

Fond du Lac Ojibwe School Wellness Policy

BELIEF STATEMENT

The Board of Education of the Fond du Lac Ojibwe School is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

INTENT

The Fond du Lac Reservation Business Committee, through tribal resolutions and policies, considers programs that help American Indian youth adopt a balanced diet and physically active lifestyle a priority. The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Minnesota State Academic Standards for Health and Physical Education, including, without limitation, goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the community in developing this policy.

RATIONALE

A disturbing number of children are inactive and do not eat well. The result is an alarming 16 percent of children and adolescents are overweight – a three-fold increase since 1980. American Indians experience a disproportionately high incidence of diabetes, obesity, and cardiovascular disease. Our rate of diabetes is about three times that of the U.S. population as a whole, approaching 40 to 50 percent in adults. Nutritional factors contribute to at least 4 of the 10 leading causes of American Indian and Alaska Native deaths--heart disease, cancer, cirrhosis, and diabetes--and to the prevalence of overweight, obesity, hypertension, and dental decay. Congress passed the Child Nutrition and WIC Reauthorization Act of 2004 on June 30, 2004. Recognizing the role schools can play in health promotion; this law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity.

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes.

I. PURPOSE

The primary goals of the Fond du Lac Ojibwe School's wellness program is to create a total school environment that is conducive to healthy eating and being physically active.

II. GENERAL STATEMENT OF POLICY

As per the Child Nutrition and WIC Reauthorization Act of 2004, the Fond du Lac Ojibwe School hereby adopts a local wellness policy that addresses healthy eating and physical activity aimed at improving children's health by expanding the availability of nutritious meals and snacks to more children in schools while also promoting increased activity. Goals will be set for nutrition education, physical activity and other school-based activities designed to promote student wellness. Nutrition standards will be established for foods that are available at each school with the objective of promoting health and reducing childhood obesity.

III. NUTRITION GUIDELINES

It is the policy of the Fond du Lac Ojibwe School that all foods and beverages available in school fall under the School's nutrition guidelines. The Ojibwe School will serve meals and snacks to students that meet federal program regulations and nutrition standards of the National School Lunch Program. The Ojibwe School will create procedures that may include the following areas:

- National School Lunch Act, including breakfast and after school snack programs
- A la carte offerings in the cafeterias including foods and beverages
- Classroom celebrations and parties
- Classroom rewards and school sponsored events
- Fundraisers
- Food and beverages sold in school stores and vending machines

IV. NUTRITION EDUCATION

A. Instructional Program Design

The Ojibwe School's nutrition education goal is to integrate sequential nutrition education with the comprehensive health education and family and consumer science curriculum, and to the extent possible, integrate materials at every grade level in order to provide students with the necessary knowledge and skills to make healthy nutrition choices, being consistent with the Ojibwe School's health education standards. In order to achieve the nutrition education goal, the school will:

1. Provide students at all grade levels (pre-K through 12) with adequate and age appropriate nutritional knowledge including, but not limited to:
 - The benefits of healthy eating.
 - Essential nutrients.
 - Nutritional deficiencies.
 - Principles of healthy weight management.
 - The use and misuse of dietary supplements.
 - Safe food preparation, handling, and storage.
2. Provide students with nutrition-related skills that include the ability to:
 - Apply the principles of the Dietary Guidelines for Americans and My Pyramid.
 - Assess personal eating habits, nutrition goal-setting and achievement.
 - Understand and use food labels.
 - Evaluate nutritional information, distinguishing the valid from the invalid.
 - Plan healthy meals applying a decision-making process to enhance personal health.
 - Evaluate commercial food advertising and media influence on food selection.
3. Provide instructional activities that teach the aspects of healthy eating. These activities should be hands-on, behavior based, culturally relevant, developmentally appropriate and enjoyable. Examples of activities include, but are not limited to: food demonstrations and preparations, contests, promotions, taste testing, guest speakers and appropriate fieldtrips.

B. Educational Reinforcement/Coordination of Programs

1. The Ojibwe School's coordinated health program will collaborate with the educational staff to provide support with the nutrition-related education.

2. Ojibwe School staff are encouraged to provide educational links outside the classroom with local agencies and community groups to provide students with opportunities for volunteer work related to nutrition, such as in food banks, soup kitchens, or after-school programs.
3. Ojibwe School staff are encouraged to integrate with the food service program to promote nutrition instruction. Food service staff are encouraged to work closely with those responsible for other components of the school wellness program to achieve common goals.
4. The Ojibwe School will encourage families to become partners with the school in promoting healthy eating behaviors, working cooperatively to advocate for healthy individuals and families.

C. Nutrition Related Health Problems and Modified Diets

1. School counselors and school health service staff will promote healthy eating to students and other staff.
2. The food service program will comply with USDA's requirements. The school food service program is strongly encouraged to meet ethnic dietary requests as recommended by the USDA.

D. Staff Qualifications

1. Staff who provide nutrition education should have appropriate training and regularly participate in professional development activities to effectively deliver nutrition programs as planned.

E. Staff as Role Models

1. The Ojibwe School shall provide staff with in-service opportunities that recognize conditions such as unhealthy weight, eating disorders, and other nutrition related health problems among students and staff. All school staff are encouraged to model healthy nutrition practices.

V. PHYSICAL ACTIVITY

The Ojibwe School's physical activity goal is to assist students in learning to value and enjoy physical activity as an ongoing part of a healthy lifestyle by ensuring that every student has the opportunity to develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness and regularly participate in physical activity. In order to achieve the physical activity goal, the school will:

1. Develop a sequential program of appropriate physical education for every student. The program goal will be to:
 - Provide for at least 125 minutes of physical education for students in the elementary grades during the school week; at least 150 minutes during each school week for students in the middle school; and high school students will meet the graduation standard requirements in physical education required for graduation.
 - Emphasize knowledge and skills for a lifetime of regular physical activity.
 - Devote at least 50 percent of physical education class time to actual physical activity in each week, with as much time as possible spent in moderate to vigorous physical activity.
 - Meet the needs of all students, especially those who are not athletically gifted or who have special needs.
 - Provide a variety of activity choices, feature cooperative as well as competitive activities, and account for gender and cultural differences in students' interests.
 - Prohibit exemptions from physical education courses on the basis of participation in an athletic team, or other school or community activity.
 - Be closely coordinated with the other components of the overall school health program.
 - Not use prohibiting participation in physical education as punishment for actions unrelated to performance in and adherence to the rules of the physical education class.
2. Provide time in elementary schools for supervised recess. Recess will be scheduled after lunch and held outdoors when possible.
3. Provide opportunities and encouragement for students to voluntarily participate in before and after-school activity programs such as intramural activities, interscholastic athletics and clubs both through the school and community. Examples include the following:
 - Providing a diverse selection of competitive and noncompetitive, as well as structured and unstructured, activities to the extent that staffing and school/community facilities permit.
 - Offering intramural physical activity programs that feature a broad range of competitive and cooperative activities for all students.

- Encouraging partnerships between schools and businesses. Promotion of such partnerships must be appropriate and in accordance with Board policy and applicable procedures, i.e. fitness center, soccer, basketball, hockey, and the softball/baseball associations. Also community education offers a variety of activities that are not competitive to meet the needs of all students.
4. Strive to provide joint school and community recreational activities by:
- Actively engaging families as partners in their children’s education and collaborating with community organizations to provide ample opportunities for students to participate in physical activity beyond the school day.
 - Encouraging schools to work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students for physical activity during their out-of-school time.
 - Encouraging schools to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school facilities open for use by students, staff and community members during non-school hours and vacations.
 - Encouraging school officials to work together with local public works, public safety, police departments and/or other appropriate state and federal authorities in efforts to make it safer and easier for students to walk and bike to school.
5. Discourage periods of inactivity that exceed two (2) or more hours. When activities such as mandatory school wide testing make it necessary for students to remain indoors for long periods of time, staff should give students periodic breaks during which they are encouraged to stand and be moderately active.
6. Provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants in onsite after-school child care and enrichment programs sponsored by the Ojibwe School, i.e. Kid’s Corner.
7. Strive to provide opportunities and encouragement for staff to be physically active by:
- Planning, establishing and implementing activities to promote physical activity among staff and providing opportunities for staff to conveniently engage in regular physical activity.

- Working with recreation agencies and other community organizations to coordinate and enhance opportunities available to staff for physical activity during their out-of-school time.

VI. OTHER SCHOOL-BASED ACTIVITIES

The school's goal for other school-based activities is to ensure an integrated whole-school approach to the school's wellness program. The school may achieve this goal by addressing such areas as listed below:

Community Involvement

- School instructional staff collaborating with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families.
- Guest speakers invited to address students will receive appropriate orientation to the relevant policies of the school.
- Making effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities and fitness level.

Family Involvement

- Engaging families as partners in their children's education by supporting parental efforts to motivate and help their children with maintaining and improving their health, preventing disease and avoiding health-related risk behaviors.
- Providing nutrition information to parents/guardians in the forms of newsletters, handouts, presentations or other appropriate means.
- Posting nutrition tips on school website.
- Providing nutrient analyses of school breakfast and lunch menus.
- Providing parents/guardians with appropriate foods that meet the school's nutrition standards.
- Providing parents/guardians with ideas for healthy celebrations, parties, rewards and fundraising activities.
- Encouraging parents/guardians to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the school's nutrition standards for individual foods and beverages.

- Providing opportunities for parents/guardians to share their healthy food practices with others in the school's community.
- Designing curricular nutrition education activities and promotions to involve parents/guardians and the community.
- Supporting efforts of parents/guardians to provide their children with opportunities to be physically active outside of school.
- Providing information about physical activity and other school-based physical activity opportunities available to students before, during and after the school day.
- Sharing information about physical activity and physical education via the school's website, newsletter, other take home materials, special events or physical education homework.
- Encouraging parents/guardians to volunteer time in the classroom, cafeteria or at special events that promote student health.
- If practical, provide information in a language understandable to parents/guardians.

VII. MARKETING AND ADVERTISING

Marketing in Ojibwe School facilities will be consistent with the goals of the Ojibwe School's wellness program and comply with School Board policy. The Ojibwe School will strive to promote the wellness program and educate parents regarding the quality of Ojibwe School foods.

Tobacco advertising is not permitted on school property, at school-sponsored events or in school-sponsored publications. Food and beverage marketing will include the promotion of foods and beverages that meet the nutrition standards adopted by the School Board. Other examples of marketing and advertising the school will scrutinize include, but are not limited to: pricing strategies that promote healthy food choices, audiovisual programming, educational incentive programs, scoreboards, book covers and vending machine displays.

VIII. OJIBWE SCHOOL DINING ENVIRONMENT GOALS

- Provide a clean, safe, enjoyable meal environment for students.
- Provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- Provide drinking fountains so that students can get water at meals and throughout the day.

- Encourage all students participate in school meals program and protect the identity of students who eat free and reduced price meals.
- Provide an adequate time for students to enjoy eating healthy foods with friends in schools.
- Provide scheduled lunch time as near the middle of the school day as possible.
- Schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.

IX. OVERSIGHT, EVALUATION, and REVIEW

It will be the responsibility of the Ojibwe School Wellness Committee to meet at least annually to review the policy, discuss building issues/evaluations, and review new goals set to ensure school compliance with the policy.

X. COMPLIANCE INDICATORS/MONITORING

The School Improvement Team will provide at least an annual review of the building's compliance and progress working with the Ojibwe School's Wellness Policy with a summary of that review being sent to the Wellness Committee. The Wellness Committee may submit findings and recommendations to the school board as needed.

XI. OJIBWE SCHOOL GOALS

The following goals have been identified for the 2010-2011 school year:

The Diabetes Education in Tribal Schools (DETS) Life is Health in Balance Curriculum shall be adopted as part of the Wellness Policy goals.

The DETS curricula has three main goals:

1). Increase the understanding of health, diabetes, and maintaining life in balance among American Indian/Alaska Native students. (Teach about diabetes).

2). Increase American Indian/Alaska Native students' understanding and application of scientific and community knowledge. (Value and use scientific and traditional knowledge).

3). Increase interest in science and health professions among American Indian/Alaska Native youth. (Encourage science and health careers).

The Ojibwe School, in partnership with the University of Minnesota Extension Service, is a 2010 recipient of a General Mills Champions for Healthy Kids grant. The Champions for Healthy Kids objectives are adopted as a part of the Wellness Policy:

- Focus on outdoor play, activities & investigation that will engage youth in the natural environment & generate continued inquiry of & connection with nature
- Introduce youth to lifelong fitness activities such as yoga, archery, & walking to promote lifelong fitness
- Encourage family & community participation to support & sustain youth's commitment to physical activity & proper nutrition
- Create awareness around beverage choices & improve hydration behaviors
- Promote healthy snacking & portion control
- Familiarize youth with cooking & preparing healthy foods

Finally, the Fond du Lac Human Services Division has a Tribal Statewide Health Improvement Program (SHIP) funded by the Minnesota Department of Health. The role of SHIP in schools is to implement comprehensive nutrition policies including breakfast promotion, healthy lunch and snacks, including classroom celebration and incentives, fundraising, concessions and vending, and school gardens. Goals include:

- Evaluating school lunch programs and after-school snacks for healthy nutrition;
- Collaborate with school staff to ensure students participate in exercise programs;
- Facilitate a dialogue to encourage students to participate in learning about nutrition by growing vegetables in a garden on school grounds;
- Evaluate vending machines to include healthy food and beverages.