

WELLNESS POLICY FOR THE SCHOOLS OF THE DIOCESE OF ALTOONA-JOHNSTOWN

GUIDING PRINCIPLE

The Diocese of Altoona-Johnstown recognizes the Gospel value of the sanctity of life. We attempt to foster in all of our students a respect for the gift of the good health. We also realize that it is our task as educators to edify our students in body, mind and spirit. This compels us to recognize the value of proper nutrition and adequate levels of physical activity in the development of each child entrusted to our care. A student's physical condition is directly related to well-being, growth, development and the ability to learn. The Altoona-Johnstown Diocese is committed to providing school environments that promote student wellness, provide nutrition education, and encourage physical activity for students. The Diocese is also committed to providing resources for parents that will enable them to assist their children to make better choices. A healthy school environment will enable the students to learn to make good choices regarding proper nutrition and physical activity.

ORGANIZATION OF DIOCESAN AUTHORITY

The Diocese of Altoona-Johnstown will implement the School Wellness Policy in three geographic regions: the Johnstown area, the Mainline area, and the Altoona area.

These areas will establish regional Wellness Committees to monitor the implementation of the Wellness Policy in the area schools.

These policies will include:

1. Access at a reasonable cost to a breakfast and/or lunch program that meets the federally established nutritional guidelines.
2. A health curriculum for classes designed to educate students about proper nutrition and life long physical activity on a developmentally appropriate level.
3. A physical education program that provides for developmentally appropriate physical activity during the school day.

DELEGATION OF RESPONSIBILITY

The Education Office will be responsible to ensure that each school within each region complies with each of the policies and with the established guidelines.

Each principal will report to the Education Office at the beginning of the academic year the specific programs that will be implemented at the local level.

At the end of the year, the principal will provide a report to the Education Office that will include:

1. A list of activities and programs conducted to promote nutrition awareness among the students.
2. An assessment of the school environment regarding wellness issues that were addressed in the initial report.
3. A list of physical activities that were implemented in the school to increase the amount of time the students spend engaged in physical activity.
4. Suggestions for improvement for the coming year.

The following staff members are responsible for implementation within their sphere of accountability:

The cafeteria manager will develop a breakfast/lunch program consistent with federal guidelines. They are also responsible to provide documentation that the school is in compliance with these guidelines.

The physical education teacher: will utilize the Pennsylvania state standards 10.4 and 10.5. The teacher will also provide instruction that will encourage the students to make physical activity a part of their lives both during the school hours and at home.

The physical education and/or science teachers: will utilize the health curriculum of the Pennsylvania state standards 10.1 and 10.2. The teachers will also provide information about proper nutrition.

Classroom teachers will provide daily physical activity for each student both in clement and inclement weather.

The Education Office of the Altoona-Johnstown Diocese will ensure that a Wellness Committee is established in each geographic region.

IMPLEMENTATION GUIDELINES

Wellness Committees

Each region is responsible to have a Wellness Committee with at least one representative for each of the following areas:

- 1) Building principal
- 2) Food service manager
- 3) Parent representative from each school

- 4) Teacher representative from each school
- 5) School nurse
- 6) School counselor
- 7) Coach
- 8) Health professional
- 9) Representative of local or county agency
- 10) Appropriately aged students

The Wellness Committee serves as an advisory committee regarding student health issues and is responsible for overseeing the implementation of the Wellness Policy on the individual school level.

The Wellness Committee will serve as a clearinghouse for information regarding student health issues and as liaison with community agencies. The information will be disseminated to the schools within the region.

The Wellness Committee will provide the Education Office with an annual report that will include a copy of the minutes of each meeting and information disseminated to the schools.

Nutrition Education

A parent/guardian survey and a student survey will be given at least every other year to determine areas of strength and/or weakness regarding the Wellness Policy.

The Wellness Committee will provide one awareness program each year for parents. The program will provide parents with current information on improving nutrition and/or increasing physical activity for the entire family. The following are examples of possible programs:

- 1) Healthy weight for children and adults
- 2) Weight management
- 3) Weight related health issues
- 4) Nutritious food alternatives
- 5) Ways to increase physical activity
- 6) The new food pyramid

The school will provide at least five classes each semester in nutrition. The nutrition education will provide all students with the knowledge and skills needed to lead healthy lives. The areas of education should include dietary guidelines based on the food pyramid, and on achieving and maintaining healthy weight. Age appropriate information will be provided using sources available on the Internet and/or through community health agencies.

The school will provide opportunities for the food service manager to attend in-service to improve the quality of school lunches. Each manager will be required to attend at least one day of in-service each year.

The schools will provide evidence that meals served meet or exceed federal nutrition standards. Information on the nutrition facts for school meals will be distributed to parents/guardians each month.

Competitive Foods

Any competitive foods sold to students on campus during the school day shall comply with federal Smart Snacks in School guidelines. Food shall not be used as a punishment or reward. Non-food rewards will be encouraged instead. Classroom parties/celebrations will be limited to one per month and will offer a minimal amount of foods (maximum 2-3 items) that contain added sugar as the first ingredient. The following foods will be provided: fruits and/or vegetables, water, 100% fruit juice, or low fat or nonfat milk. Efforts will be made for avoidance of food allergens in the classroom when gathering foods for celebrations.

Physical Education

Each school will provide physical education classes in accord with the minimum recommended minutes provided by the Diocese of Altoona-Johnstown: 60 minutes a week for students in grades kindergarten through grade three, and 80 minutes for grades four through eight. All students are required to participate in the physical education classes unless there is a specific documented medical reason.

The physical education classes should provide instruction that promotes lifelong physical activity. The students will learn, will practice and will be assessed on developmentally appropriate skills. Students will gain knowledge and confidence to participate in health enhancing activities. A completed checklist of age appropriate skills will be included in the student's permanent record as a means of tracking the progress of the student in compliance with the Pennsylvania State Standards.

Physical Activity

The school will provide opportunities for students to engage in physical activity each day. Activities such as walking, jumping rope, or unstructured play need to be initiated for each student daily regardless of an individual's athleticism.

Each school will be involved in programs that encourage increased and on-going physical activity. These programs provide encouragement for students to engage in daily physical activity. These programs can provide student materials, record sheets and nutrition tips to encourage healthy lifestyles.

One such program is Live It! Visit www.liveitprogram.com to find out more about this national initiative.

Other resources are available through www.actionforhealthykids.org to increase physical activity in the schools.

CHECKLIST

GRADES K--2

- _____ The student demonstrates basic locomotor skills. (e.g. hop, walk, run, jump, leap, gallop, skip and slide)
 - _____ jumps a self turned rope
 - _____ creates a sequence of different methods of movement
 - _____ walks forward, backward and sideways, while avoiding others and objects
 - _____ jumps, hops and walks while standing with other students in a circle

- _____ The student knows ways to manage their own body weight in a variety of situations. (e.g. hanging , climbing and balancing)
 - _____ travels across a horizontal ladder using a hand-over-hand method for a predetermined distance
 - _____ demonstrates balancing on two hands and one foot
 - _____ walks across a low balance beam, stopping in the middle and balancing on one foot
 - _____ performs consecutive log rolls, forward rolls, leaps, jumps and hops

- _____ The student uses various throwing patterns with accuracy.
 - _____ throws a bean bag into a hoop using an overhand motion while a teammate counts the number of successful throws

- _____ The student uses various techniques for catching thrown objects
 - _____ tosses and catches beanbags with a partner
 - _____ catches thrown balls of different sizes
 - _____ tosses a ball to a moving partner

- _____ The student chases, flees and dodges to avoid and/or catch others and maneuvers around obstacles.
 - _____ plays games such as tag with other students

- _____ The student consistently strikes lightweight objects with body parts and lightweight implements.
 - _____ plays a paddle and balloon game with a partner.
 - _____ dribbles different sized balls for a predetermined length of time
 - _____ practices kicking a stationary ball without losing balance
 - _____ rolls balls with different forces to a partner

- _____ The student demonstrates basic non-loco-motor skills (e.g. bending, twisting, stretching, turning, and lifting)
 - _____ performs animal movements

- _____ The student uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways. (i.e. straight, zigzag and curve)
 - _____ performs a sequence using straight, zigzag and curved pathways hopping
 - _____ performs a sequence using straight, zigzag and curved pathways skipping
 - _____ performs a sequence using straight, zigzag and curved pathways running
 - _____ performs a sequence using straight, zigzag and curved pathways walking

- _____ The student knows the characteristics of various throwing tasks.
 - _____ throws at a target concentrating on elements of throwing (ready position, arm preparation, opposite side to the target, step with leg opposite throwing arm, follow through, and accuracy of throw)

- _____ The student knows how to absorb force by establishing a base of support to receive the force of the on-coming object.
 - _____ demonstrate catching balls of different sizes
 - _____ demonstrates kicking and receiving a soccer ball

- _____ The student knows various techniques for landing safely.
 - _____ dismounts from parallel or horizontal bars, absorbing the force with bent knees

- _____ The student identifies changes in the body during physical activity.
 - _____ describes the increase in respiration during a time aerobic activity (e.g. running)
 - _____ names two activities that make a heart stronger
 - _____ discusses changes in breathing rates in sustained physical activity
 - _____ discusses types of physical activity that improve muscular strength

- _____ The student knows various warm-ups and cool down exercises.
 - _____ flexes and extends arms and legs during warm up activities
 - _____ participates in a class stretching before and after physical activity

- _____ The student follows directions given by the instructor or group leader.

- _____ The student identifies appropriate behaviors for participating with others in physical activities.
 - _____ lists the ways in which a good partner acts
 - _____ demonstrates responsible and caring behavior during team sport participation
 - _____ demonstrates appropriate ways to solve conflict

_____ The student identifies the feelings resulting from challenges, successes, and failures in physical activity.

CHECKLIST

GRADES 3-5

- _____ The student knows various techniques for throwing or catching different objects.
 - _____ throws various objects such as a Frisbee, basketball, football, and softball
 - _____ catches various objects such as a Frisbee, basketball, football and softball

- _____ The student knows various techniques for striking objects with a variety of body parts.
 - _____ serving and returning volleyball
 - _____ kicking and heading a soccer ball
 - _____ punting and kicking a football

- _____ The student can consistently strike different objects using a variety of implements.
 - _____ can serve and return with a badminton racket the shuttlecock
 - _____ can accurately hit a golf ball with a golf club
 - _____ can serve and return a tennis ball with a racket

- _____ The student knows how to design and modify sequences that show changes in direction and speed.
 - _____ works cooperatively with other students to create and perform a line dance
 - _____ creates a long jump rope routine with other students
 - _____ participates in a tug-of-war using proper body alignment
 - _____ participates in a game that involves changes of speed and direction

- _____ The student knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.
 - _____ participates in modified soccer activity
 - _____ participates in modified basketball activity
 - _____ participates in modified field hockey activity
 - _____ demonstrates hand or foot dribbles that prevent an opponent from stealing the ball

- _____ The student understands that games consist of people, boundaries, equipment, purpose and rules that all inter-relate during game play.
 - _____ participates in a modified team sport
 - _____ recognizes proper and improper techniques in game situations

- _____ The student knows how to create, explore and devise game strategies.
 - _____ constructs throwing and catching games that show evidence of basic game structure and strategy
 - _____ participates in a racket-sport tournament

- _____ participates on a team in a game of Capture the Flag or any other game the involves team strategies

- _____ The student recognizes the proper techniques of a variety of basic different throwing, striking, dribbling, volleying and catching skills.
 - _____ throws a ball overhand on a marked off field
 - _____ strikes balls off tees using a variety of force and measuring the distance the ball travels
 - _____ throws balls at a set of distance markers

- _____ The student understands and applies basic movement concepts to games and dance.
 - _____ designs a game of throwing and catching and develops rules so another class can play
 - _____ creates, refines and performs an individual jump rope routine using at least five different jumps of his or her choice

- _____ The student knows the reasons why appropriate practice improves performance.
 - _____ records in a journal the results of specific skill (e.g. number of shots made) during a 10 minute practice each day for two weeks. The student then plots the learning curve using the horizontal axis for the number of days and the vertical axis for the number of shots

- _____ The student describes healthy benefits that result from regular participation in vigorous physical activity.
 - _____ designs a poster depicting the healthy benefits of exercise

- _____ The student knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.
 - _____ participates in a one-mile run or walk

- _____ The student recognizes activities that promote better heart rate.
 - _____ charts heart rate while sitting, walking, climbing stairs and running

- _____ The student knows that proper stretching increases flexibility and understands why flexibility is important.
 - _____ participates in appropriate flexibility tasks before physical activity and explains the importance of flexibility

- _____ The student knows how exercise helps control obesity.
 - _____ discusses how calories are converted into energy when exercising

- _____ The student knows how to develop and apply rules and procedures that are safe and effective for specific activity situations.

- _____ understands the consequences of choosing not to participate safely
- _____ takes seriously the role to teach an activity to classmates
- _____ discusses correct procedures related to rules in a designated game and ways to deal with instances of non-compliance

- _____ The student recognizes the different physical abilities of others through good sportsmanship.
 - _____ expresses positive attitudes toward peers

- _____ The student know how to participate in games and perform dances from a variety of cultures.
 - _____ presents a game or physical activity from a different culture to the class and shares its origins
 - _____ learns a variety of dances from different cultures

- _____ The student recognizes the positive benefits of life-long physical activity.
 - _____ keeps a journal of physical activities undertaken while at home, including measuring and recording the time spent on each activity
 - _____ selects a physical improvement goal requiring work and keeps track of personal progress

CHECKLIST

GRADES 6-8

- _____ The student combines skills competently to participate in a modified version of team and individual sports demonstrating mature patterns of manipulative skills.
 - _____ participates with other students in a modified individual sport such as badminton
 - _____ participates in a modified volleyball, soccer, field hockey or basketball tournament, or in any team sport that involves skill

- _____ The student uses basic offensive and defensive position while playing a modified version of a sport.
 - _____ participates in modified sports game activities with other students while demonstrating transitions from offensive and defensive positions

- _____ The student learns and performs various dances and rhythmic sequences
 - _____ learns, practices and performs dance and rhythmic sequences with a group of students

- _____ The student describes the principles of training and conditioning for a specific physical activity.
 - _____ develops a personal fitness plan as a part of an individual wellness plan and keeps a daily journal that includes quantitative data to monitor progress

- _____ The student knows how to apply mature patterns of loco-motor, non-loco-motor, body management, throwing, catching and striking skills while participating in modified versions of team and individual sports.
 - _____ participates on a team in modified sports activities (volleyball, baseball, football, hockey or soccer)
 - _____ exhibits the knowledge and basic skills necessary to be a regular participant in an individual sport

- _____ The student knows how to use a journal to document the benefits of participation in physical activity.
 - _____ completes a physical activity log for 14 consecutive days and reflects in writing on an activity or sport in which he or she has shown improvement.
 - _____ designs a personal exercise program with appropriate goals
 - _____ the student keeps a daily journal to document attaining these goals as a part of an individual wellness plan

- _____ The student knows proper warm-up, conditioning and cool-down techniques and the reasons for them.
 - _____ devises proper warm-up and cool-down techniques for an aerobic

activity and then teaches the exercises to the other students in the class

_____ The student knows the difference between muscular strength and muscular endurance activities that contribute to the improvement of strength and endurance and the various types of muscular strength and endurance required to perform different activities.

_____ demonstrates different activities that show muscular strength

_____ demonstrates different activities that show muscular endurance

_____ The student can distinguish between aerobic and non-aerobic activities.

_____ correctly demonstrates aerobic activities and explains why they are aerobic

_____ correctly demonstrates non-aerobic activity and explains why they are not aerobic

_____ The student recognizes various ways to promote mobility in each joint.

_____ demonstrates activities that improve flexibility

_____ The student understands and applies formal and informal modes of fitness assessments.

_____ walks a flight of stairs as an informal mode of fitness assessment measuring and reporting heart rate before, during and after the exercise

_____ completes a one mile walk or run while monitoring heart rate before, during and after the exercise

_____ The student understands the difference between compliance and noncompliance with games rules and knows the meaning of fair play in age-appropriate activities.

_____ follows rules specific to a selected skill in the instructional area

_____ handles conflicts that arise with others without confrontation

_____ accepts controversial decision made by a game official

_____ The student recognizes the contributions that various cultures have made to physical education.

_____ chooses a sport that originated in another country, explains how it was played originally and how it is played today in the United States

_____ discusses the origin and sports of the Olympics

_____ The student recognizes the aesthetic and creative aspects of performance.

_____ watches and discusses a video of high-skilled performance activities (e.g. figure skating, gymnastic competition, free-style skiing)