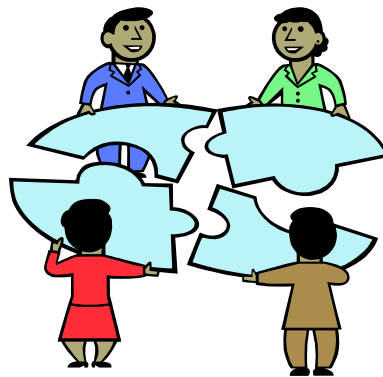


Educating the Whole Child
Catholic Education

Body + Mind + Spirit

Putting the pieces together,
one child at a time!



Focus on

Wellness

School Wellness Policy

Archdiocese of Philadelphia

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Office of Catholic Education

Nutritional Development Services

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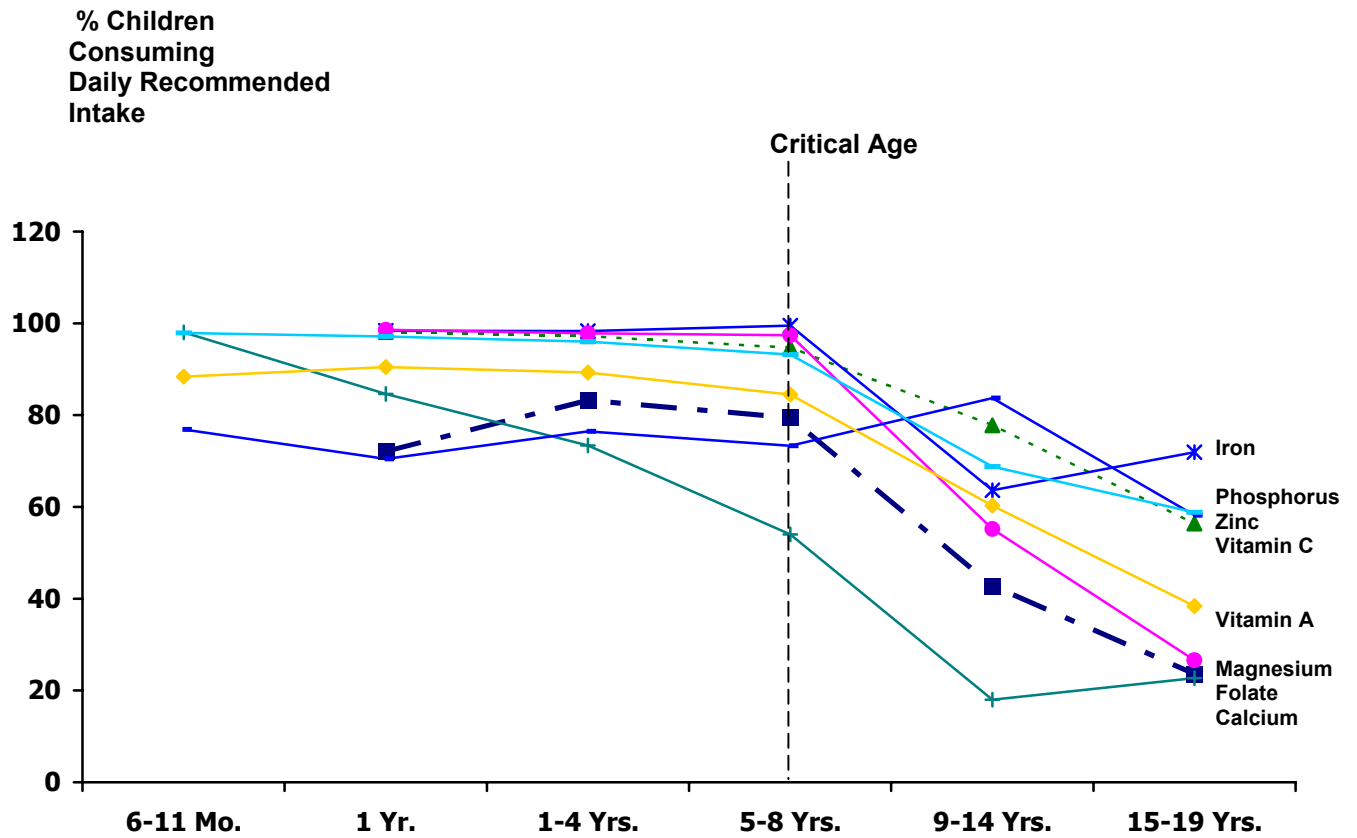
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Nutrition Profile of U.S. Children

Children are Overfed But Undernourished



Data compiled by Dr. John Lasekan, Ross Labs
 From NHANES 1999-2000 and the Continuing Food Survey 1994-96, 1998

Blue	Iron
Dark Blue	Phosphorus
Cyan	Zinc
Green	Vitamin C
Yellow	Vitamin A
Magenta	Magnesium
Dark Blue	Folate
Teal	Calcium

Childhood Obesity in America

Some facts about our children's lives:

- In 1999-2000, the number-one most consumed food item by children was carbonated beverages like soda. [1]
- The percentage of children's diets consumed in restaurants (including fast food) went from 6.5 percent in 1977 to 19.3 percent in 1996. Children consume almost twice the number of calories during a typical restaurant meal as compared to a meal from home. [2]
- Food and drink companies spend on average 15 billion dollars a year on advertisements that target children. [3] The average child sees 40,000 commercials a year, and more than half of these ads are for unhealthy foods like candy, soda and fast foods. [4]
- Less than 25 percent of children get at least 30 minutes of physical activity per day. [5]
- Poor nutrition, even in children who are not over-weight, can affect brain development and performance in school. [6]

And on our national childhood obesity epidemic:

- Almost one-third of all children ages 6-19 are considered overweight or at risk for being overweight. [7]
- According to the Institute of Medicine, there are 9 million children over the age of 6 who are obese. There is a 70 percent chance that an overweight adolescent will be overweight or obese as an adult. [8]
- Obesity is associated with diseases such as type 2 diabetes, heart disease, stroke, high blood pressure, depression, breast cancer and arthritis. [9]

Source: www.parentaction.org

[1] American Heart Association. A Nation at Risk: Obesity in the U.S., A Statistical Sourcebook; www.americanheart.org/presenter.jhtml?identifier=3030570; [2] American Heart Association. A Nation at Risk: Obesity in the U.S., A Statistical Sourcebook; www.americanheart.org/presenter.jhtml?identifier=3030570; [3] Center for Science in the Public Interest. 2003. Pestering Parents: How Food Companies Market Obesity to Children. www.scpinet.org/pesteringparents; [4] Institute of Medicine. 2005. Preventing Childhood Obesity: Health in the Balance. Washington, DC: The National Academies Press.; [5] <http://www.parentaction.org/learn/nutrition/physical-activity/needforpe/>; [6] California Project LEAN. Successful students through healthy food policies: Healthy food policy resource guide. www.californiaprojectlean.org; [7] Hedley AA, et al. Prevalence of Overweight and Obesity Among U.S. Children, Adolescents, and Adults, 1999-2000. J Am Med Assoc 2004; 291:2847-50; [8] Department of Health and Human Services Fact Sheet. The Problem of Overweight in Children and Adolescents; [9] www.surgeongeneral.gov/topics/obesity/caltoaction/fact_adolescents.htm; [9] Centers for Disease Control and Prevention. Third National Health and Nutrition Examination Survey, 1988-94. Analysis by the Lewin Group [Fall Church, VA] 1999.

Link Between Poor Nutrition, Lack of Physical Activity and Academic Achievement

The facts are in: poor nutrition and lack of physical activity lead to lower academic achievement. Study after study proves what educators have long believed to be true: when children's basic nutritional and fitness needs are met, they have the cognitive energy to learn and achieve. Schools continue to be a core place for students to learn and practice healthy eating habits, and can also be a primary place to gain the knowledge, motivation, and skills children need for lifelong physical activity [1].

Poor nutrition hampers academic achievement.

Recent studies demonstrate:

- In a New York study, many students experienced malnutrition that was too slight for clinical signs yet still affected their intelligence and academic performance. This impairment can be corrected through improved nutrition [2], [3].
- Among fourth grade students, those having the *lowest amount of protein* in their diet had the *lowest achievement scores* [4].
- *Iron deficiency anemia* leads to *shortened attention span, irritability, fatigue, and difficulty with concentration*. Consequently, anemic children tend to do poorly on vocabulary, reading, and other tests [5].
- Children who suffer from *poor nutrition* during the brain's most formative years score much *lower on tests of vocabulary, reading comprehension, arithmetic, and general knowledge* [6].
- Six- to eleven-year-old *children from food-insufficient families* had significantly *lower arithmetic scores* and were more likely to have *repeated a grade*. Families were classified as food-deficient if they self-reported as sometimes or often not having enough food to eat. In addition, food-insufficient teenagers were more likely to have been *suspended from school*, and children in this category were more likely to have seen a psychologist and to have experienced *difficulty interacting with their peers* [7].
- Even *moderate under-nutrition (inadequate or sub-optimal nutrient intake)* can have lasting effects and *compromise cognitive development and school performance* [8].
- Morning fasting has a negative effect on cognitive performance, even among healthy, well-nourished children. A test of the speed and accuracy of response on problem-solving tasks given to children who did or did not eat breakfast found that *skipping breakfast had an adverse influence on their performance on the tests* [9].

Sources: [1] Bogden, J.F. *Fit, healthy, and ready to learn: a school health policy guide*. Alexandria (VA): NASBE, 2000; [2] Schoenthaler, S. Abstracts of early papers on the effects of vitamin-mineral supplementation on IQ and behavior. *Personality and Individual Differences* 1991;12(4):343; [3] Schoenthaler, S., Amos, S., Eysenck, H., Peritz, E., and Yudkin, J. Controlled trial of vitamin mineral supplementation: effects on intelligence and performance. *Personality and Individual Differences* 1991;12(4):361; [4] American School Food Service Association (ASFSA). Impact of hunger and malnutrition on student achievement. *School Board Food Service Research Review* 1989;(1, Spring):17-21; [5] Parker, L. *The relationship between nutrition and learning: a school employee's guide to information and action*. Washington: National Education Association, 1989; [6] Brown, L., Pollitt, E. Malnutrition, poverty and intellectual development. *Scientific American* 1996;274(2):38-43; [7] Alaimo, K., Olson, C.M., Frongillo Jr., E.A. Food insufficiency and American school-aged children's cognitive, academic, and psychosocial development. *Pediatrics* July 2001;108(1):44-53; [8] Center on Hunger, Poverty, and Nutrition Policy. Statement on the Link between Nutrition and Cognitive Development in Children. Medford, MA: Tufts University School of Nutrition 1995; [9] Pollitt, E., Leibel, R., Greenfield, D. Brief fasting, stress, and cognition in children. *American Journal of Clinical Nutrition* 1991;34(Aug):1526-1533

School Wellness Policy Introduction

The Archdiocese of Philadelphia recognizes that student wellness, proper nutrition, and regular physical activity are related to a student's physical well-being, growth, development, and readiness to learn. It also recognizes that schools can provide an environment in which students can learn about and participate in positive dietary and lifestyle practices. The Archdiocese is committed to providing a healthy school environment that promotes these concepts as part of the education of the whole child.

In response to the 2004 Child Nutrition Reauthorization Act, Nutritional Development Services (NDS) and the Office of Catholic Education (OCE) partnered to create a School Wellness Policy for Archdiocesan schools and other schools that receive school meals from NDS. A committee of stakeholders was formed and the final policy is presented in this document.

The committee used the following guidelines to create the policy:

- It was created at the local level.
- It includes goals for nutrition education, physical activity and other school-based activities designed to promote student wellness.
- It establishes nutrient standards for all food available on the school campus with the objective of promoting student health and reducing childhood obesity.
- It has a plan for measuring and evaluating implementation.
- A broad group of individuals participated in its development including, among others, students, parents, school food authority representatives, school board members, school administrators, and the general public.

The School Wellness Policy created by this committee will be implemented over three years. It is a living document that will change as needs arise or as new guidance is provided.

School Wellness Policy Implementation Plan

System and environmental changes take time. To assist the implementation of the School Wellness Policy, a three-year plan has been created. The goal of this plan is to provide schools with a slow, systematic approach that builds on the successes of each year.

To be successful, the staff and administration at each school need to support the policy and any subsequent changes. Children really do enjoy eating healthy foods and moving their bodies. It is recommended that schools identify staff and parents that can be “wellness champions,” cheerleaders, or role models to help others in the school community realize this. These role models, along with other interested parties, also are good candidates for a wellness committee should a school choose to form one.

The policy has been divided into four groupings based on population: staff, students, parents, and school environment/ other school-based activities. The statements found in each of these categories are identified as one of the following components: nutrition education, physical activity, nutrient standards, or other school-based activities.

The first year of the plan focuses on creating “safe and adequate” environments in which the children can eat and do physical activities. It also focuses on training staff on the policy, nutrition and physical activity and on beginning to incorporate healthy messages into the children’s school experience in and out of the classroom.

One of the requirements of the policy is to measure if changes are taking place. Some of the policy statements are clear and can be measured by comparing it with the current school environment. Others require a measurement standard. When a policy statement needs a measurement standard, your school will be able to choose a “good,” “better,” or “best” standard from a list provided.

Each school has already submitted a baseline assessment. Near the end of this school year, a short evaluation “checking your success” will be distributed to see how much of the policy has been implemented at your school. Additional evaluation tools will be provided to schools in the future.

Some schools may find that much of what the policy addresses in “year one” is already a reality at their school. If that is the case for your school and you want to keep moving forward, please feel free to contact OCE or NDS for resources or direction.

Please feel free throughout the school year to share your successes or any resources you find especially helpful. OCE and NDS will be putting together information for “year-two” during the upcoming year and would be glad to include your ideas.

Nutrition Education (NE)

The primary goal of nutrition education, which may be defined as “any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being,” (ADA 1996) is to influence students’ eating behaviors.

Within the school, these learning experiences shall address students’ knowledge, skills, attitudes, and behaviors and provide opportunities for students to have positive food experiences. Curriculum, lessons and other activities shall be age-appropriate and behavior focused. Lifelong lifestyle balance shall be reinforced by linking healthy food choices and physical activity.

Physical Activity (PA)

Current recommendations suggest that children accumulate 60 minutes of physical activity each day. The primary goal for a school’s physical activity plan is to assist children in achieving this goal.

Schools shall provide opportunities for developmentally appropriate physical activities in a safe and enjoyable environment, and shall help students develop the knowledge and skills necessary for maintaining physical fitness. This includes the knowledge and skills needed for specific physical activities and about the short and long-term benefits of a physically active and healthy lifestyle. Curriculum, lessons and other activities shall be age-appropriate and activity focused. Lifelong lifestyle balance shall be reinforced by linking healthy food choices and physical activity.

Nutrient Standards (NS)

All foods available to students and the school community on the school campus and through school functions shall support the policy goals of promoting student health and shall be consistent with current U.S. Dietary Guidelines for Americans.

Other School-Based Activities (OA)

Schools shall create a total school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active. These include the physical plant, educating parents, professional development and other services to the school community that promote a healthy school environment.

Staff

Year One	Year Two	Year Three
<p>OA Appropriate training shall be available to all staff on the components of the School Wellness Policy.</p>	<p>PA School staff shall serve as role models in the area of physical activity.</p>	
<p>NE - PA The staff responsible for providing nutrition education or overseeing physical activities shall be properly trained and shall participate in appropriate professional development.</p>	<p>OA Professional development shall be provided for school nutrition staff.</p>	
<p>NS Food and beverages served to faculty shall support the goals of the School Wellness Policy.</p>	<p>OA Administrators, teachers, food service personnel, students, parents/guardians, and community members shall be encouraged to serve as positive role models through programs, communications and outreach efforts.</p>	

Students

Year One	Year Two	Year Three
<p>NE Nutrition education shall be provided and/or integrated into other subjects and school-based activities.</p>	<p>PA Schools shall encourage physical activity breaks during classroom hours discouraging student inactivity for 2 hours or more.</p>	<p>NS Food brought from home by students shall support the goals of the School Wellness Policy.</p>
<p>PA Students shall participate in structured physical education classes in accordance with curriculum guidelines and shall be moderately-to-vigorously active as much as possible.</p>	<p>NS A la carte foods & beverages sold at school shall support the goals of the School Wellness Policy.</p>	<p>PA Schools shall provide a varied and comprehensive curriculum that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary to understand the short-term and long-term benefits of a physically active lifestyle.</p>
<p>PA Schools shall encourage physical activity at recess, before and after school, during lunch, clubs, intramurals and interscholastic athletics.</p>	<p>NS Vended foods & beverages sold at school shall support the goals of the School Wellness Policy.</p>	<p>OA Students and parents/guardians shall be involved in menu selections.</p>
<p>NS Foods offered at classroom parties, school-sponsored events and holiday celebrations shall support the goals of the School Wellness Policy.</p>		
<p>OA Food and recess shall not be used as a reward or punishment.</p>		

School Environment & Other School Based Activities

Year One	Year Two	Year Three
<p>NE Consistent nutrition messages shall be disseminated throughout the school, classrooms, cafeteria, home, and community.</p>	<p>OA Students shall have access to hand washing or sanitizing before meals and snacks.</p>	<p>OA Goals of the School Wellness Policy shall be considered in planning all school-based activities.</p>
<p>PA Schools shall provide safe and adequate equipment, facilities and resources for physical education classes.</p>		<p>OA - NS Fundraisers shall be subject to administrative approval and shall support the goals of the School Wellness Policy.</p>
<p>OA Schools shall provide adequate space for eating and serving school meals.</p>		<p>OA To the extent possible, the Archdiocese/schools shall utilize available funding and outside programs to enhance student wellness.</p>
<p>OA Schools shall provide students with a clean and safe meal environment.</p>		<p>NE School staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.</p>
<p>OA Meal periods shall be scheduled at appropriate hours.</p>		<p>NE School food service and nutrition education classes shall cooperate to create a learning laboratory.</p>
<p>OA Drinking water shall be available at all meal periods and throughout the school day.</p>		<p>OA Schools shall have the lunch program application available in languages appropriate to their school population.</p>
<p>OA Students shall be provided adequate time to eat: ten minutes sit-down time for breakfast; twenty minutes sit-down time for lunch.</p>		
<p>OA Access to the food service operation shall be limited to authorized staff.</p>		
<p>OA Schools shall have emergency food for students who forget their lunch.</p>		

Parents

Year One	Year Two	Year Three
<p>OA Nutrition content of school meals shall be available to students and parents/guardians.</p>	<p>NE Nutrition education shall extend beyond the school environment by engaging and involving families and the community.</p>	
<p>OA Schools shall provide parents with information about the components of the School Wellness Policy.</p>	<p>PA Schools shall partner with parents/guardians, and community members to institute programs that support physical activity.</p>	
	<p>OA Schools shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.</p>	