



Wellness Policy for Old Redford Academy School District

Introduction

The Board of Directors of Old Redford Academy School District supports the health and well-being of all students and staff by promoting nutrition, physical activity, and mental health at all grade and professional levels. This policy aligns with best practice recommendations and federal, state, and local guidelines.

Intent of this Policy

The intent of this wellness policy is to provide comprehensive guidelines for physical activity, nutrition, and mental health to promote lifelong healthy habits. It aims to meet the minimum requirements and incorporate innovative practices over time. The policy will be updated with any future federal, state, and local requirements.

Implementation

A detailed implementation plan will ensure oversight and regulation. The district may phase in the adoption of its guidelines, considering challenges such as limited class time, funding, and space constraints. Compromises might be necessary while striving to reach the ideal wellness policy.

Minimum Federal Requirements:

- Goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.
- Nutrition guidelines for all foods available on each school campus during the school day consistent with USDA's meal pattern requirements and the nutrition standards for competitive foods and designed to promote student health and reduce childhood obesity.
- Designate one or more Local Educational Agency (LEA) or school official(s), as appropriate, to ensure that each school complies with the local school wellness policy.
- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.



- Periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, with specific information to be included.

Nutrition Education and Promotion

Goal: Old Redford Academy will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. The school district will provide an environment that encourages and supports healthy eating by students.

Rationale: Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received. Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.

Standards-Based Sequential Nutrition Education:

- The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition education shall be standards-based, using national or state-developed standards. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Students shall be able to demonstrate competency through application of knowledge, skill development, and practice.

Connecting with Existing Curriculums:

- Nutrition education shall be a part of comprehensive school health education and shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences, and elective subjects. All prekindergarten-grade 12 instructional staff members shall be encouraged to incorporate nutritional themes when appropriate, to reinforce and support health messages.

Education Links with School:



- The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education, and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between the school food service and teachers. The district should link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers:

- Old Redford Academy shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members, or parents.

Appropriateness of Nutrition Component of Comprehensive Health Education

Curriculum:

- Old Redford Academy's Curriculum Steering Committee shall assess all nutrition education lessons and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations shall be examined for appropriateness of commercial messages.

Educational Reinforcement:

- School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials



shall disseminate information to parents, students, and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion:

- Old Redford Academy shall conduct nutrition education activities and promotions that involve parents, students, and the community. The district shall participate in programs that promote and reinforce student health. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Staff Awareness:

- Old Redford Academy shall build awareness among teachers, food service staff, coaches, nurses, and other school staff members about the importance of nutrition, physical activity, and body-size acceptance to academic success and lifelong wellness.

Staff Members as Role Models:

- School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Physical Activity and Physical Education

Goal: Old Redford Academy will provide students with a variety of opportunities for daily physical activity and quality physical education. The district’s physical activity component will provide opportunities for every student to develop the knowledge and skills for specific physical activities, and to maintain physical fitness, to regularly participate in physical activity, and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Rationale: Physical education plays a critical role in helping children learn necessary skills and develop confidence in their physical abilities. Schools can help children and adolescents become more physically active and fit by providing a wide range of accessible, safe, and affordable opportunities to be active. Appropriate practices guided by competent, knowledgeable, and supportive adults influence the extent to which students choose to engage in activities, enjoy physical activity, and develop healthy lifestyles. While physical activity is a component of physical education, they are not mutually exclusive. However, both physical education and physical activity lead to improved academic experiences for both students and staff.

Standards-Based, Sequential Physical Education:



- Physical education shall be standards-based, using national or state-developed standards. Physical education classes shall be sequential, building from year to year, and content will include motor skills, engagement in physical activity, physical fitness, responsible behavior, and benefits of physical activity. Students shall be able to demonstrate competency through application of skills, physical and health wellness literacy, concepts and plans of physical activity, and advocacy for a physically active lifestyle.

Daily Physical Education Prekindergarten to Grade 12:

- All students in prekindergarten to grade 12, including students with disabilities and special health-care needs and in alternative educational settings, shall receive daily physical education (150 minimum - 300 maximum hours per week for elementary, middle, and high school students) for the entire school year. All physical education shall be taught by a certified and highly qualified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) shall not be substituted for meeting the physical education requirement. Students shall spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess:

- All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment, and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory schoolwide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active. Districts shall prohibit withholding of recess or the use of exercise as punishment, and shall develop alternative practices for promoting appropriate behavior. Recess shall not be withheld as a consequence of incomplete school assignments.

Physical Activity and Punishment:

- Teachers and other school and community personnel shall not use physical activity or exercise (e.g., running laps and pushups) or withhold opportunities for physical activity



(e.g., recess and physical education) as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. Appropriate alternate strategies shall be developed as consequences for negative or undesirable behaviors.

Incorporating Physical Activity into the Classroom:

- Students in all grades shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward, and celebration for achievement, positive behavior, and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

Student Fitness Assessment:

- Student fitness assessments should be conducted at least twice a school year with reports sent to parents. Reports should include ways to maintain student health outside of school through activity and extracurricular activities. Reports will follow Family Educational Rights and Privacy Act and other confidentiality requirements.

Physical Activity Opportunities Before and After School:

- All elementary, middle, and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, child care, and enrichment programs shall provide and encourage—verbally and through the provision of space, equipment, and activities—daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School:

- When appropriate, the district shall work together with local public works, public safety, and/or police departments to make it safer and easier for students to walk and bike to school.



Use of School Facilities Outside of School Hours:

- School spaces and facilities shall be available to students, staff members, and community members for physical activity before, during, and after the school day, on weekends and during school vacations. These spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

Nutrition Standards for School Foods and Beverages

Goal: Old Redford Academy will provide students with access to a variety of affordable, nutritious, and appealing foods that meet students' health and nutrition needs and accommodate ethnic and cultural food preferences. School meals will include a variety of healthy choices that meet USDA requirements and the Dietary Guidelines for Americans, and are modified, as appropriate, for special dietary needs. Districts will use the Dietary Guidelines and other appropriate nutrition guidelines to establish nutrition standards and provide clear guidance for all foods and beverages available everywhere on school grounds to encourage healthy choices for students. The standards will focus on increasing nutrient density, decreasing fats, sodium, and added sugars, and moderating portion size. Policies will encourage the consumption of nutrient-dense foods (such as fruits, vegetables, whole grains, low-fat or nonfat dairy, lean meats, legumes, nuts, and seeds) wherever foods are sold or served at school.

Rationale: Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Numerous studies have shown that students who eat breakfast and lunch at school consume a greater variety of healthy foods and more nutrients. Students consume more vegetables, drink more milk and fewer sweetened beverages, consume more grain mixtures, and eat fewer cookies, cakes, and salty snacks than students who make other lunch choices. Over the past few decades, the availability of snack foods and beverages has increased at school, both in the cafeteria and through other school organizations including school stores, vending machines (e.g., soda and other sweetened beverages, snack chips, and cookies) and fundraisers (e.g., candy and baked goods). These snacks are often low in nutrient density; they supply calories from added fat and/or sugar but relatively few, if any, vitamins, minerals, and other nutrients. When children replace healthy meals with less nutritious snacks, they are often consuming inadequate nutrients and excess calories. When snacks of low nutrient density are consumed in addition to the school meal, children may be consuming too many calories. Nutrition standards help schools provide healthier food and beverage choices throughout the entire school environment.



Policy Recommendations for School Meals:

- **Nutrition Guidelines:**

- o School meals shall offer varied and nutritious food choices that are consistent with USDA nutrient standards and the Smart Snacks nutrition guidelines. School meals shall:
 - meet, at a minimum, nutrition requirements established by local, state, and federal laws and regulations;
 - offer a variety of fruits and vegetables, emphasizing fresh and locally grown produce, when available;
 - serve only low-fat (1%) and fat-free milk (as recommended by the Dietary Guidelines for Americans) and nutritionally equivalent nondairy alternatives as defined by the USDA, which also comply with the state beverage requirements;
 - ensure that all of the grains served are whole grain; and
 - share information about the nutritional content of meals with students, families, and school staff members.
- o **Menu Planning:**
 - Menus shall be planned to be appealing and attractive to children. School meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color, and eye appeal. Menus shall be planned with input from students, parents, and other school personnel and shall take into account students' cultural norms and preferences. Schools shall engage students and parents, through surveys and taste-tests of new entrees, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices.
- o **Breakfast:**
 - Districts shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:
 - to the extent possible, operate the School Breakfast Program;



- to the extent possible, arrange bus schedules and use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess;
 - notify parents and students of the availability of the School Breakfast Program, if the school serves breakfast to students; and
 - encourage parents to reinforce a healthy breakfast whether at home or school for their children through newsletter articles, take-home materials, or other means.
- o **Special Dietary Needs:**
- With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.

Policy Recommendations for Other Foods and Beverages:

- **District policy shall address nutrition standards for all foods and beverages sold or served to students at school, such as cafeteria a la carte sales, vending machines, school stores, concession stands, fundraisers, classroom snacks, after-school programs, events, celebrations, and meetings. To support children’s health and school nutrition education efforts, all beverages sold or served at school shall meet the requirements of state statute and all food sold or served at school shall meet the district’s nutrition standards. The district’s nutrition standards shall focus on decreasing fats, sodium, and added sugars, moderating portion sizes, and shall encourage the consumption of nutrient-dense foods (such as fruits, vegetables, whole grains, low-fat or nonfat dairy, lean meats, legumes, nuts, and seeds) throughout the school environment.**

Food or Beverage Contracts:

- Agreements with food or vending companies to sell foods or beverages in schools shall ensure that contractors will follow the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district’s nutrition standards.

Cafeteria Sales:



- Foods and beverages sold a la carte in the cafeteria shall meet the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Vending Machines and School Stores:

- Foods and beverages sold in vending machines and school stores shall meet the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Events on School Premises:

- Foods and beverages offered or sold at any events held on school premises, regardless of whether they are sponsored by the school or an outside group, shall meet the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Fundraising:

- School fundraising activities shall not involve food or beverages or shall only use foods and beverages that meet the requirements of the state beverage statute and the district's nutrition standards. Schools shall encourage fundraising activities that promote physical activity. Old Redford Academy shall make available to students, parents, teachers, and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Classroom Snacks:

- Classroom snacks shall feature healthy choices that meet the requirements of the state beverage statute and the district's nutrition standards. School personnel shall not withhold student access to snacks as punishment.

Celebrations and Meetings:

- Districts shall limit celebrations and meetings at school that involve food. Foods and beverages served at school celebrations and meetings shall feature healthy choices that meet the requirements of the state beverage statute and the district's nutrition standards. Nonfood celebrations shall be promoted. The district shall disseminate a list of ideas to



parents and teachers, including healthy food and beverage choices and alternative activities for classroom parties (e.g., increased recess time instead of a class party).

Access to Drinking Water:

- Students and school staff members will have access to free, safe, fresh drinking water throughout the school day.

Food Brought into School:

- Districts shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of the state beverage statute or foods that do not meet the district's nutrition standards. Districts shall develop procedures to ensure that all food brought from home to be shared with other students is safe.

Other School-Based Activities to Promote Student Wellness

Goal: School cafeteria environments will support healthy eating habits by providing clean, safe, and pleasant settings with adequate time for students to eat. School meal procedures will encourage participation by all students. Food service staff members will have the knowledge and skills to provide cost-effective quality meals served safely. Districts will encourage school staff members to be role models for healthy eating and physical activity behaviors through the provision of staff wellness activities. School staff members will not use food to reward or punish students.

Rationale: Students eat more healthy food safely in a supervised, pleasant environment that provides enough time to eat and socialize. Students' meal participation is increased when schools use appropriate school meal procedures. Appropriate training is needed for school food service staff members to prepare healthy, safe, and cost-effective meals. School staff wellness programs encourage adults to be enthusiastic and healthy role models for students. Using food as a reward or punishment is an inappropriate practice that negatively impacts the development of healthy eating behaviors.

Surroundings for Eating:

- School meals shall be served in clean and pleasant settings. A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed. The cafeteria environment is a place where students have adequate space to eat, clean and pleasant surroundings, adequate time to eat meals, and convenient access to hand washing or hand sanitizing facilities before meals.



Time for and Scheduling of Meals:

- Schools shall provide appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat). All schools must offer all full-day students a daily lunch period of at least 20 minutes between 10 a.m. and 2 p.m.

Free and Reduced-Price Meals:

- Schools shall prevent the overt identification of students who are eligible for free and reduced-price school meals and shall make every effort to eliminate any social stigma attached to students who are eligible for free and reduced-price school meals.

Summer Food Service Program:

- Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Financial Operation of Child Nutrition Programs:

- The school food service program shall aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation shall not take precedence over the nutritional needs of the students. If additional funds are needed, they shall not be from the sale of foods that have little nutritional value and/or compete nutritionally with program meals.

Qualifications of Food Service Staff Members:

- Qualified nutrition professionals shall administer the school meal programs. As part of Old Redford Academy's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers, and cafeteria workers, according to their levels of responsibility.

Training for Food Service Staff Members:

- All food service personnel shall have adequate pre-service training in food service operations and regularly participate in professional development activities. Depending on



staff roles, trainings will include requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors, and other appropriate topics.

Food Safety:

- All foods made available at school shall comply with state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines shall be implemented in school meal programs to prevent food-borne illness in schools.

Food Rewards and Punishment:

- Schools shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). Schools shall not withhold food or beverages (including food served through school meals) as a punishment. Alternative rewards shall be developed and promoted.

Sharing of Foods:

- Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

Staff Wellness:

- The district highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

Mental Health and Wellness

Goal: To promote students' and staff emotional well-being and mental health, thus improving their ability to perform to their full academic potential and become positively contributing youth and adults in their communities.

Rationale: Mental health is integral to overall health and well-being. Schools play a critical role in promoting mental health, identifying and addressing mental health needs, and providing a supportive environment for students and staff.

Promotion/Universal Prevention:



- Utilize the district’s improvement team to help assess, plan, and implement a socially and emotionally healthy school environment for all students and staff. Include a school mental health provider on this team, where available.
- Each building level will integrate social and emotional learning strategies across the curriculum and within the entire school environment through training and support.
- Assess understanding and use of social and emotional well-being learning strategies in classroom/school management as part of annual teacher and administrator performance evaluations.
- Implement a research-based health education curriculum as an approach to improve student decision-making and pro-social behavior. Social-emotional health education for K-8 shall be taught using the Michigan Model.
- Schedule at least one day and/or integrate throughout the required annual professional development days in-service for all faculty and staff around the stigma of mental health and/or the impact of mental health on school climate and connectedness, classroom atmosphere climate, learning strategies, academic achievement, dropout rates, and thus overall school success.
- Incorporate staff mental health and wellness initiatives in an effort to support teacher efforts, promote a culture of wellness, and to support teacher and administrator job satisfaction and performance.

Early Intervention:

- Institute an approved mental health policy and protocol that specifically delineates how students will be identified, assessed, and when applicable, will receive appropriate intervention including a possible referral for mental health services.
- Review the Crisis Response Plan annually and support the Critical Incident Stress Management Team to strengthen the Crisis Intervention Team and its role in responding to traumatic events and mental health concerns in the school setting as indicated.
- Ensure the school/district is included in collaboration with the local community Emergency Preparedness Plan(s).
- Review discipline policies to determine varied and appropriate disciplinary methods in response to student behavior, with an effort to avoid over-reliance on suspensions and/or



expulsions and to include intervention and post-intervention methods. As part of the discipline process, students may be screened for underlying mental health concerns.

Treatment:

- Create or designate a team to provide mental health assistance, including follow-up, to individual students as indicated. Each team should, at a minimum, include a mental health provider such as a school social worker, psychologist, counselor, or community mental health provider; a school liaison, and other community representatives where available and appropriate.
- Develop a memorandum of understanding (MOU) with local mental health providers that is routinely updated and revised as appropriate to outline roles, relationships, and responsibilities. These MOUs will serve to improve access to services for students and their families as indicated by their need and assessment.
- Establish an arrangement for an on-site mental health provider (e.g., school social worker, school psychologist, school counselor, or other mental health provider) to deliver mental health treatment services to students on an ongoing, as-needed basis.

Measurement and Evaluation

Goal: Old Redford Academy will develop a plan for measuring implementation of the wellness policy, including designation of one or more persons with operational responsibility for ensuring that schools are addressing the policy.

Rationale: In order for policies to be successful, Old Redford Academy must establish a plan for measuring implementation and sustaining local efforts, including evaluation, feedback, and documentation based on sound evidence-based practices.

Monitoring:

- The superintendent or designee shall ensure compliance with established district-wide wellness policy. In each school, the principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to Old Redford Academy's superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the superintendent (or if done at the school level, to the school principal).

Policy Review:



- Districts shall identify a strategy and schedule to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that process, Old Redford Academy shall review health and physical education curriculum, mental health, and nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district and individual schools within the district shall, as necessary, revise the wellness policy and develop work plans to facilitate their implementation.

Assessment:

- At least every three years, Old Redford Academy must undertake a progress assessment and update of the wellness policy and report to the public, including:
 - Extent to which the schools in the district are in full compliance with all the requirements of the wellness policy.
 - How the school district policy compares with model policies.
 - Description of the progress made in attaining the goals of the local school wellness policy.
- The assessment will be based on specific benchmarks for progress decided by the Old Redford Academy School District. These benchmarks may include, but are not limited to, participation rates in school meal programs, frequency and duration of physical activity sessions, and the number of staff and students participating in wellness programs.

Compliance Records:

- Old Redford Academy must maintain compliance records. Compliance records shall include documentation of a written wellness policy, documentation of compliance with community involvement requirements, annual progress reports for each school, results of triennial assessment of policy, and documentation of compliance with public notification requirements.

Communication and Promotion

Goal: Old Redford Academy will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits. The district will engage students, families, the community, and the media in promoting a healthy school environment.



Rationale: The promotion of consistent messages in the school environment reinforces the district's commitment to students' health. Marketing materials in the cafeteria and classrooms should support the concepts and practices in the district's wellness policy. Marketing targeted to children through multiple media channels contributes to their choices about foods, beverages, and physically active pursuits. Families have a significant influence on students' eating and physical activity habits. Partnering with the local community increases schools' effectiveness in providing consistent health messages.

Consistent Health Messages:

- Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. Old Redford Academy shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Engaging Families:

- Old Redford Academy shall encourage family involvement to support and promote healthy eating and physical activity habits. The district shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school. The district shall offer nutrition education for parents which can include providing healthy eating seminars, sending home nutrition information, posting on the district website, providing nutrient analyses of school menus in languages families can understand, and any other appropriate methods for reaching families. The district shall provide families with a list of foods that meet the district's nutrition standards and ideas for healthy celebrations, rewards, and fundraising activities. The district shall provide opportunities for families to share their healthy food practices with others in the school community. The district shall provide information about physical education and other school-based physical activity opportunities before, during, and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.



Note: Throughout this document, the words “parent(s)” and “family(ies)” will be used in the broadest sense to mean those adults with primary responsibility for children. Old Redford Academy prefers the use of “family” to “parent” because not all responsible agents are parents, but most are family, either by relationship or function.

Engaging Students:

- Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs, and contests.

Partnering with Community Organizations:

- Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Food Marketing in Schools:

- School-based marketing shall be consistent with nutrition education and health promotion. Thus, schools shall limit food and beverage marketing to the promotion of foods and beverages that meet the U.S. Department of Agriculture (USDA) nutrient standards for meals, the beverage requirements of state statute, and the district’s nutrition standards. Schools shall promote healthy food choices and shall not allow advertising that promotes less nutritious food and beverage choices. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products, shall be encouraged.

Media:

- Schools shall work with a variety of media, such as local newspapers, radio, and television stations, to spread the word to the community about healthy eating and physical activity behaviors, and a healthy school environment.