



Student Wellness Policy

Williams Academy Student Wellness Policy

Williams Academy promotes health in students by supporting wellness, quality nutrition and regular physical activity as a part of the total learning environment. The Williams Academy Board of Directors supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of quality nutrition and physical activity, schools contribute to the basic health status of students.

Williams Academy maintains a local Wellness Policy Committee that is comprised of representatives of parents, students, community members and employees. The local Wellness Policy Committee is charged with the responsibility of developing a plan to implement and measure the effectiveness of the Local Wellness Policy. The Principal of Williams Academy chairs this committee.

The Food Service Director is responsible for ensuring that the school is meeting the Local Wellness Policy. Along with the Food Service Director, this policy is monitored by the Wellness Policy Committee to ensure compliance. The principal is made aware of these nutrition and physical activity goals and is available to report on these matters to the Board of Directors when requested.

The Wellness Policy Committee reviews the policy every year from the date of issue to determine the scope of policy compliance and the extent of progress being made toward the student wellness goals. As part of this assessment, the committee reviews current trends in nutrition and physical activity policies and practices and the provisions that support an environment of healthy eating and physical activity. Upon review and as necessary, the Wellness Policy Committee will make recommendations to the Food Service Director for modifications to this policy annually.

The targeted goals outlined in the following sections of this policy are designed to reflect best practices in the area of child nutrition and physical activity at the time this policy was written. It must be understood that these practices represent the ideal and may, in some instances, not be immediately obtainable or even practical, given unique circumstances of the child. This should

not, however, deter the establishment of these high standards toward which progress can be made over time.

The targeted wellness goals are divided into five categories:

- Section 1 - Nutrition education and promotion;
- Section 2 - Other school-based activities that are designed to promote student wellness;
- Section 3 - Physical activity;
- Section 4 – Nutrition guidelines for all foods available during the school day;
- Section 5 – Baseline Assessments.

Student Wellness Policy Goals

Section 1 – Nutrition Education and Promotion

Nutrition education and promotion targeted goals include:

1. Nutrition education that is offered as part of a sequential, comprehensive standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.
2. Nutrition education that is fully integrated into health education classes and other classroom instruction subjects, taught by the classroom instructors, utilizing materials provided by the USDA and Depts. of Health and Education.
3. Nutrition education utilizing materials provided by the Department of Education and the Department of Public Instruction that includes enjoyable, developmentally appropriate and culturally relevant participatory activities; such as contests, promotions, taste-testing, farm visits and school gardens.
4. Nutrition education that promotes foods of high nutritional value; such as fruits, vegetables, and whole-grain foods, as well as foods low in saturated fat, trans-fats, and added sugar.
5. Nutrition education that emphasizes portion control and caloric balance between food intake and physical activity.
6. Nutrition education that links with meal programs, other foods and nutrition-related community services.

Section 2 – Other School-based Activities that Promote Student Wellness

A. Integrating physical activity into classroom settings targeted goals include:

1. Offering classroom health education that complements 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.

1. Encourage more physical activity by minimizing sedentary activities, such as watching television, playing computer games, etc.
2. Provide opportunities for physical activity to be incorporated into other subject lessons.
3. Encouraging classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

B. Meal times and scheduling targeted goals include:

1. Provide at least 10 minutes for students to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
2. Breakfast should be scheduled anywhere between 7:20 a.m. and 8:15 a.m.; lunch should be scheduled between 10:00 a.m. and 1:00 p.m.
3. Should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities.
4. Provide access to hand washing or sanitizing before students eat meals or snacks.

Section 3 - Physical Activity targeted goals include:

1. A comprehensive activity program encompassing a variety of opportunities for all students to engage in up to 60 minutes of vigorous activities several times a week. The activity program should consist of physical education, recess, fitness breaks, sports, and other physical activities.
2. School is encouraged to make structured physical education available to students, daily, as resources allow. This will assist in the critical motor skills development students need at this age. If daily physical education is not possible, it should be provided at least once a week for students in grades K-5 and at least two to three times per week for students in grades 6-8 as part of their schedule rotation.
3. School is encouraged to provide recess for approximately 20-30 minutes per day, preferably outdoors that involves moderate to vigorous physical activity through the provision of space and equipment.
4. School is encouraged to provide brief activity breaks and discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, school shall give students periodic breaks during which they are encouraged to stand and be moderately active. These activity breaks should not deviate from the North Carolina DPI Testing and Accountability guidelines regarding scheduled breaks during testing.
5. Because physical activity is important, all school personnel are required to find alternatives to using denial of recess or physical activity as a discipline strategy. This does not include participation on sports teams that have specific academic requirements.
6. Grades K-1 receive 150 minutes of physical education each week throughout the school year, while grades 2-5 receive at least 150 minutes of physical education each week for 18 weeks of the school year.

7. Middle school students receive 150 minutes of physical education each week throughout the school year. High school students are required to take one academic year of physical education, equating to at least 7.5 hours each week for a semester. High school students are also offered electives in Advanced PE and Life Skills, though these courses are not required.
8. Health education curriculum will include the following essential topics on physical activity:
 - a. The physical, psychological, or social benefits of physical activity
 - b. How physical activity can contribute to a healthy weight
 - c. How an inactive lifestyle contributes to chronic disease
 - d. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
 - e. Differences between physical activity, exercise and fitness
 - f. Phases of an exercise session, that is, warm up, workout and cool down
 - g. Preventing injury during physical activity
 - h. Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
 - i. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
 - j. Developing an individualized physical activity and fitness plan
 - k. Monitoring progress toward reaching goals in an individualized physical activity plan
 - l. Social influences on physical activity, including media, family, peers and culture
9. Health education curriculum will include the following essential topics on healthy eating:
 - a. Relationship between healthy eating and personal health and disease prevention
 - b. Food guidance from MyPlate
 - c. Reading and using FDAs nutrition fact labels
 - d. Eating a variety of foods every day
 - e. Balancing food intake and physical activity
 - f. Eating more fruits, vegetables and whole grain products
 - g. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
 - h. Choosing foods and beverages with little added sugars
 - i. Preparing healthy meals and snacks
 - j. Food safety
 - k. Eating disorders
 - l. Social influences on healthy eating, including media, family, peers and culture

Section 4 - Nutrition Guidelines for all Foods Available during the School Day

A. School meals served targeted goals include:

1. Meals that are both appetizing and attractive meals to children.

2. Meals that meet minimum nutrition requirements established by local, state and federal law.
3. Meals that offer a variety of food containing high nutritive value, preferably fresh fruits and vegetables.
4. Sliced or cut fresh fruit is available daily
5. Daily options displayed in a location in line of sight and reach of students
6. All staff have been trained to prompt to select and consume vegetables with meals
7. White milk is placed in front of other beverages
8. A reimbursable meal can be created in any service area
9. Student surveys and taste testing opportunities are used
10. Student art work is displayed
11. Daily announcements are used to promote menu options
12. Whole fruit options are displayed in bowls or baskets
13. Vegetables and fruits are given creative names

B. Snacks targeted goal:

Snacks served during the school day or in after-school care and enrichment programs should make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks with water and juice as the primary beverages. School should assess if and when to offer snacks based on timing of meals, children's nutritional needs, children's ages and other considerations.

C. Rewards targeted goal:

The Board encourages only the use of foods and beverages that meet the recommended nutrition standards. School personnel will not withhold food or beverages from students (including food served through meals) as a punishment.

D. Celebrations targeted goal:

It is recommended that individual building staff members evaluate their celebrations practices that involve food during the school day.

Section 5- Baseline Assessments

The Wellness Policy Committee has the responsibility to conduct a baseline assessment of the schools' existing nutrition and physical activity environment and practices. The results of this assessment will be compiled at the board level to identify and prioritize needs annually.