

WELLNESS POLICY PROCEDURAL GUIDELINES

1.0 PHYSICAL FITNESS

Physical fitness in the Plymouth Public Schools is a valued component of academic achievement. Physical education and physical activity are supported at all levels to the extent possible (e.g. staff, facilities) as described below:

- 1.1 Physical Education: Comprehensive, sequential physical education at every level, preschool through high school, is essential to lifelong learning and health for all students. Physical education shall be taught by a licensed teacher.

Goals for Physical Education (*DOE Health Curriculum Frameworks*)

1.1.1 By the end of grade 5, students will be able to:

- 1.1.1.1 Identify physical and psychological changes that result from participation in a variety of physical activities.
- 1.1.1.2 Explain the benefits of physical fitness to good health and increased active lifestyle.
- 1.1.1.3 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).

Instructional Physical Educational Time to Support Goal Attainment in Grades Pre-K - 5 (*Elementary Level*)

Physical Education Grades 1-5:

- 60 minutes PE class per week

1.1.2 By the end of grade 8 students should be able to:

- 1.1.2.1 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.
- 1.2.2.2 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.
- 1.2.2.3 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

Instructional Physical Education Time to Support Goal Attainment in Grades 5 – 8

- 90 classes per year (every other day)
- 56 minute classes

PCIS grade 7 and 8 Band Students

- 23 classes per year (every 4th day)
- 56 minute classes

1.1.3 By the end of grade 12 students will be able to:

- 1.1.3.1 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.

- 1.1.3.2 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle.
- 1.1.3.3 Conduct a personally developed physical activity program.

Instructional Physical Educational Time to Support Goal Attainment in Grades 9 – 12

- 90 classes per year (every day for one semester)
- 47 minute classes
- Earn 2.5 credits per year
- Required to pass 10 credits to graduate

Technical Studies Requirements (PSHS)

- Required to pass 5 – 10 credits (depending on program)
- PE may be waived to fill program requirements (administrative approval only)

1.2 Physical Activity: Students increase their awareness of the benefits of physical activity and fitness through knowledge about how the body functions. By identifying and experiencing the relationship of exercise to overall health, applying important social skills and safety in physical activity, integrating learning movement with other modes of learning, and practicing strategies to respond to stress, students can enhance their overall health and wellness. (*DOE Health Curriculum Frameworks*)

1.2.1 Before and after school physical activity opportunities:

1.2.1.1 Elementary Level

- AM/PM programs, home school activities, volunteer intramurals

1.2.1.2 Middle School Level

- AM/PM intramurals and after school interscholastic athletics.

1.2.1.3 High School Level

- PM Intramurals, weight room, clubs (fishing, ping pong, skiing) and interscholastic athletics.

1.2.2 Integration of physical activity into the daily classroom schedule:

1.2.2.1 Activities are strongly encouraged with classroom teacher at all levels by all teachers

1.2.2.2 Recess every day, weather permitting (e.g. rain, severe weather conditions) for a minimum of 15 minutes in elementary buildings for grades pre-K - 5

2.0 NUTRITION

Nutrition education and food selections offered in the Plymouth Public Schools aim to teach, encourage and support life-long healthy nutritional behaviors. Nutrition education is accomplished primarily through the health curriculum frameworks and practiced through opportunities for all students to apply these concepts and skills when selecting school prepared meals and purchasing food items and beverages sold during school hours.

- 2.1 Nutrition Education: Comprehensive, sequential nutrition education at every level, preschool through high school, is essential to lifelong learning and health for all students. Nutrition education shall be taught by a licensed health or physical educator, and/or classroom teacher.

Goals for Nutrition Education by Grade Level (*DOE Health Curriculum Frameworks*)

- 2.1.1 By the end of grade 5, students will be able to:

2.1.1.1 Improving Nutrition

- a) Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
- b) Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
- c) Recognize that hunger and satiety cues and how to make food decisions based upon these cues.
- d) Identify heredity, diet and physical activity as key factors in body shape and size.

2.1.1.2 Safe and Adequate Food Supply

- a) Identify the connection between food served in the home with regional food production
- b) Describe personal hygiene and safety measures used in preparing foods.

2.1.1.3 Social Influences

- a) Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods with in various social groups.

- 2.1.2 By the end of grade 8, students will be able to:

2.1.2.1 Improving Nutrition

- a) List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span.
- b) Describe a healthy diet and adequate physical activity during the adolescent growth spurt.
- c) Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food.
- d) Analyze personal dietary intake and eating patterns.

2.1.2.2 Safe and Adequate Food Supply

- a) Explain factors associate with a safe food supply (food handling, production, food storage, ad preparation techniques).

2.1.2.3 Social influences

- a) Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.

2.1.3 By the end of grade 12, students will be able to:

2.1.3.1 Improving Nutrition

- a) Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
- b) Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.
- c) Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood).

2.1.3.2 Safe and Adequate Food Supply

- a) Identify the effects of food preparation techniques on the nutritional value of the food.
- b) Identify common food-borne illnesses.
- c) Identify and practice resource management skills needed to maintain and improve nutritional health.

2.1.3.3 Social Influences

- a) Identify and analyze dietary plans, costs, and long term outcomes of weight management programs.
- b) Identify how social and cultural messages about food and eating influence nutrition choices.

2.2 Food Offerings: All foods available in the Plymouth Public Schools will comply with the current USDA Dietary Guidelines for Americans. This includes food items obtained from vending machines, a la carte (individually purchased food items, competitive foods), fundraisers, student stores and school sponsored functions.

2.2.1 Plymouth Public Schools will support current National School Lunch Program regulations which require schools to meet the Dietary Guidelines for Americans. These guidelines recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. Regulations also establish a standard for school meals to provide one-third of the Recommended Daily Allowances of protein, vitamin A, Vitamin C, iron, calcium, and calories.

2.2.2 Computerized point of sale systems (POS) will be used in all school cafeterias. These automated systems assist in eliminating potential social stigma against students eligible for free and reduced lunch as well as to improve tracking of food selections prepared/sold by Food Services.

2.2.3 The full meal school breakfast and lunch programs will continue to follow the USDA Requirements for Federal School Meal Programs. At the elementary level menu planning shall continue to use the nutrient based weighted averages.

2.2.4 A la carte offerings to students shall be nutritious and meet federal recommended guidelines. The Stalker A List will be used as the primary reference. All a la carte offerings from this list shall be selected with input from students, parents and staff.

2.2.5 Foods and beverages sold through school vending machines will be required to meet acceptable nutritional standards and shall consist of the following:

2.2.5.1 Plain, unflavored, non-carbonated water

- 2.2.5.2 One hundred percent fruit juices or fruit-based drinks composed of no less than fifty percent juice without additional sweeteners
- 2.2.5.3 Non-fat, low-fat, plain or flavored milk or yogurt in 16 ounces or less serving
- 2.2.5.4 Other non-carbonated drinks
- 2.2.5.5 No less than 50% of vending snacks and beverages will be high nutritional value using the Stalker A List as a guide.
- 2.2.6 Food Services shall support classroom activities for all students that promote health and reduce obesity through bulk ordering of nutritious food offerings.
- 2.2.7 Foods and beverages sold for/at fundraisers shall support healthy choices and provide age appropriate selections for elementary, middle and high school students. (See School Committee Policy 9.1 Fundraising Activities)
- 2.2.8 Dining areas shall be attractive and have enough space for seating all students.
- 2.2.9 Students should be provided adequate time to eat meals.
- 2.2.10 At a minimum, one Food Services staff member in each building will successfully complete the Stalker Institute's Serve Safe food handler's course.
- 2.2.11 All members of the Food Services staff will be trained annually on Foreign Body/Obstructed Airway Management, Life Threatening Allergies and Blood Borne Pathogens and other applicable Plymouth Public Schools policies.

3.0 SUPPORT SERVICES

The Plymouth Public Schools provide programs that support physical, social and emotional health and well being of students and staff to build a healthy school environment by:

- 3.1 Providing a supportive environment that includes nursing, guidance and/or counseling services that encourages students, families and staff to seek assistance as needed for linkage to school or community resources.
- 3.2 Providing students with the skills via a variety of educational and extracurricular opportunities to express thoughts and feelings in a responsible manner and to give and receive support from others.
- 3.3 Instructing students to understand and respect the differences in others, and how to build positive interpersonal relations. Programs such as Steps to Respect, Second Step, Peer Mediation, Massachusetts Aggression Reduction Center, Mentors in Violence Prevention are programs embraced by the district to develop positive life-long social skills.
- 3.4 Encouraging students and staff to balance work and recreation, and help them become aware of stressors which may interfere with healthy development. Resources shall be available in the nurse's guidance and counseling offices and through formal programs such as the Employee Assistance Program.
- 3.5 Collaborating with state, community, and other health resources such as the Jordan Hospital, area health providers, Plymouth Board of Health, Massachusetts Department of Public Health, Community Health Network Area (CHNA) #23 members to promote health and wellness for students, families, staff and the school community.
- 3.6 Identifying opportunities to improve the health and wellness of students, staff and families utilizing computerized health office including data frequency and type of encounters,

results of mandated screenings (vision, hearing, postural, height and weight measurement/Body Mass Index), surveys, and other community health information.

4.0 SAFE ENVIRONMENT

Plymouth Public Schools strive to provide a safe environment that supports academic success by:

- 4.1 Providing school buildings and grounds, buses and equipment that meet required health and safety standards (including environmental air quality) keeping them inviting, clean, safe and in good repair.
- 4.2 Creating an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.
- 4.3 Providing staff training in appropriate safety procedures (e.g. Staff Crisis Manual/Flip Chart, Policies, Crisis Teams, Civil Rights, Harassment, Life Threatening Allergies, Non-violent Crisis Intervention, Blood Borne Pathogens, Nuclear Emergency).
- 4.4 Working with staff, students and the Plymouth community in conjunction with local law enforcement to maintain a school environment that is free of tobacco, alcohol and other drugs.

RESPONSIBILITIES

Implementation of the Wellness Procedural Guidelines will commence upon approval of the Wellness Policy by the Plymouth School Committee. Compliance will be monitored beginning September 2006 at the building level by the Principal, and reviewed at the district level by School Health Advisory Committee and the Superintendent of Schools.