

## Redfield School District 56-4 Wellness

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#### **I. Introduction**

Redfield School District 56-4 (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

#### **II. School Wellness Committee**

##### ***Committee Role and Membership***

The District will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least once every school year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels and include, but not be limited to: parents and caregivers; students; physical education and health education teachers; school health professionals; school administrators; school board members; community health professionals and the general public. To the extent possible, the

DWC will include representatives from each school building and reflect the diversity of the community.

2022-2025 Committee Members:

Name	Title	Email address	Role
Kendra Becker	7-12 Principal	<a href="mailto:kendra.becker@k12.sd.us">kendra.becker@k12.sd.us</a>	Member
	Food Service Director		Member
Julie Rozell	PE teacher	<a href="mailto:julie.rozell@k12.sd.us">julie.rozell@k12.sd.us</a>	Member
Jadie Turner	student		Member
Ella Peterson-Rude	student		Member

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

### **III. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

#### ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy.

This wellness policy and the progress reports can be found at [Redfield.k12.sd.us](http://Redfield.k12.sd.us)

#### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy.

#### ***Annual Progress Reports***

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published at the end of each school calendar year. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- Information on how individuals and the public can get involved with the DWC.

The annual report will be available on school district website and also as a hardcopy for district patrons unable to access web documentation.

#### ***Triennial Progress Assessments***

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

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's 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 District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the DWC chairperson.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

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

### ***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach, and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. Parents and/or community members are welcome to serve on the DWC. The District will attempt to partner with the Redfield Clinic and other health related agencies if applicable. Communication with patrons may include but is not be limited to

- Elementary Tiger Notebooks
- School website notifications
- Newspaper articles
- BOE presentations

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

## **IV. Nutrition**

### ***School Meals***

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The District contracts on-campus breakfast and lunch through Taher, Inc., a contract food service management company.

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- The DWC in conjunction with Taher, Inc. will promote healthy food and beverage choices including but not limited to:
  - Second hot entrée options for student in grades 7-12.
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - Student surveys may be used to inform menu development
  - Menus will be posted on the District website, lunchroom whiteboard, and use of free cell phone app
  - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch
  - Menus will be created/reviewed by a Registered Dietitian with contracted lunch provider.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages sold in vending machines meet or exceed the USDA Smart Snacks nutrition standards.

### ***Celebrations and Rewards***

Foods offered on the school campus will be recommended to meet the USDA Smart Snacks in School nutrition standards. Students, parents and staff will be provided additional educational resources to assist in making healthy choices such as the South Dakota Dept. of Health Munch Code standards.

### ***Nutrition Promotion***

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

- Utilization of current contacted lunch providing promotional posters and app via <http://www.taher.com>.
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### ***Nutrition Education***

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;

- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, other school foods, and nutrition-related community services;
- Include nutrition education training for teachers and other staff.

### ***Essential Healthy Eating Topics***

The District will include in the health education curriculum, and other elective coursework such as Nutrition and Wellness (19253) the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from <https://www.myplate.gov>.
- Reading and using USDA's food 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***

Currently the District does not have a food and beverage marketing program in place.

### **V. Physical Activity**

Physical activity that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education.

Physical Education will not be withheld for any reason as punishment.

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

Indoor and outdoor physical activity facilities will be available to students, their families, and the community outside of school hours.

### ***Physical Education***

The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits.

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

In addition to a required year of high school physical education/health education, the course Fitness for Life (08016) will be offered to students not currently enrolled in required course as an elective.

**Elementary students** in each grade will receive physical education for at least 60-90 minutes per week throughout the school year.

**Secondary students** (middle and high school) are required to take the equivalent of three academic years of physical education.

The District 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).



- *Students will be moderately to vigorously active for at least 75% of class time during most or all physical education class sessions (meets HSP Silver level).*
- *All physical education classes in district are taught by licensed teachers who are certified or endorsed to teach physical education (meets HSP Gold level).*

### ***Essential Physical Activity Topics***

The District will include in the curriculum 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 (Elementary)***

All elementary schools will offer at least **30 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating.

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

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

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.

### ***Physical Activity Breaks (Elementary and Secondary)***

The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the <https://www.healthiergeneration.org>.

### ***Active Academics***

Teachers will incorporate and do their part to limit sedentary behavior during the school day.

District will support health education and obesity awareness through allocation of resources. (example: purchasing up to date scales to assist in BMI determination, etc.)

The District will support classroom teachers incorporating physical activity. The District provides weightroom/gym memberships at no cost to staff members.

Teachers will serve as role models by being physically active alongside the students whenever feasible. (example: staff fitness challenges, etc.)

### ***Before and After School Activities***

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

### ***Active Transport***

The District will support active transport to and from school, such as walking or biking.

- Promotional 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
- Crosswalks exist on streets leading to schools

## **VI. Other Activities that Promote Student Wellness**

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

Schools in the District are encouraged coordinate content across curricular areas that promote student health.

School-sponsored events will adhere to the wellness policy. School-sponsored wellness events will include physical activity opportunities.

### ***Community Partnerships***

The District will continue relationships with community partners including but not limited to the FAMC, local businesses, and SD Department of Health.

### ***Community Health Promotion and Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and will receive information about health promotion efforts.

### ***Staff Wellness and Health Promotion***

The DWC will address staff wellness issues and wellness resources.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors through staff meetings and education. The DWC promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

### ***Professional Learning***

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.

