

Dr. M. L. Garza- Gonzalez Public Charter School

Wellness Policies



Dr. M.L. Garza-Gonzalez Public Charter School Wellness Policies on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, **Dr. M.L. Garza-Gonzalez Public Charter School** is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of **Dr. M.L. Garza-Gonzalez Public Charter School** that:

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school wide nutrition and physical activity policies.
- All students in grades Pre K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools will participate in available federal school meal programs.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- The Wellness Policies will be implemented no later than July 1, 2006.

To Achieve These Policy Goals:

I. School Health Councils

Dr. M.L. Garza-Gonzalez Public Charter School will create, strengthen, or work within the existing school health council to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council also will serve as a resource to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally-equivalent nondairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.

Dr. M.L. Garza-Gonzalez Public Charter School will engage students and parents, through taste-tests of new entrees and surveys, in selecting foods in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- **Dr. M.L. Garza-Gonzalez Public Charter School** will, to the extent possible, operate the School Breakfast Program.

- **Dr. M.L. Garza-Gonzalez Public Charter School** will, to the extent possible utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- **Dr. M.L. Garza-Gonzalez Public Charter School** will notify parents and students of the availability of the School Breakfast Program.
- **Dr. M.L. Garza-Gonzalez Public Charter School** will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals: **Dr. M.L. Garza-Gonzalez Public Charter School** will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Meal Times and Scheduling: **Dr. M.L. Garza-Gonzalez Public Charter School**

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- will schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- will take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff: Qualified nutrition professionals will administer the school meal programs. As part of **Dr. M.L. Garza-Gonzalez Public Charter School’s** responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages: **Dr. M.L. Garza-Gonzalez Public Charter School** will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

Foods & Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte (snack) lines, fundraisers, school stores, etc.) following the Smart Snack Compliance Standard.

Early Childhood Schools: The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food

in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools: In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following:

Smart Snack Compliance.

Beverages

- Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

- A food item sold individually:
 - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
 - will have no more than 35% of its *weight* from added sugars;
 - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes:

- Limit portion sizes of foods and beverages sold individually to those listed below:
 - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
 - One ounce for cookies;
 - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
 - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
 - Eight ounces for non-frozen yogurt;
 - Twelve fluid ounces for beverages, excluding water; and

- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities: To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. Upon request, the school will make available a list of ideas for acceptable fundraising activities.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. **Dr. M.L. Garza-Gonzalez Public Charter School** will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

Dr. M.L. Garza-Gonzalez Public Charter School will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, **Dr. M.L. Garza-Gonzalez Public Charter School** will pursue receiving reimbursements through the National School Lunch Program.

Rewards: **Dr. M.L. Garza-Gonzalez Public Charter School** will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations: **Dr. M.L. Garza-Gonzalez Public Charter School** will limit celebrations that involve food during the school day to no more than **three parties per academic year**. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Upon request, **Dr. M.L. Garza-Gonzalez Public Charter School** will disseminate a list of healthy party ideas to parents and teachers.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances): Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. **Dr. M.L. Garza-Gonzalez Public Charter School** aims to teach, encourage, and support healthy eating by students. **Dr. M.L. Garza-Gonzalez Public Charter School** will provide nutrition education and engage in nutrition promotion that:

- is 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;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects; includes enjoyable,

developmentally-appropriate, culturally relevant, participatory activities, such as contests, promotions, and taste testing;

- 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; and
- includes training for teachers and other staff.

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, **Dr. M.L. Garza-Gonzalez Public Charter School** will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

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:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) Pre K-12: All students in grades Pre K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. A certified physical education teacher will teach all physical education. Student involvement in other activities involving

physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess: All early childhood students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School: All early childhood, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including students with disabilities and students with special health-care needs.

After-school childcare and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment: Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

Communications with Parents: **Dr. M.L. Garza-Gonzalez Public Charter School** will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. **Dr. M.L. Garza-Gonzalez Public Charter School** will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fund raising activities. In addition, the school will provide opportunities for parents to share their healthy food practices with others in the school community.

Dr. M.L. Garza-Gonzalez Public Charter School will provide information about physical education and other school based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Safe Routes to School: **Dr. M.L. Garza-Gonzalez Public Charter School** will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the school will work together with local public works, public safety, and/or police departments in those efforts. The school will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school will encourage students to use public transportation when available and appropriate for travel to school and will work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours: School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Health Services

A qualified school nurse provides health services on our campus. In this way **Dr. M.L. Garza-Gonzalez Public Charter School** will:

- ensure access or referral to primary health care services or both,
- foster appropriate use of primary health care services.
- prevent and control communicable disease and other health problems,
- provide emergency care for illness or injury,
- promote and provide optimum sanitary conditions for a safe school facility and school environment, and
- provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

Health Education

Health education is a planned, sequential, Pre K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive health education curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Qualified, trained teachers, school counselor and school nurse provide health education.

Five health topics to be stressed by qualified **Dr. M.L. Garza-Gonzalez Public Charter School** personnel are:

1. Tobacco use, including cigarette smoking, cigar smoking, and smokeless tobacco use. It is the single leading preventable cause of death in the United States.
2. Alcohol and Drug Use-Alcohol and other drug use are a factor in approximately 41% of all deaths from motor vehicle crashes.
3. Asthma is a leading chronic illness among children and youth in the United States. Asthma is one of the leading causes of school absenteeism.
4. Childhood obesity- Overweight is the result of caloric imbalance (too few calories expended for the amount of calories consumed) and is mediated by genetics and health. Overweight young people are more likely than children of normal weight to become overweight or obese adults, and therefore more at risk for associated adult health problems, including heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.
5. Sexual Behaviors-Each year, there are approximately 19 million new STD infections in the United States, and almost half of them are among youth aged 15 to 24. Thirty-four percent of young women become pregnant at least once before they reach the age of 20

We will align all lessons with the National Health Education Standards.

Health Education Standards PreK-12

Standard 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
1. identify that healthy behaviors impact personal health.	1. describe the relationship between healthy behaviors and personal health.	1. analyze the relationship between healthy behaviors and personal health.	1. predict how healthy behaviors can impact health status.
2. recognize that there are multiple dimensions of health.	2. identify examples of emotional, intellectual, physical, and social health.	2. describe the interrelationship of emotional, intellectual, physical, and social health in adolescence.	2. describe the interrelationships of emotional, intellectual, physical, and social health.
3. describe ways to prevent communicable diseases.	3. describe ways in which a safe and healthy school and community environment can promote personal health.	3. analyze how the environment impacts personal health.	3. analyze how environment and personal health are interrelated.
		4. describe how family history can impact personal health.	4. analyze how genetics and family history can impact personal health.
4. list ways to prevent common childhood injuries.	4. describe ways to prevent common childhood injuries and	5. describe ways to reduce or prevent injuries and other	5. propose ways to reduce or prevent injuries and health

	health problems.	adolescent health problems.	problems.
5. describe why it is important to seek health care.	5. describe when it is important to seek health care.	6. explain how appropriate health care can promote personal health.	6. analyze the relationship between access to health care and health status.
		7. describe the benefits of and barriers to practicing healthy behaviors.	7. compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
		8. examine the likelihood of injury or illness if engaging in unhealthy behaviors.	8. analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
		9. examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	9. analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
1. identify how the family influences personal health practices and behaviors.	1. describe how family influences personal health practices and behaviors.	1. examine how the family influences the health of adolescents.	1. analyze how family influences the health of individuals.
	2. identify the influence of culture on health practices and behaviors	2. describe the influence of culture on health beliefs, practices and behaviors.	2. analyze how culture supports and challenges health beliefs, practices and behaviors.
	3. identify how peers can influence healthy and unhealthy behaviors.	3. describe how peers influence healthy and unhealthy behaviors.	3. analyze how peers influence healthy and unhealthy behaviors.
2. identify what the school can do to support personal health practices and behaviors.	4. describe how the school and community can support personal health practices and behaviors.	3. analyze how the school and community can impact personal health practices and behaviors.	3. evaluate how the school and community can impact personal health practice and behaviors.
3. describe how the media can influence health behaviors.	5. explain how media influences thoughts, feelings, and health behaviors.	4. analyze how messages from media influence health behaviors.	4. evaluate the effect of media on personal and family health.
	6. describe ways technology can	5. analyze the influence of technology on	5. evaluate the impact of technology on

	influence personal health.	personal and family health.	personal, family and community health.
		6. explain how the perceptions of norms influence healthy and unhealthy behaviors.	6. analyze how the perceptions of norms influence healthy and unhealthy behaviors.
		7. explain the influence of personal values and beliefs on individual health practices and behaviors.	7. analyze the influence of personal values and beliefs on individual health practices and behaviors.
		8. describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	8. analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
		9. explain how school and public health policies can influence health promotion and disease prevention	9. analyze how public health policies and government regulations can influence health promotion and disease prevention

Standard 3 – Students will demonstrate the ability to access valid information and products and services to enhance health.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
1. identify trusted adults and professionals who can help promote health.	1. identify characteristics of valid health information, products and services.	1. analyze the validity of health information, products and services.	1. evaluate the validity of health information, products and services.
2. identify ways to locate school and community health helpers.	2. locate resources from home, school and community that provide valid health information.	2. access valid health information from home, school, and community.	2. utilize resources from home, school and community that provide valid health information.
		3. determine the accessibility of products that enhance health.	3. determine the accessibility of products and services that enhance health.
		4. describe situations that may require professional health services.	4. determine when professional health services may be required.
		5. locate valid and reliable health products and services.	5. access valid and reliable health products and services.

Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
1. demonstrate healthy ways to express needs, wants and feelings.	1. demonstrate effective verbal and non-verbal communication skills to enhance health.	1. apply effective verbal and nonverbal communication skills to enhance health.	1. utilize skills for communicating effectively with family, peers, and others to enhance health.
2. demonstrate listening skills to enhance health.	2. demonstrate refusal skills to avoid or reduce health risks.	2. demonstrate refusal and negotiation skills to avoid or reduce health risks.	2. demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
3. demonstrate ways to respond when in an unwanted, threatening or dangerous situation.	3. demonstrate nonviolent strategies to manage or resolve conflict.	3. demonstrate effective conflict management or resolution strategies.	3. demonstrate strategies to prevent manage or resolve interpersonal conflicts without harming self or others.
4. demonstrate ways to tell a trusted adult if threatened or harmed.	4. demonstrate how to ask for assistance to enhance personal health.	4. demonstrate how to ask for assistance to enhance the health of self and others.	4. demonstrate how to ask for and offer assistance to enhance the health of self and others.

Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
		1. identify circumstances that can help or hinder healthy decision making.	1. examine barriers that can hinder healthy decision making.
1. identify situations when a health-related decision is needed.	1. identify health related situations that might require a thoughtful decision.	2. determine when health-related situations require the application of a thoughtful decision making process.	2. determine the value of applying a thoughtful decision making process in health related situations.
2. differentiate between situations when a health-related decision can be made individually or when	2. analyze when assistance is needed when making a health related decision.	3. distinguish when individual or collaborative decision making is appropriate.	2. justify when individual or collaborative decision making is appropriate.

assistance is needed.			
	3. list healthy options to health-related issues or problems.	4. distinguish between healthy and unhealthy alternatives to health related issues or problems.	3. generate alternatives to health-related issues or problems.
	4. predict the potential outcomes of each option when making a health-related decision.	5. predict the potential short-term impact of each alternative on self and others.	4. predict the potential short and long-term impact of each alternative on self and others.
	5. choose a healthy option when making a decision.	6. choose healthy alternatives over unhealthy alternatives when making a decision.	5. defend the healthy choice when making decisions.
	6. describe the outcomes of a health related decision.	7. analyze the outcomes of a health related decision.	6. evaluate the effectiveness of health related decisions.

Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
		1. assess personal health practices.	1. assess personal health practices and overall health status.
1. identify a short term personal health goal and take action toward achieving the goal.	1. set a personal health goal and track progress toward its achievement.	2. develop a goal to adopt, maintain, or improve a personal health practice.	2. develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
2. identify who can help when assistance is needed to achieve a personal health goal.	2. identify resources to assist in achieving a personal health goal.	3. apply strategies and skills needed to attain a personal health goal.	3. implement strategies and monitor progress in achieving a personal health goal.
		4. describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	4. formulate an effective long-term personal health plan.

Standard 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
	1. identify responsible personal health	1. explain the importance of assuming	1. analyze the role of individual responsibility

	behaviors.	responsibility for personal health behaviors.	for enhancing health.
1. demonstrate healthy practices and behaviors to maintain or improve personal health.	2. demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	2. demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	2. demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
2. demonstrate behaviors to avoid or reduce health risks.	3. demonstrate a variety of behaviors to avoid or reduce health risks.	3. demonstrate behaviors to avoid or reduce health risks to self and others.	3. demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Standard 8 – Students will demonstrate the ability to advocate for personal, family and community health.

Performance Indicators

Pre-K-2	3-5	6-8	9-12
1. make requests to promote personal health.	1. express opinions and give accurate information about health issues.	1. state a health enhancing position on a topic and support it with accurate information.	1. utilize accurate peer and societal norms to formulate a health enhancing message.
2. encourage peers to make positive health choices.	2. encourage others to make positive health choices.	2. demonstrate how to influence and support others to make positive health choices.	2. demonstrate how to influence and support others to make positive health choices.
		3. work cooperatively to advocate for healthy individuals, families, and schools.	3. work cooperatively as an advocate for improving personal, family and community health.
		4. identify ways that health messages and communication techniques can be altered for different audiences.	4. adapt health messages and communication techniques to a specific target audience.

V. Monitoring and Policy Review

Monitoring: The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school’s compliance to the superintendent or designee.

School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent. In addition, the school will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the

school has not received a SMI review from the state agency within the past five years, the school will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel.

Policy Review: To help with the initial development of the district's wellness policies, **Dr. M.L. Garza-Gonzalez Public Charter School** will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of the assessment will be compiled to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, **Dr. M.L. Garza-Gonzalez Public Charter School** will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. **Dr. M.L. Garza-Gonzalez Public Charter School** will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.