

INTRODUCTION

The Watervliet City School District Wellness Policy is required by Section 204 of the Child Nutrition and Women, Infants and Children Reauthorization Act of 2004 (PL 108-265). This law stipulates that each local educational agency (LEA, otherwise known for the purposes of this document as the Watervliet City School District) participating in the National School Lunch Program, School Breakfast Program, Special Milk Program and Summer Food Service Program shall establish a local wellness policy no later than the first day of the school year beginning after June 30, 2006.

The Watervliet City School District(LEA) Wellness Policy will include:

- 1.0 Goals for nutrition education, establish a healthy school nutrition environment, reduce childhood obesity, and prevent diet-related chronic diseases by promoting overall student health and wellness.
- 2.0 Goals to increase physical activity throughout the school day, recess, elective PE classes, walking programs, integration of Physical Education and other academic areas, Intramural programs, interscholastic athletics, and physical activity clubs.
- 3.0 Goals to establish nutrition standards for food would be to increase nutrient density, decrease fat and added sugar, and moderate serving size.
- 4.0 **“Other school based activities and initiatives”** policies under this category provide consistent health and wellness messages and themes that are conducive to healthy eating habits and physical activity. The goals are to provide a clean, safe, enjoyable meal environment, provide adequate time for students to enjoy eating with friends, scheduled as near to the middle of the day as possible, prohibit use of food as reward or punishment, provide enough space and serving areas to ensure student access to school meals with minimum waiting time, get rid of soda machines, candy machines, healthier alternatives to selling candy as a fundraiser, prohibit denial of student

participation in recess or other physical activity as a form of discipline or cancellation of recess or other physical activity time for instructional make-up time, provide staff development for the food service staff and teachers in the areas of nutrition and physical education.

The Watervliet City School District Wellness Policy provides comprehensive goals that encourage and promote student wellness. The goals are specific to our community. The policy as written is focused on lifelong physical activity skills and healthy habits of mind that when, introduced, implemented, and re-enforced in our school community can positively influence the community at large.

District Strategies

GOALS:

Goal # 1: Nutrition Education K-12

A comprehensive K-12 Nutrition Education component through Health Education and Home and Careers will establish a healthy school environment, reduce childhood obesity, prevent diet related chronic diseases by promoting overall student health and wellness.

- 1.1 (k) Recognize that food contains nutrients necessary for good health
- 1.2 (k) Understand that food is a source of energy for the body
- 1.3 (k) Identify the food groups
- 1.4 (k) Identify foods that promote healthy teeth
- 1.5 (1st) Identify nutrients and vitamins
- 1.6 (1st) Explain how we get energy from food
- 1.7 (1st) Identify food groups and list foods from each group
- 1.8 (1st) Identify healthy and unhealthy food choices
- 1.9 (2nd) Identify nutrient and vitamin sources
- 1.10 (2nd) Compare processed food choices to the basic food groups
- 1.11 (2nd) Understand that proper nutrients are needed for good health
- 1.12 (3rd) Identify some nutrients found in foods
- 1.13 (3rd) Cite the relationship between food as an energy source
- 1.14 (3rd) Classify foods into food groups (soft drinks, energy drinks and water)
- 1.15 (3rd) Develop a menu which incorporates good basic rules of nutrition
- 1.16 (3rd) Describe the connection between nutrition, fitness and health
- 1.17 (4th) Review of 3rd grade information
- 1.18 (4th) Define the word “diet”
- 1.19 (4th) Identify “fad” diets
- 1.20 (4th) Explain the relationship between nutrition and weight loss and gain
- 1.21 (4th) Identify the basic rules for “balanced” nutrition
- 1.22 (4th) Describe the relationship between nutrition, fitness and health
- 1.23 (4th) Develop and participate in activities which result in individual fitness
- 1.24 (4th) Identify major food additives

- 1.25 (5th) Review of 5th grade information
- 1.26 (5th) Define “nutrient density”
- 1.27 (5th) Identify nutrient dense foods
- 1.28 (5th) Compare and contrast soft drinks, energy drinks and water
- 1.29 (5th) Prepare a personal food list, identify food groups, create a daily menu nutrient dense foods and drinks for optimal health.
- 1.30 (6th) Predict temporary and long lasting results of certain nutritional and exercise habits
- 1.31 (6th) Analyze fad diet behavior
- 1.32 (6th) Discuss how diet influences appearance and affects performance
- 1.33 (6th) Identify the psychological, cultural, social, and economic factors that influence food choices
- 1.34 (6th) Explain that foods have different energy or nutrient values
- 1.35 (6th) Discuss the advantages and disadvantages of health foods
- 1.36 (6th) Identify the role of food additives
- 1.37 (6th) Describe the nutritional and fitness health care problems of adolescence
- 1.38 (6th) Identify eating disorders in males and females, and recommend sources of help and support
- 1.39 Interpret how eating habits, food choices, and food preparation may lead to healthy vs. diseased life future
- 1.40 (7th) Review and evaluate the knowledge of nutrition education to this point
- 1.41 (7th) Analyze personal eating and exercise habits, acknowledge positives as well as negatives, recommendations for positive changes, and design a healthy eating and exercise program appropriate to the individual.
- 1.42 (7th) Identify the positives and negatives of fast foods
- 1.43 (7th) Identify the importance of heredity and genetics in physical growth, appearance, and change
- 1.44 (7th) Create a food list and compare any changes in food preferences
- 1.45 (8th) Review nutrition education information
- 1.46 (8th) Define Body Mass Index, Basal Metabolic Rate, Ideal Body Weight
- 1.47 (8th) Discuss the affect of nutrition on the Social, Physical, Intellectual, emotional, and Spiritual Dimensions of health

- 1.48 (8th) Evaluate the effects of the media on food choices, exercise habits and body image (eating disorders)
- 1.49 (8th) Distinguish between “aerobic” and “anaerobic” exercises and select activities that meet each criterion
- 1.50 (8th) Introduction to food preparation and food sciences
- 1.51 (9 – 12) Food preparation and food science
- 1.52 (10 – 12) Describe the process of digestion
- 1.53 (10 – 12) Identify and explain the function of each organ in the digestive system
- 1.54 (10 – 12) Explain the causes of, and preventative measures for, digestive disorders
- 1.55 (10 – 12) Describe factors that influence one’s food choices
- 1.56 (10 – 12) Discuss how eating relates to one’s emotions
- 1.57 (10 – 12) Identify the six main categories of nutrients
- 1.58 (10 – 12) Describe the role of each type of nutrient in promoting health
- 1.59 (10 – 12) Identify food sources for each nutrient
- 1.60 (10 – 12) Explain the meaning of the Recommended Daily Allowances
- 1.61 (10 – 12) Name the food groups and recommended number of servings
- 1.62 (10 – 12) Describe the ways to control fat, sodium and sugar and why
- 1.63 (10 – 12) Identify and list healthy fast food choices
- 1.64 (10 – 12) Discuss the objectives of nutrient labeling
- 1.65 (10 – 12) Explain the difference in enriched and fortified labels
- 1.66 (10 – 12) Explain calories and how they relate to weight control
- 1.67 (10 – 12) Contrast overweight and obesity
- 1.68 (10 – 12) Discuss healthy weight loss and weight gain strategies
- 1.69 (10 – 12) Identify the advantages of exercise to losing, gaining, or maintaining weight.
- 1.70 (10 – 12) Identify eating disorders
- 1.71 (10 – 12) Contrast anorexia nervosa and bulimia
- 1.72 (10 – 12) Discuss special problems related to athletics and nutrition
- 1.73 (10 – 12) Identify nutrition myths
- 1.74 (10 – 12) Identify symptoms food borne illness
- 1.75 (10 – 12) Describe ways to select and handle food safely

- 1.76 (10 – 12) Identify health conditions or stages of life when nutrient supplements may be beneficial
- 1.77 (10 – 12) Point out misleading health and organic food claims/identify quackery
- 1.78 (10 – 12) Explain food allergies, symptoms, and sources
- 1.79 (10 – 12) Explain the basic components of physical fitness
- 1.80 (10 – 12) Assess personal level of fitness
- 1.81 (10 – 12) Distinguish among isometric, isotonic, and isokinetic exercise
- 1.82 (10 – 12) Explain the difference between anaerobic and aerobic exercise
- 1.83 (10 – 12) Develop a regular plan of exercise
- 1.84 (10 – 12) Identify myths about exercise
- 1.85 (10 - 12) Contrast resting heart rate with their target heart rate
- 1.86 Differentiate between heat cramps, heat exhaustion, and heat stroke and demonstrate the appropriate first aid.
- 1.87 (10 – 12) Identify the correct way to hydrate your body
- 1.88 (10 – 12) Explain ways to avoid risk and injuries during exercise
- 1.89 (10 – 12) List points to consider when choosing clothing and using equipment for exercise
- 1.90 Identify the negative effects of using steroids

Goal # 2: Increase physical activity throughout the day.

Physical activity is critical to healthy growth and development. Together, Health Education, Home and Careers and Physical Education have commonalities that promote the benefits of good nutrition. In order to lower obesity, prevent disease, and maintain a healthy attitude for life, we must teach life fitness skills.

- 2.1 (k – 6) Increase physical activity at recess
- 2.2 (k – 6) Encourage physical activity at recess
- 2.3 (k – 6) Participate in physical activity at recess
- 2.4 (7 – 12) Identify opportunities to create Physical Education electives

2.5 (k – 12) Expand on Intramural programs (ie. walking club) already in place. (In place now are basketball, wrestling, weight training, softball, volleyball)

2.6 Encourage student participation in scholastic sports (football, soccer, basketball, volleyball, softball, baseball, bowling, track, wrestling, tennis, cheerleading)

2.7 (7-12) we have expanded our Physical Education classes with the addition of “Project Adventure” team building games (rock climbing wall included). We teach golf, trekking with pedometers, Badminton, tennis, Omni kin, table tennis, football, volleyball.

2.8 (K – 6) The Physical Education program at the elementary level includes units in: soccer, basketball, volleyball, parachute activities, relay races (various formats), Alaskan baseball, fitness and agility tests, scooter activities, dance, trekking with pedometers, tunnel tag, freeze tag, jump rope skills, hula hoop skills, cage ball, floor hockey, wrestling, track & field – hurdles and relays, rock climbing, The traditional “Apple Run”.

GOAL # 3: Establish nutrition standards for food.

3.1 We have added nutrient dense foods while decreasing fat and added sugar by serving baked chips, low fat mayo, low fat strawberry milk, frozen yogurts, Low fat frozen fruit bars, fresh fruit with low fat cottage cheese, whole grain cereal.

3.2 We moderate serving sizes by prepackaging where practical (i.e. Salads, fruit cups, dressings, low fat-low sugar desserts)

3.3 There will be an orientation on August 29th in the elementary school. Daryll Whited (Food Services Director) will talk about our philosophy of “better food choices” and he will explain why and how our cafeteria has the food choices it has.

3.4 We have redesigned the intake area to order food and checkout area to pay for food to maximize access and decrease the amount of time in line. We have increased the number of lunches served in our summer program from 105 per day in 2004 –2005 to 220 per day in 2005 – 2006. The main reason for this dramatic improvement is promotion. We have put information about the lunch program on WVLT. Teachers at all three sites are bringing their students to lunch. The three sites are Watervliet Elementary, Watervliet Civic Center, and Jermain Hall.

Goal # 4: “Other school based activities and initiatives”

Goals under this section provide consistent health and wellness messages however they do not fall directly in the areas of the above mentioned.

- 4.1 provide a safe, clean and enjoyable eating space
- 4.2 provide adequate time for students to eat lunch
- 4.3 schedule lunches a close to the middle of the day as possible
- 4.4 provide enough serving space to ensure student access to school meals with minimum waiting time
- 4.5 eliminate soda and candy machines
- 4.6 provide healthier alternatives for snacks
- 4.7 provide healthier alternative to selling candy as a fundraiser
- 4.8 (k – 6) Prohibit denial of student participation in recess or physical activity as a form of discipline
- 4.9 prohibit denial or cancellation of student participation for instructional make-up time.
- 4.10 provide staff development for the food service staff and teachers in the areas of nutrition and physical education.