

# Divine Redeemer School

## Local Wellness Policy

October 2019

*“The Catholic school is an environment uniquely designed for the formation of the whole human person. “*

--excerpted from the Diocese of Greensburg Mission/Philosophy Statement

The Divine Redeemer School recognizes that wellness and proper nutrition are related to students' well-being, growth, development, and readiness to learn. Research continues to support the inextricable links between student health, behavior and academic achievement (e.g., links between nutrition, cognitive functioning and performance are evident in the areas of language, concentration & attention).

Our vision is one where the environment of our school physically, mentally, morally, spiritually and socially nurtures children to feel and be secure and loved, to love and respect themselves as children of God, to love and care for one another, and to love coming to school and learning, doing, and succeeding.

In our commitment to realizing our vision for the health and wellness of our school community, The Divine Redeemer School has established the following goals, in compliance with the Diocese of Greensburg Wellness Policy:

### **NUTRITION EDUCATION GOALS**

*Nutrition Education: 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), including:*

- a. *Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparations, handling & storage*
- b. *Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and*
- c. *How to assess one's personal eating habits, set goals for improvement, and achieve those goals.*

The primary goal of nutrition education is to influence students' eating behaviors, helping children become healthier and, in turn, better students.

**GOAL N1:** Our school will ensure that students receive planned instruction in nutrition education. We will review our curriculum in this area to ensure adherence to the Diocese of Greensburg Wellness Policy (see Addendum C). The nutrition education program shall focus on students' eating behaviors and be based on theories and methods proven effective by published research, and be consistent with the state's health education standards and the Diocese's curriculum framework.

**GOAL N2:** Our school's health curriculum will have an emphasis on nutrition and exercise. Linking nutrition education and physical activity will reinforce lifelong lifestyle balance.

**GOAL N3:** Our school will link literacy and good nutrition through participating in innovative programs (e.g., nutrition-themed RIF week) and providing and showcasing health and nutrition books in our library.

### **PHYSICAL ACTIVITY GOALS**

*Physical Activity Education: A comprehensive physical activity program encompassing a variety of opportunities for students to be physically active, including, but not limited to: planned physical education, recess, walk-to-school programs, after-school physical activity programs, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.*

Physical activity and physical education programs support and are key to (rather than compete with) common school priorities related to student learning achievement. According to the President's Council on Physical Fitness & Sports (1999), youth who spend less time on other subjects to allow for more regular physical education have been shown to do equally well or better in academic classes. The primary goal for a school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

**GOAL P1:** Our school will provide time during the school day for students to be active, in addition to physical education time. Students will be provided with physical activity time (physical education class and other) of at least 75 minutes per week by the 2014-2015 school year and gradually increasing in subsequent years. Examples of physical activity include, but are not limited to, changing classes, exercise breaks, short walks, recess, extra-curricular activities (Walk A Thon) or designated physical activity periods.

**GOAL P2:** Varied and enjoyable extra-curricular options, which involve physical activity, will be developed and offered to students (Walking Field Trips).

## **NUTRITION STANDARDS FOR ALL FOODS AVAILABLE ON SCHOOL CAMPUS DURING THE SCHOOL DAY**

*Nutrition Standards: Schools must establish standards to address the nutrient content of all foods and beverages sold or served to students, including those available outside of school meal programs.*

To practice what they learn about sound nutrition in the classroom, students need appealing and healthful food and beverage options in the school cafeteria and throughout the school day. Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. The primary goal of establishing nutrition standards is increasing nutrient density, decreasing fat and added sugars, and moderating portion size.

**GOAL NS1:** Food and beverages provided or sold to students during the school day, after school, and at any school event will include healthy, nutritious choices, following federal guidelines and the Pennsylvania Department of Education's Nutrition Guidelines for Competitive Foods in PA Schools. Students will not have access to vending machines.

**GOAL NS2:** A list of healthy snack suggestions will be provided to all parents.

**GOAL NS3:** Our school will conduct a bi-annual review and analysis of menu choices in cooperation with our food service personnel. Students and parents will be involved in menu selections.

## **GOALS FOR OTHER SCHOOL-BASED ACTIVITIES DESIGNED TO PROMOTE WELLNESS**

*Goals under this required area create and assist in monitoring a school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active.*

Cross-curricular, integrated nutrition and physical activity education provide consistent messages and additional time on wellness topics.

**GOAL O1:** Our school will establish a school health council to oversee and coordinate physical activity and nutrition according to this action plan and in adherence to the diocesan wellness policy. This committee may include administration, teachers, parents, students, the school nurse, cafeteria manager, and members of the community.

**GOAL O2:** Our school will review the practices, procedures, environment, and scheduling related to our lunch program for adherence to the letter and spirit of the PA Department of Education program regulations and the Diocese of Greensburg Wellness Policy.

## **GOALS FOR MEASUREMENT AND EVALUATION**

*As required by law, each school must establish a plan for measuring implementation of the local wellness policy to ensure that the school is meeting the policy. A local assessment system tracks student progress on the Health, Safety and Physical Education standards.*

A sustained effort is necessary to assure that new policies are faithfully implemented, including: periodically assess how well the policy is being managed and enforced; reinforce the policy goals with school staff if necessary; be prepared to update or amend the policy as the process moves on; document any financial impact to the school foodservice program, school stores, or vending machine revenues; and celebrate policy success milestones. Evaluation and feedback are very important in maintaining a local wellness policy. It is also important to assess student, parent, teacher, and administration satisfaction with the new policies.

**GOAL ME 1:** Teachers will use Power Grade to record the wellness-related standards they teach and assess. The principal, the school health council, and the Office for Catholic Schools will monitor the “taught” curriculum and compare it with the “written” curriculum.

**GOAL ME 2:** The school health council will monitor the on-going effectiveness of the school programs. Periodically, they will review and evaluate the effectiveness of the written plan using such tools as the Wellness Plan Evaluation Tool ([see Addendum B](#)), PANA’s Keystone Healthy Zone survey, and Body Mass Index (BMI) results to assess the school environment and success. Goals for the following year will be adjusted and changed according to results. We will include revised targets as the policies become increasingly successful. A report of progress will be submitted to the Office for Catholic Schools by June 30 following each year of implementation.

**GOAL ME 3:** The teachers will assess individual student attainment of academic standards and assist students who have difficulty attaining them.

We are confident that the enjoyable, healthful learning environment created through these efforts will reap many positive short-term and long-term benefits for our children, families, school, parishes and communities.

**OTHER DIOCESAN PROGRAMS SUPPORTING WELLNESS**  
***(See Addendum A or click on hyperlinks below)***

[Student Assistance](#)

[Diocese Of Greensburg Handbook Of Policies – Section 4000 Student](#)

[Protecting God’s Children](#)

[Technology Resource Acceptable Use Policy](#)

[iSAFE Internet Safety Curriculum](#)

[School Crisis Plan](#)

## **OTHER DIOCESAN PROGRAMS SUPPORTING WELLNESS**

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### **Student Assistance**

Each diocesan school is required to participate in the Commonwealth of Pennsylvania's Student Assistance Program (SAP) or Elementary Student Assistance Program (ESAP), which are designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the SAP/ESAP is to help students overcome these barriers in order that they may achieve, remain in school, and advance.

SAP/ESAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP/ESAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP/ESAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

There are four phases to the student assistance process:

**Referral** - Anyone can refer a student to SAP/ESAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP/ESAP team to ask for help. The SAP/ESAP team contacts the parent for permission to proceed with the process.

**Team Planning** – The SAP/ESAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

**Intervention and Recommendations** – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

**Support and Follow-Up** – The SAP/ESAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent's right to be involved in the process and to have full access to all school records under the applicable state and federal laws and regulations.

Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education and is key to the successful resolution of problems.

### **Diocese Of Greensburg Handbook Of Policies – Section 4000 Students**

Section 4000 of the Diocese of Greensburg Handbook of Policies includes several policies related to student wellness, including these topics: recordkeeping on incidents of violence, administration of medications, student health emergencies, child abuse, sexual harassment, suicide, missing children, alcohol/tobacco/other drug use, AIDS, possession of weapons, and locker search. This policy and any subsequent policies can be found on the diocesan web page.

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### **Protecting God's Children**

Diocese of Greensburg Policy 3600 Protecting God's Children

Educators and other professional employees are responsible for the welfare and safety of pupils in their charge. They are required to report suspected child abuse occurring within the home, community, or school to the building principal who in turn will notify the superintendent and Children and Youth Services.

Preventing child sexual abuse is the goal of "Protecting God's Children for Adults," the program selected by the Diocese of Greensburg to educate clergy, staff and volunteers who work with children about child sexual abuse and the ways to create safe environments for children. Adults learn how to recognize the signs and symptoms that an adult is a potential risk of harm to children and how to know that a child is being abused or exploited in some way. All clergy, staff, and volunteers who have regular contact with children and youth are required to attend the training session. All diocesan employees are required to have participated in the Diocesan provided "Protecting God's Children Program" as a condition of employment.

The Protecting God's Children mandate also includes assuring that all children in our schools and parish education programs receive training to help them protect themselves from persons who might inflict sexual abuse on a child. Each school must submit to the Diocese their plan for fulfilling this mandate, which includes partnering with the county agency that provides the required training. It is important to teach children their dignity and right to the respect of others, how to recognize potentially harmful behavior toward them, and what to do when they feel themselves threatened in some way.

### **Technology Resource Acceptable Use Policy**

The *Diocese of Greensburg Technology Resource Acceptable Use Plan* was formally adopted at a public meeting, in compliance with the *Children's Internet Protection Act*, and is updated annually. The plan includes practices to ensure personal safety and

well-being of students and staff. Each family, student, and employee is annually required to sign user agreements and the students also agree to a code of conduct.

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### **iSAFE Internet Safety Curriculum**

- 80 percent of kids spend at least 1 hour per week on the Internet
- 11 percent of kids spend more than 1 ½ hours per day on the Internet
- 55 percent of kids have given their personal information (name, sex, age, etc.) over the Internet

i-SAFE is a non-profit foundation whose mission is to educate and empower youth to safely and responsibly take control of their Internet experience. i-SAFE incorporates classroom curriculum with dynamic community outreach to empower students, teachers, parents, law enforcement, and concerned adults to make the Internet a safer place, where students recognize and avoid dangerous, destructive, or unlawful online behavior and respond appropriately.

Each school in the Diocese of Greensburg will have an iSafe-trained coordinator and will implement a plan for using the curriculum and for partnering with parents, law enforcement, and the community.

### **School Crisis Plan**

Diocese of Greensburg Schools Policy 2170 *Crisis Management Plan*

School safety and security are important issues of concern for every school principal. All diocesan schools shall have a Safety Committee consisting of the building principal, pastor, custodian and representatives from the faculty, fire department and police. This committee shall review the building for safety issues and develop a plan for evacuation and lock-down situation.

The Crisis Management Plan designed by the diocese shall be available and accessible for all school employees.

The principal will conduct monthly fire drills and one of which is an evacuation drill annually to a secure site. Lock-down mode is to be conducted once per semester using code words.

All buildings must have an operational security system within the building limiting the access of unauthorized persons.

The Crisis Plan for each building is to be approved by the Safety Committee and on file with the diocesan Office for Catholic Schools and with the local fire/police departments. The principal is responsible for updating and sharing the plan with faculty and students.

Diocese of Greensburg Schools Policy 2172 *Severe Weather Drill*

Severe weather drills are conducted annually in March when announced by the Pennsylvania Emergency Management System through the county offices. The purpose of this exercise is to test procedures in the event of such an emergency. When announced, all classrooms are to move quickly to lower levels – preferably the bottom floor. Students go into rooms or hallways where there are no, or minimal, windows. Students are to sit in desks, if favorable, or on the floor until the *ALL CLEAR* is given. The principal submits a report to the Office for Catholic Schools on the form provided.

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## **WELLNESS PLAN EVALUATION TOOL**

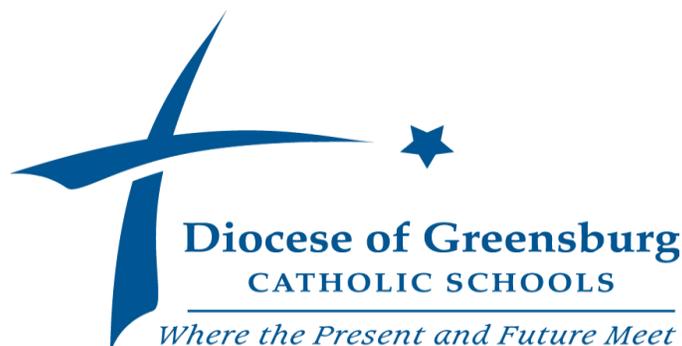
A good evaluation plan does not need to be extensive, formal or put additional undue burdens on staff that is involved in the process. Through the evaluation process, you will be able to answer some basic questions that are very important to policymakers, students, school staff, parents, and the general public:

- What changes to nutrition education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred in your school as a result of the district wellness policy?
  - Did the number of students participating in nutrition education change?
  - Did the students have a different number of minutes of physical activity?
  - Did your school change available food options?
  - Did participation in the National School Breakfast or Lunch Program change?
- Did the policy and implementation address the issues identified in the needs assessment?
  - Is it making a difference?
  - What's working?
  - What's not working?
- How can the impact of the policy be increased to enhance its effect on student health and academic learning?

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## **WELLNESS IN SCHOOLS LINKS**

[USDA nutrition-related links](#)  
[Dietary Guidelines for Americans](#)  
[National Standards for Physical Education](#)



## WELLNESS POLICY

*“The Catholic school is an environment uniquely designed for the formation of the whole human person. “*

*--excerpted from the Diocese of Greensburg Mission/Philosophy Statement*

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The Diocese of Greensburg recognizes that wellness and proper nutrition are related to students' well-being, growth, development, and readiness to learn. Research continues to support the inextricable links between student health, behavior and academic achievement (e.g., links between nutrition, cognitive functioning and performance are evident in the areas of language, concentration & attention).

We believe that schools, where the role of healthy eating and physical activity are understood and exemplified, strongly influence the development of sound lifetime habits, preferences, and practices for good, all-around health. To that end, our policy and practice related to wellness are guided by the following principles:

### **Guiding Principles**

- ❖ *A comprehensive course of study in health, physical education, wellness and safety should focus on providing students the skills, knowledge and confidence that leads to a lifetime of health-enhancing behavior. This curriculum must be comprehensive and sequential, and be based on recommendations of recognized health authorities.*
  - **Policy Statement 1:** The diocesan Office for Catholic Schools' recommended curriculum for health, physical education, wellness,

and safety will be based on guidelines and policies set by the PA State Board of Education Curriculum Regulations and the Academic Standards for Health, Safety and Physical Education and Family and Consumer Sciences. Teachers will use Power Grade to record the wellness-related standards they teach and assess. The principals, the school health councils, and the Office for Catholic Schools will monitor the “taught” curriculum and compare it with the “written” curriculum.

- **Policy Statement 2:** Adequate amounts of planned instruction time will be provided in order for students to be able to achieve the proficient level of the standards related to wellness. Planned instruction time may be increased incrementally each year until the optimum level is reached. Wellness topics shall be integrated within the comprehensive health education curriculum in all grade levels.
- **Policy Statement 3:** The staff responsible for providing wellness curriculum will be adequately prepared and participate in appropriate professional development as part of their Act 48 plan.

❖ *Wellness education needs to be consistent and reinforced to promote life-long, healthy lifestyles. Education, combined with practice, creates healthful school environments and encourages healthy behavior.*

- **Policy Statement 4:** In addition to classroom instruction where students are taught to eat healthfully and to be active, they will also be given the opportunity to practice those behaviors. This has implications for cross-curricular integration and extension beyond the school environment to families and communities.
- **Policy Statement 5:** This diocesan wellness policy and local wellness policy goals will be considered in planning all school-based activities (school events, field trips, dances, etc.). While partnerships between schools and businesses are encouraged, such partnerships and sponsorships shall be designed to meet identified educational needs and healthy school environment goals consistent with the diocesan and local school wellness policies.
- **Policy Statement 6:** Each school will establish a school health council to oversee and coordinate physical activity and nutrition programs and ensure compliance with these policies. This committee may include administration, teachers, parents, students, the school nurse, cafeteria manager, and members of the community. Parents, teachers, administrators, students, foodservice professionals, and community members will be

encouraged to serve as appropriate role models through staff wellness programs, and parent and community outreach.

- ❖ *Healthy choices and opportunities provided in the school community promote healthy decisions and thereby foster the development of healthy lifestyles. Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them.*
  - **Policy Statement 7:** Schools must establish standards to address all foods and beverages sold or served to students, including those available outside of school meal programs, to include healthy selections that contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans.
  - **Policy Statement 8:** Schools must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220. To ensure food safety, all food service personnel (third-party or school-based) shall have adequate training in food preparation and/or handling, as appropriate. All school lunch programs will comply with USDA's disability requirements for modified diets.
  
- ❖ *A sensible, well-balanced, and varied wellness plan, provided in a safe and enjoyable physical and social environment, encourages healthy habits for a lifetime.*
  - **Policy Statement 9:** To guide and ensure successful implementation of this wellness policy, each Catholic school in our Diocese will develop goals in each of 5 categories required by the Pennsylvania Department of Education, providing measurable details in written local plans, by July 1 of each year. A template for the local school plan is provided with this policy. These local plans will be submitted to the diocesan Office for Catholic Schools by this date. In addition, schools that participate in the National School Lunch and/or Breakfast Program are furthered required to submit their plan for state approval, as directed by the Pennsylvania Department of Education. A report of progress will be submitted to the Office for Catholic Schools by June 30 following each year of implementation.
  - **Policy Statement 10:** Safe and adequate equipment, facilities, and resources will be provided to support the wellness plan for all students. Students will have access to safe drinking water and to hand washing or hand sanitizing before meals and snacks.
  - **Policy Statement 11:** Extended periods of inactivity, periods of two hours or more, will be discouraged for children.

- **Policy Statement 12:** Students and staff with nutrition-related health problems will be referred to appropriate services for counseling or medical treatment
- **Policy Statement 13:** Physical activity will not be used as a form of punishment. Food will not be used as a reward or punishment. Rewards and incentives for academic performance should be given careful consideration as to the messages they send to students receiving them. If food is included in recognition of academic performance, it should be used in the general celebration of the achievement not as the reward.

We are confident that the enjoyable, healthful learning environment created through these efforts will reap many positive short-term and long-term benefits for our children, families, schools, parishes and communities.

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