

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Takini 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>	4
<u>Nutrition</u>	7
<u>Physical Activity</u>	12
<u>Other Activities that Promote Student Wellness</u>	16
<u>Glossary</u>	18
<u>Appendix A: School Level Contacts</u>	19

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Takini School Wellness Policy

Note: A local school wellness policy is a written document that guides a local education agency (LEA) in establishing a healthy school environment. Each LEA participating in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) is required to establish a written local school wellness policy for all schools under its jurisdiction (7 CFR 210.31 c). This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. School districts should choose policy language that meets their current needs and supports growth over time]. If you are using this tool to compare your policy, you should include the language in italics as the strongest examples for comparison.

Please note: South Dakota Model Wellness Policy is based on the Alliance for a Healthier Generation Model Wellness Policy. Visit healthiergeneration.org to observe the Alliance for a Healthier Generation Model Policy.

Preamble

Takini School (hereto referred to as the district) is committed to the optimal development of every student. The district 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, and throughout the school year.

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. Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students. 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. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the district'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, is policy establishing goals and procedures to ensure that:**

Students in the District 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.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Students have **opportunities to be physically active** before, during, and after school; Schools promote nutrition, physical activity, and other activities that promote student wellness.

School staff is encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.

The community is engaged in supporting the work of the district in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

The district 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 district students, staff, and schools. Specific, measurable goals and outcomes are identified within each section below.

When appropriate, the district will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan.

[NOTE: Will also include any relevant data or statistics from state or local sources supporting the need to establish and achieve this policy's goals.]

I. School Wellness Committee

Committee Role and Membership

The district will convene a representative district wellness committee (hereto referred to as the local wellness committee or work within an existing school health committee) periodically to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred to as "wellness policy").

The local wellness committee membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: *parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services status [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], school administrators (e.g., superintendent, principal, vice principal, school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and/ the general public.*

Leadership

The Superintendent or designee(s) will convene the local wellness committee and facilitate the development of and updates to the wellness policy. It will ensure each school's compliance with the policy.

The designated official for oversight is *(Title of official contact information recommended)*

SOUTH DAKOTA MODEL WELLNESS POLICY
 BASED ON THE
 ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are): (Wellness Policy Committee)

Name	Title/ Relationship to the School or District	Email address:	Role on Committee
Mora Dupris	Food Service Director	Mora.dupris@takiniskyhawks.com	Assist in the presentation of the wellness policy.
John Hollow Horn	Business Manager	John.hollowhorn@takiniskyhawks.com	Assist with necessary items that support the application of the wellness policy.
Corry Roberts	Superintendent	Corry.roberts@takiniskyhawks.com	Assist in the evaluation and implementation of the wellness policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about responsibilities, specific goals, and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tool](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

This wellness policy and the progress reports/policy updates; can be found at <https://www.takiniskyhawks.com>.

Recordkeeping

The district will retain records to document compliance with the wellness policy requirements in the main office and for three years past the current year. 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 annually of their ability to participate on the local wellness committee.

Documentation to demonstrate compliance with the annual public notification requirements.

The most recent assessment on the implementation of the local school wellness policy.

Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The district 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. The district will make this information available via the district website and/or district-wide communications. The district will provide as much information as possible about the school nutrition environment. This will include a summary of the district's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the district/school officials leading and coordinating the committee and information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the wellness policy to assess the implementation of the policy for all sites under district jurisdiction and include:

The extent to which schools under the district's jurisdiction comply with the local wellness policy.

The extent to which the district's wellness policy compares to a model policy (like the Alliance for a Healthier Generation's model wellness policy or the State Model Wellness Policy); and A description of the progress made in attaining the goal: of the District's wellness policy.

- o Assessment will identify how the policy will be updated to add areas as needed, improve progress toward goals, etc.
- o Documentation of when and how the policy was evaluated will be maintained.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

The position/person responsible for managing the triennial assessment and contact information is _____(list the person responsible here, their title, and their contact information)

In collaboration with individual schools, the local wellness committee will monitor schools' compliance with this wellness policy.

The district *[or school]* will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The local wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment. Documentation of updates will be maintained, such as attendance sheets, meeting minutes, etc.**

Community Involvement, Outreach, and Communications

The district is committed to being responsive to community input, which begins with awareness of the wellness policy. The district will actively communicate ways in which representatives of the local wellness committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district.

The district 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 them, and a description of and compliance with Smart Snacks in School nutrition standards. The district will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all family is 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. The district will ensure that communication is culturally and linguistically appropriate to the community and accomplished through many and similar to other ways that the district and individual schools are communicating important school information with parents.

The district will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The district will also use many mechanisms to inform the community about the availability of the annual and triennial reports.

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

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Specification), and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim 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.

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *[include here any additional Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or_ others]*. The district also operates additional nutrition-related programs and activities, including *[if applicable] a list of other programs such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others]*. All schools within the district are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition 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 local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)

- Promote healthy food and beverage choices, such as one or more of the following:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in students' line of sight and reach. All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meals.
 - White milk is placed in front of other beverages in a cooler.
 - Alternative entree options (e.g., salad bar, yogurt, parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste-testing opportunities are used to inform menu development, dining space décor, and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

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 USDA's Professional Standards for School Nutrition Standards website to search for training thc1t meets their learning needs.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

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). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District 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 the 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 and a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tocls-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with the implementation of Smart Snacks are available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs: that are sold to students on the school campus during the school day* [and *ideally, the extended school day* will meet or exceed the USDA Smart Snacks nutrition standards [or, *if the state policy is stronger, "will meet or exceed state nutrition standards"*]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, by are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards (Optional)

All foods offered on the school campus will meet or exceed \ the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff with a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for p performance or behavior.
[Meets Healthy Schools Program Silver-level criteria]

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

FUNDRAISING

Foods and beverages that meet or exceed the USDA Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

Optional: [Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:

Schools will use only non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy, and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)]

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 also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion will occur through at least:

Review and consider evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and

Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District 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.

Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Includes enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods.
Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
Teaches media literacy with an emphasis on food and beverage marketing; and
Includes nutrition education training for teachers and other staff.

[Provide specifics on how Nutrition Education will be achieved.]

[Optional additional policy language includes:

*In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program 1 Silver/Gold-level criteria).
All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).]*

Essential Healthy Eating Topics in Health Education - Suggested

The District will include a health education curriculum; examples of topics are below:

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.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District 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. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote students' 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.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes 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.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailing;
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as, a substitute for, physical education (addressed in the "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) to successfully address all CSPAP areas.

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 *[insert if appropriate: "This does not include participation on sports teams that have specific academic requirements]*. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

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

Physical Education

The District 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) its, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunities to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least XI minutes per week throughout the school year. *[NOTE: Local wellness policy requirements do not identify a specific amount and frequency requirements for physical education (PE); however, PE goals must be included in the policy.]*

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education and meet minimum state PE/Health Education requirements. *[NOTE: Local wellness policy requirements do not identify a specific amount and frequency requirements for physical education (PE); however, PE goals must be included in the policy.]*

Examples of Physical Activity Topics in Health Educating

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 includes cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.
Differences between physical activity, exercise, and fitness,
Phases of an exercise session are warm-up, work it 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, determine the 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 include 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) - Optional

All elementary schools will offer at least **[X] minutes of recess** on all days during the school year (Insert as appropriate any language such as *This policy may be waived on early dismissal or late arrival days*). If the recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating, and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when the weather is feasible for outdoor play. *[Depending on regions. or weather conditions, districts may insert weather guidelines or guidelines for outside play here. OR District could create new ones such as: "Students will be allowed outside for recess except when the outdoor temperature is above or below District-set temperature, inclusive of wind chill factors, during "code orange" or "code red" days, during storms with lightening or thunder, or at the discretion of the building, administrator based on his/her best judgment of safety conditions.*

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. *[District can insert indoor recess guidelines here, which might delineate a minimum amount of time for activity opportunities during indoor recess. If these guidelines do not yet exist, the district Wellness council will create them or facilitate their development on a school-by-school basis and include them here.] [If District opts for school-by-school indoor recess guidelines, insert: Each school will maintain and enforce_ its own indoor recess guidelines.]*

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)- Optional

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for a physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics - Optional

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language or, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities - Optional

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *[District should choose appropriate and reasonable options such as physical activity club, physical activity in aftercare, intramurals or interscholastic sports, and insert approaches here.]*

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Active Transport - Optional

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to *[District will select from the list below and insert them here as policy]*.

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk, and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to *[Optional language 11: Schools in the District will...]* coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the local wellness committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships - Optional

The District will *[insert as appropriate to current efforts develop, enhance, or continue]* relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement- Optional

The District 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. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District 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.

Staff Wellness and Health Promotion - Optional

The local wellness committee will focus on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is _____ (list here).

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include _____ (list 3-4 strategies here). The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

[Optional language includes:

The District will use a healthy meeting policy for all events with available food options, created by the local wellness committee or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.]

Professional Learning - Optional

When feasible, the District 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). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

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, and 30 minutes after the end of the instructional day.

Triennial - recurring every three years.

SOUTH DAKOTA MODEL WELLNESS POLICY
BASED ON THE
ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

-
- 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;2 (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): 4:17-505.
- 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, Uijtendwilligne 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 Pediatr Adolesc Med*, 2012; 166(1):49-55.
- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Vaisto J, Leppanen 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, Drollme 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.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>