong consideration shall be given to non-food items as part of any teacher-to student incentive programs. If food is used, they shall adhere to the guidelines listed below.
 - (i) Fruits, vegetables and 100% juice are encouraged
 - (ii) They have no more than 35% of calories from fat(except nuts, seeds and nut butters) and 10% of calories from saturated fat.
 - (iii) They have no more than 35% of weight from added sugars.
 - (iv) They have limited amounts of sodium(less than 250mg per serving)
3. Parents will be asked to use non-food or healthy items for classroom parties and birthday celebrations.
4. At the start of each year, a letter to families will go home with guidelines of the wellness policy.
5. The after school program will follow nonfood and healthy food item guidelines.

E. Nutrition Education and Health/Wellness Education

1. Nutrition and health education is taught by licensed teachers, support staff and community resources. At NSCS this includes the physical education teacher and licensed classroom teachers, school counselor and other community resources. Topics include:
 - (i) Proper hand-washing
 - (ii) Need for water
 - (iii) The food groups/my plate
 - (iv) The importance of eating a variety of foods
 - (v) Serving sizes
 - (vi) Importance of calcium
 - (vii) The importance of breakfast

- (viii) The media
- (ix) Healthy choices, unhealthy choices
- (x) Nutrition labels
- (xi) Multicultural influences
- (xii) Major nutrients
- (xiii) Eating disorders
- (xiv) Reasons family members are not following healthy patterns
- (xv) Body image
- (xvi) Food safety
- (xvii) Nutritional deficiencies
- (xviii) Healthy weight management
- (xix) Origins of foods

2. Health tips are provided on monthly menus and in the school newsletter

F. Goals for Improving Nutrition and Health/Wellness Education

1. At NSCS the greenhouse and gardens are used as teaching tools which integrates nutrition education, sustainability, environmental learning and physical activity
2. EIC (Environmentally Integrated Curriculum) addresses many dimensions of wellness including environmental wellness Policy 533 Adopted 10/16/06 Revised 12/22/14 Page 4
3. Nature Trail, Chickadee Landing, Butterfly and Rain Gardens are used as teaching tools relating to environmental and physical wellness, as well as community and social wellness
4. Health tips are provided on monthly menus and in the school newsletter
5. Educational materials related to wellness are posted in classrooms and gymnasium
6. Adults and staff have the opportunity to influence students through the choices they make, as role models
7. Staff wellness opportunities are being developed and will be offered during the school year
8. Educational opportunities for students and parents will be available addressing the physical, emotional, behavioral and social dimensions of health
9. "Adopt a Garden" program will involve community, students and staff

10. Letter to families providing background and knowledge

11. Birthday Menu

G. Physical Activity

1. Ninety (90) minutes per week of Physical Education

2. Opportunities for vigorous activity:

(i) Twenty(20) minutes per day of recess (K-6)

(ii) Additional Fifteen(15) minutes per day (K-2)

(iii). Incentive games in the gym

3. There is a planned, sequential K-6 curriculum that provides basic movement skills, physical fitness and provides skills and motivation for lifelong fitness.

4. Students are moderately to vigorously active for at least thirty (30) minutes/three (3) times per week (Physical Education).

5. Physical activity or the withholding of physical activity will not be used as a consequence.

H. Goals for Improved Physical Activity

1. One hundred (100) to One hundred and fifty (150) minutes a week of vigorous physical activity.

2. Pre-K-6 regular nature trail walks

3. Teachers and paraprofessionals are encouraged to creatively engage students in physical activity in the context of classroom exercises, after school and extended year experiences such as: Brain Gym, Indoor Walking Course, Staff and Student Incentive Programs involving movement, Make Pedometers Available, Jammin Minute.

I. Physical Education for Community

1. Opportunities are provided to help families incorporate physical activity into their lives through recreational sports activities and by providing access to equipment at the school.

(i) Snowshoes

(ii) Ice Skating

(iii) Cross country skis

(iv) Open Gym

IV. Implementation and Monitoring

A. The basic purpose of measuring is to determine and report the extent to which the Wellness Policy has been implemented and to monitor the plan.

1. The NSCS director will ensure compliance with the established wellness policy. The Wellness Policy will be monitored yearly by a simple evaluation prepared by the Wellness Committee. The committee chairman will summarize the evaluation. The summary report will be provided to the NSCS school board, Director, Wellness Committee and all staff.
2. The policy will be reviewed yearly by the Wellness Committee. Changes may be suggested and submitted to the NSCS school board for approval.
3. The Wellness Policy at NSCS is intended to be used as a tool to help us strive toward making choices which benefit health and well being. Some of these areas are already addressed by other policies.

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 et seq. (RichardB. Russell National School Lunch Act)
42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:

Minnesota Department of Education www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Department's Action for Healthy Kids Minnesota,
www.actionforhealthykids.org