

Okinawa District Wellness Policy

Developing a comprehensive school district wellness policy establishes a link between nutrition education, the food served in the schools, physical activity, and environmental education. A healthy diet is essential for the academic success and lifelong well-being of students in the Okinawa District. This policy meets the requirements of DoDEA Regulation 4200.1, dated August 22, 2007; Section 204 of Public Law 08-265, “Child Nutrition and WIC Reauthorization Act of 2004,” June 30, 2004; Title 7, Code of federal Regulation, Part 210, “National School Lunch Program,” current edition.

Goals:

- All students in grades K-12 have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school meet the nutrition recommendations of the U.S. Dietary guidelines for Americans.
- Schools provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and establish linkages between health education and school meal programs, and related community services.

EDUCATION

Physical Education: In cooperation with the child nutrition and WIC Reauthorization Act of 2004, Congress passed legislation (P.L. 108–265) requiring every school in the United States that participates in the National School Lunch Act to implement a wellness plan. The components of the plan, which include nutrition education, physical activity, and other activities related to wellness, mesh well with goals emphasized in the subject matter of physical education.

In light of the implementation of the new Physical Education curriculum and as a result of the training all PE teachers attended in SY 2006-07, the physical education teacher is now positioned to assume leadership within the school and community in the development of a wellness policy.

The DoDEA vision for Physical Education is; “DoDEA envisions students moving competently, enjoying physical activity, developing physical fitness, and pursuing wellness as part of lifelong learning.”

The DoDEA Physical Education Standards can be found on the DoDEA web page: <http://www.dodea.edu/curriculum/physicalEd.cfm> DoDEA Physical Education Standards are aligned with the National PE Standards.

The National Association for Sport and Physical Education (NASPE) states, “Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.”

It is the view of DoDDS Okinawa that physical activity and education should be maximized within the schools according to the following recommendations:

Integrating Physical Activity into the Classroom Setting: For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- Physical activity includes regular instructional physical education, co-curricular activities, and recess.
- Classroom health education complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and reduces time spent on sedentary activities, such as watching television;
- Opportunities for physical activity are incorporated into other subject lessons; and family activity program opportunities.
- Classroom teachers provide short physical activity breaks between lessons or classes, as appropriate.

Health: The adopted Health Curriculum includes a wealth of information on health and good nutrition. The DoDEA Health Education Content Standards focus on achievement of health literacy for all students and are aligned to the National Health Education Standards, and can be found on the DoDEA web site: <http://www.dodea.edu/curriculum/health.cfm>

DoDDS Okinawa aims to teach, encourage, and support healthy eating by students. Schools provide nutrition education and engage in nutrition promotion that:

- offered at each grade level 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;
- part of not only health education classes, but also integrated into classroom instruction in other curricular areas such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing
- includes training for teachers and other staff.

School Nurses: All DoDDS Okinawa school nurses received a “Guide to Local Action”, a packet of information on school nutrition in February 2006. The packet was titled “Changing the Scene”. The information was published by the USDA to assist schools in improving their school nutrition environments.

The program highlights six components of a healthy school nutrition environment:

1. A commitment to Nutrition and Physical Activity
2. Quality School Meals
3. Other Healthy Food Options
4. Pleasant Eating Experiences
5. Nutrition Education
6. Marketing

The intent is to begin the process of evaluating the schools nutrition environment and to look for opportunities to lead in the direction of the promotion of a wellness policy.

Sure Start: the adopted DoDEA preschool program provides health and nutrition, social and parent involvement services. Collaboration among families, schools and community is a required part of the program. The following components of the Sure Start program are an integral part of the wellness policy of all schools in DoDDS Pacific DDESS Guam.

Health Component: There are **six program standards** governing the health component of the SURE START program:

Standard 1: a written plan for achieving the program’s health goals and nutrition standards will be developed.

Standard 2: Each child enrolled in the Sure Start program will undergo a complete medical exam

Standard 3: Each child enrolled in the Sure Start program will undergo a complete dental examination.

Standard 4: Each child enrolled in the Sure Start program will undergo a complete vision exam.

Standard 5: Each child enrolled in the Sure Start program will undergo a complete hearing exam.

Standard 6: A mental health professional familiar with installation resources will be available to the Sure Start program on a consultation basis.

Nutrition Component: Six program standards govern the nutrition component.

Standard 1: A written plan for achieving the program’s health and nutrition standards will be developed.

Standard 2: As a part of the Sure Start curriculum, the Sure Start program will provide (at no cost to the student) two snacks and lunch for every child enrolled in the program. Together, lunch and snacks will provide one half of the child’s daily nutritional needs.

Standard 3: The program will serve lunch in the classroom, family style.

Standard 4: The curriculum will include nutrition education for children.

Standard 5: The curriculum will involve parents in the nutrition services. .

Standard 6: Staff will comply with applicable service regulations, sanitation laws, and regulations for food service operations.

FOOD SERVICES

AAFES Nutrition: Okinawa military installations have contracts with AAFES to be designated food service providers. DoDDS provides the facility and the installation provides the equipment (kitchen), food management, and cost of utilities. Menus are generated from AAFES Headquarters in Texas.

Ala Carte, Vending Machines, School Stores, and other Food Sales:

Elementary Schools: Vending machines will not be available to students. Ala Carte meals are limited to milk. Milk will be available for purchase to students who bring a sack lunch from home.

Secondary Schools: Healthy food and beverages may be sold during the school day from vending machines or authorized school store. No more than 40% of the total calories in a food product are from fat. This does not apply to the sale of nuts, seeds or real cheese snacks. No more than 10% of the total calories in a food product are from saturated fat. All food and beverages must meet federal and local guidelines for safety and sanitation. Vending sales of candies and chewing gum will not be permitted on the school grounds. Foods sold as fundraisers that deviate from the nutritional standards must have the prior approval of the principal or designee.

School Stores: No candy or non-nutritional beverages will be sold in school stores. School organizations are not allowed to sell food or beverages in the cafeteria area.

Eating Environment: Meals are scheduled at appropriate times, with adequate time and space to eat and socialize in a pleasant environment, which has attractive serving and eating areas. Lunch periods are scheduled as near the middle of the day as possible. Elementary school principals are encouraged to schedule recess before lunch. Convenient access to hand-washing facilities before meals will be available. Students will wash their hands before eating.

Teacher-to-student incentives: Strong consideration should be given to nonfood items as part of any teacher-to-student incentive programs. Teachers feeling compelled to utilize food items as an incentive shall adhere to the District Nutritional Standards.

WELLNESS POLICY EVALUATION

The District Wellness Committee will be incorporated into the District Advisory Council. The council may be expanded to include a School food authority representative (AAFES or contract representative) and Health care personnel (nurse or dietitian).

School Advisory Councils should discuss school wellness issues and include evaluations and comments in their annual reports.

Superintendents will include a wellness report on the implementation and progress of this policy and provide recommendations in the annual advisory council report to the Pacific Director's Office.

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