

Saint Peter Lutheran School Wellness Policy

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Saint Peter Lutheran School Wellness Policy

Preamble

Saint Peter Lutheran School (hereto referred to as SPLS) is committed to the optimal development of every student. Since our bodies are created by God (Genesis 1:27), and are the earthly dwelling place of his Holy Spirit (1 Corinthians 6:19), and since we are not our own, but are bought with a price (1 Corinthians 6:20), all health and wellness policies of Saint Peter Lutheran School will reflect a high respect for life and for healthy bodies as gifts from God. Our school believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

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 school'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. The policy establishes goals and procedures to ensure that:

- Students 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;
- Students have opportunities to be physically active before, during and after school;
- School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- School and church families are engaged in supporting the work of the school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The school establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students and staff at SPLS. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

SPLS will convene a School Wellness Committee (hereto referred to as the SWC) that is representative of our community. The SWC will meet multiple times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the school wellness policy (heretofore referred as “wellness policy”).

The SWC membership will be a representation of the Christian Education Committee, the faculty, the principal, the school nurse, parents, and one upper grade student.

Leadership

The principal of SPLS will convene the SWC, facilitate development of the wellness policy, updates to the wellness policy, and will ensure the school’s compliance with the policy.

The designated official for oversight is James Bakken, principal.

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

Name	Title / Relationship to the School or District	Email address	Role on Committee
James Bakken	Principal	jabakken@hickorytech.net	Convenes the committee and oversees establishing and implementation of the wellness policy
Sue Wear	School Nurse	Sue.wear@isd507.k12.mn.us	Assists in the evaluation of the wellness policy implementation
Christian Education Committee Members	Christian Education Committee	Group email of the Committee	Assists in policy writing and evaluation
Brad Gurgel Deb Bakken Michelle Yotter Melissa Voigt	Faculty	Group email of the Faculty	Review policy

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

Implementation Plan

- SPLS 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 SPLS; and includes information about who will be responsible to make what change, by how much, where and when; as well as 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 tools](#) 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.

This wellness policy and the progress reports can be found at saintpeterlutheran.org

Recordkeeping

The school will retain records to document compliance with the requirements of the wellness policy in the principal's office and on the principal's computer. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the wellness policy has been made available to all interested parties;
- Documentation of efforts to review and update the wellness policy; including an indication of who is involved in the update and methods the school uses to make stakeholders aware of their ability to participate on the SWC;
- Documentation to demonstrate compliance with the annual notification requirements;
- The most recent assessment on the implementation of the wellness policy; and
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to all interested parties.

Annual Notification of Policy

SPLS will actively inform families each year of basic information about this wellness policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website. The school will provide as much information as possible about the school nutrition environment. This will include a summary of the school's events or activities related to wellness policy implementation. Annually, the school will also publicize the name and contact information of the school's SWC and how individuals can become involved in the wellness policy process.

Triennial Progress Assessments

At least once every three years, SPLS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which our school is in compliance with the wellness policy;
- The extent to which the wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the wellness policy.

The position/person responsible for managing the triennial assessment and contact information is James Bakken, Principal.

SPLS will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as school 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.**

Family Involvement, Outreach and Communications

SPLS will actively communicate ways in which representatives of SWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for SPLS. Parents will be informed 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, and a description of and compliance with Smart Snacks in School nutrition standards. SPLS will use electronic mechanisms, (such as email or displaying notices on the school's website) as well as non-electronic mechanisms (such as newsletters, presentations to parents, or sending information home to parents) to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The school will ensure that communications are culturally and linguistically appropriate, and accomplished through means similar to other ways the school communicates important school information with parents.

SPLS will actively notify the families about the content of or any updates to the wellness policy annually, at a minimum. The school will also use these mechanisms to inform the families about the availability of the annual and triennial reports.

III. Nutrition

School Meals

SPLS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal program aims to improve the diet and health of school children, help mitigate childhood obesity, model

healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

SPLS participates in the USDA child nutrition program, the National School Lunch Program (NSLP). The school lunch program is provided by John Ireland School. This program and any other programs that would be implemented in the future would be 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. (SPLS offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is provided.
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
 - Menus will be posted on the school's website
 - Menus will be created/reviewed by the food staff and food manager at John Ireland School.
 - Students will be allowed at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
 - Students are served lunch at a reasonable and appropriate time of day.
 - Participation in the Federal Child Nutrition Program will be promoted among students and families to help ensure that families know what programs are available at our school.

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Drinking water is available where school meals are served during mealtimes. Glasses are available in the lunch room for drinking water. All water sources are maintained on a regular basis to ensure good hygiene and health safety standards. Students will be allowed to bring and carry (approved) water bottles into the classroom filled with only water.

Celebrations and Rewards

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

1. Celebrations and parties. The school 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 school will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The school will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be withheld as punishment for any reason, such as for performance or behavior.

Fundraising

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.

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 the school, classrooms, gymnasium, and cafeteria. 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 school community.

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

- Implementing at least ten or more 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 SPLS may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

SPLS will teach, model, encourage and support healthy eating by all students. SPLS 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 health education classes and also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- 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.
- 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 Silver/Gold-level criteria).

Essential Healthy Eating Topics in Health Education

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

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

Food and Beverage Marketing in Schools

SPLS 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. SPLS 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 that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the 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 standard, 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 an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹ 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.
- 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 mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the school reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the 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 engagement. The school is committed to providing these opportunities. SPLS will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

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

Physical Education

SPLS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The SPARK curriculum is used throughout our school. This physical education curriculum promotes the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). This curriculum will support the essential components of physical education.

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

Students in each grade will receive physical education for at least 60 minutes per week throughout the school year.

The physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades. The health education curriculum will have a minimum of 12 the following essential topics on physical activity:

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

Recess

SPLS will offer at least **20 minutes of recess** on all days during the school year.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school must conduct **indoor recess**, teachers and staff will promote physical activity for students, to the extent practicable.

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

SPLS 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. It is recommended that teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time several times per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

SPLS 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

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

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

Before and After School Activities

SPLS will try to offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

Active Transport

SPLS will support active transport to and from school, such as walking or biking. We will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- 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 (Teachers or staff currently do this.)
- Use crosswalks on streets leading to schools
- Document the number of children walking and/or biking to and from school (currently done at the beginning of the school year)
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

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

SPLS is encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics.

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.

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.

Health Promotion and Family Engagement

SPLS will promote to parents/caregivers and families, 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.

We will use electronic mechanisms (e.g., email or displaying notices on the school'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

The SWC will also focus on staff wellness issues, identify and disseminate wellness resources and perform other functions that support staff wellness.

Professional Learning

When feasible, SPLS will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom. Professional learning will help our staff understand the connections between academics and health and the

ways in which health and wellness can be integrated into ongoing reform or academic improvement plans/efforts.

Glossary:

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

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

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

Triennial – recurring every three years.

SPLS -- St. Peter Lutheran School

SWC – School Wellness Committee

USDA – United States Department of Agriculture

Revised February 2017