

Sequoyah Schools Wellness Policy

Agency: Oklahoma Area

School: Sequoyah Schools

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Principal/Superintendent Name:

Leroy Qualls, Superintendent

Jolyn Rose, Principal

SDFSCA Contact Person:

Marcus Crittenden, Chairman

This School Wellness Policy adopted by the Board of Sequoyah Schools at the regularly scheduled meeting on this, the _____ day of _____ in the year _____.

Signature:

CHIEF LEA ADMINISTRATIVE OFFICER	LEA GOVERNING BOARD AUTHORIZATION
SIGNATURE _____	SIGNATURE _____
NAME Mr. Leroy Qualls	NAME Mr. Amon Baker
TITLE Superintendent, Sequoyah Schools	TITLE Board President, Sequoyah Schools

Sequoyah Schools Wellness Policy

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, Sequoyah Schools 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 Sequoyah Schools 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 nutrition and physical activity policies.
- All students in grades 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, our school will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program.
 - 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.

PURPOSE:

The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases. Schools have a responsibility to help students learn, establish, and maintain lifelong healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment since school staff can be daily role models for healthy behaviors.

OVERALL GOAL:

All students in Sequoyah Schools shall possess the knowledge and skill necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff in Sequoyah Schools is encouraged to model healthful eating and physical activity as a valuable part of daily life.

To meet this goal, Sequoyah Schools adopts this school wellness policy with the following commitments to nutrition, nutrition education, physical activity, and other school-based activities that support student and staff wellness.

TO ACHIEVE THESE POLICY GOALS:

I. School Health Committee

Sequoyah Schools will work within existing Safe, Drug Free, and Healthy Schools committee to build a healthier school environment and to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committee will oversee the implementation, monitoring and evaluation of this policy in partnership with the school administration and also will serve as resources for implementing these policies.

- The school health committee will consist of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.
- The committee should meet a minimum of once every other month.

- The committee should conduct an inventory of the school's overall wellness annually.

The committee must revisit the wellness policy annually and amend with most recent statute, regulations, and policy pertaining to local wellness policies.

II. Nutritional Quality of Foods and Beverages Served on Campus

A. Guidelines for School Meals

All reimbursable meals and snacks shall fulfill Federal nutrient standards as required by the U.S. Department of Agriculture Child Nutrition Program regulations. Meals feature fresh and minimally processed fruits and vegetables from local sources to the greatest extent possible.

Requisite Policy Statements:

- Per USDA Regulations §210.10 and §220.8, school lunches and breakfasts will meet menu-planning system guidelines as required by USDA.
- Per USDA Regulation §210.10, school lunches will provide $\frac{1}{3}$ of the recommended dietary allowances (RDA) for calories, protein, calcium, iron, vitamin A, and vitamin C as required by USDA.
- Per USDA Regulation §220.8, school breakfasts will provide $\frac{1}{4}$ of the RDA for calories, protein, calcium, iron, vitamin A, and vitamin C as required by USDA.
- Per USDA Regulations §210.10 and §220.8, the total calories from fat in school meals will be limited to 30 percent when averaged over one week.
- Per USDA Regulations §210.10 and §220.8, the total calories from saturated fat in school meals will be less than 10 percent when averaged over one week.
- Per USDA Regulations §210.10 and §220.8, school meals will meet the Dietary Guidelines for Americans.

Policy statements supportive of requisite policy statements to consider:

- Snacks will meet the guidelines for USDA's After-School Snack Program.
- Sequoyah Schools will participate in USDA's Summer Food Service Program.
- Healthy food preparation techniques will be implemented. Food items will not be fried.
- Fresh fruits and vegetables will be offered daily.
- Frozen and canned fruits should be packed in natural juice, water, or light syrup.
- Schools serving chips will use reduced-fat or baked varieties, rather than the traditional varieties, whenever possible.
- Beverages such as unsweetened tea, 100% fruit juice, and sugar-free beverages will be offered to students.
- The most nutritious food items offered will be placed on the serving line(s) first to encourage students to make healthier selections.
- Students will be offered a variety of skim and low fat milk, meat and beans, fruits and vegetables, and whole grains on a daily basis.
- School staff will support and encourage student participation in the USDA school meals programs.

- Encourage participation in Farm-to-School by purchasing fresh fruits and vegetables from local farmers when available.

Annual training must be made available to all food and nutrition service staff that prepare and serve meals covering techniques, including but not limited to, reducing fat and sodium in food preparation, preparing healthy local traditional food dishes, and portion control.

B. Cherokee Nation Operated Schools: Farm-to-School Policy

Purpose and Goal:

In an effort to increase access to healthy food and decrease access to unhealthy food, Cherokee Nation schools will implement Farm-to-School programs that connect students and food service staff to local farmers located in the Cherokee Nation Tribal Jurisdictional Area. Cherokee Nation supports the following strategies for policy and practice for Farm-to-School:

- Purchasing and preparing fresh, seasonal, local and sustainably grown foods as a source of nutrition for growing children.
- Teach Cherokee attributes such as integrity, responsibility, respect, patience, and cooperation through food and farming experiences.
- Teaching to increase knowledge of food-including Cherokee foods and culture, using the Cherokee language, how the food is grown, who grows it, and how it is prepared-to promote healthy and nutritious behaviors in a cultural context.
- Purchasing from local farmers and ranchers can create positive community relationships and economic growth.

Nutrition Education:

- An institution may establish a garden or greenhouse to be used as an outdoor classroom for nutrition, science, business, and other curricula and instruction.
- Staff shall integrate experiential education activities-such as gardening, cooking demonstrations, farm and farmers' market tours-into existing curricula (including business, science, health, etc.) at all grade levels.
- Nutrition education messages from the classroom will be modeled in the cafeteria and across campus by offering locally-grown food whenever possible within the reimbursable federal meal program as well as a la carte sales.

Purchase and Use of Local Produce:

- School food service, in partnership with other school departments and community organizations, will work to creatively market and promote locally produced food to students, through activities such as:
 - Featuring food grown in the school garden and by local farmers in the cafeteria through sampling and inclusion in school meals based upon availability and acceptability.
 - Develop cafeteria themes relating to local farmers and products grown in the region.
 - Developing creative campus fundraisers based on healthy food items, integrating farm grown produce where appropriate.
- Meals served within the federally reimbursable meal program will be designed to feature fruits and vegetables and other healthy foods from local sources to the greatest extent possible.

III. Nutritional Guidelines For All Foods Available on Campus

A. Fundraising

Sequoyah Schools may commonly use food and beverage sales in fundraising activities. To support children's health and reinforce nutrition lessons, fundraising activities should only include healthy foods and/or physical activity and/or non-food items. School fundraising activities that include the sale of healthy foods and non-food is a public demonstration of the school's commitment to promoting healthy behaviors among students, families and the communities at large, while helping the school meet its financial needs.

B. Vending Machines

Sequoyah Schools will work with vendors to provide choices and selection for healthy food and beverages in their vending machines and concession stands.

- The sale of Foods of Minimal Nutritional Value is not allowed on school property until the end of the school day.

Vended Foods:

100% of items offered must meet all of the following criteria per selling unit.

- Fat – Except for nuts, seeds, and nut butters, not more than 35% of total calories from fat (or less than 4g per 100 calories)
- Sugar – Except for fruit without added sugar, not more than 35% of weight from total sugar (or less than 9g per 100 calories)
- Calories – Not more than 200 calories per selling unit.

Vended Beverages are limited to:

- Water, non-caloric
- Milk, less than or equal to 360 calories
- 100% juice
- Diet soda
- Electrolyte replacement beverages that contain not more than 48g of sweetener per 20-ounce selling unit may be offered in drink machines located near high school athletic training centers.

All employees serve as positive role models by adhering to the vending guidelines adopted for students.

Policy statements supportive of requisite policy statements to consider:

- Nutrient-rich food items will be available for sale at all places where food and beverages are sold on school campuses. This includes the cafeteria, vending machines, school stores,

and concession stands. The school will follow the recommended food items specific in *Healthy Snack Choices* provided by the OSDE.

- Snack food items available for sale will contain less than 30 percent or 7 grams of fat per single serving as stated on the Nutrition Facts label (exception: nut and seed mixes).
- Snack food items available for sale will contain less than 10 percent or 2 grams of saturated fat per single serving as stated on the Nutrition Facts label.
- Snack food items available for sale will contain no more than 35 percent sugar by weight or 15 grams per single serving as stated on the Nutrition Facts label (exceptions are fresh and dried fruits).
- Snack food items available for sale will contain less than 480 milligrams of sodium per single serving as stated on the Nutrition Facts label.
- High energy drinks with elevated levels of caffeine will not be available for sale anywhere on school campus.

IV. Nutrition and Health Education

Sequoyah Schools aims to teach, encourage and support healthy eating by students. The school will provide nutrition education and engage in nutrition promotion that: 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).

Classroom

Requisite Policy Statements:

- Per USDA Regulations §210.12 and §227, nutrition education is offered in the school cafeteria as well as the classroom.
- Per Oklahoma Senate Bill 1627, the Healthy and Fit School Advisory Committee at each school site will study and make recommendations regarding health education, nutrition, and health services.

Strategy:

Encourage implementation of nutrition education throughout the curriculum at all grade levels to develop the knowledge and skill to support desired behavior change to support a healthful lifelong weight.

Actions:

- Nutrition education is taught by a teacher or under the direct supervision of a teacher through grade 12 with behavior-focused nutrition education integrated into curriculum designed to promote healthful lifelong nutrition.
- Annually, an updated list of nutrition resources is provided to the teachers. Teachers are able to secure recommended nutrition education resources in adequate quantities for their students.

- School Administrators inform teachers about opportunities to attend professional development activities on nutrition and the importance of role modeling healthful habits for students.
- School administrators encourage teachers to attend nutrition-related training at least once a year and support their participation.
- All students with disabilities and special healthcare needs have the opportunity to participate in a variety of learning experiences that support development of healthful eating habits.
- Promote 5 a day activities in the cafeteria, school breakfast program and school lunch program.
- Incorporate the 5 a day message into new and existing food and nutrition programs.
- Encourage the school to participate in the School Health Index with participation of health professionals.
- The technical assistance of a registered dietitian will be available upon request to guide nutrition goals and standards.
- Make available reliable information on general nutrition such as Dietary Guidelines to students and staff.
- Make available a registered dietitian to provide technical assistance to educators and food service staff to integrate nutrition into the curriculum and cafeteria.
- Encourage students, parents, and the school staff to participate in an annual school health fair.
- Advertising and other materials that promote FMNV will be removed.
- Students will receive consistent nutritional messages throughout the school, classroom, cafeteria, and school events.
- School staff will be encouraged to work with local county extension educators to incorporate nutrition activities in school.
- School staff will promote healthful eating and healthy lifestyles to students and parents.

Nutrition Education and Promotion: Sequoyah Schools aims to teach, encourage, and support healthy eating by students. The school should 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, 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.

Health Education

- Offer skill based health education instruction that includes information on healthy eating,

physical activity, and tribal tradition/culture of the student body (when available) as part of a comprehensive health education curriculum to every student at each grade level, elementary through high school. When incorporating traditions/culture of the student body, schools should consult with the tribe or community of the student body.

- The school shall review school health education standards and implement health education program improvements as necessary.
- Health education must be based on a written and sequential curriculum that is aligned to national and/or state health education standards and be medically accurate, developmentally appropriate, current and effective.

The following suggestions will further support a healthful lifestyle:

Family and Community

- Parents are invited to join students for school meals.
- Families are provided with information that encourages them to teach their children about health and nutrition, and to provide nutritious meals for their families.
- Parents, teachers and organizations are informed about the school guidelines and are encouraged to follow them.

Cafeteria

- Attractive, current nutrition education materials are prominently displayed in dining areas and are changed at least every 9 weeks.
- Students are encouraged to start each day with a healthful breakfast and to choose nutritious foods throughout the day.
- Teachers discuss with students the nutrition education materials displayed in the dining areas.
- Students participate in taste tests and/or surveys to obtain their input on foods offered in the cafeteria.
- Teachers collaborate with school nutrition staff to use the cafeteria as a culinary classroom/learning laboratory that allows students to apply critical thinking skills.
- Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus.

V. Physical Activity Goals

Cherokee Nation Operated School/Childcare Quality Physical Activity Policy

The Cherokee Nation operated school/childcare physical activity goal is to assist students/children in learning to value and enjoy physical activity as an ongoing part of a healthy lifestyle by ensuring that every student/child has the opportunity to develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness and regularly participate in physical activity. In order to achieve the physical activity goal, Cherokee Nation will support the national health and safety performance standards that require quality physical education programs, including a minimum of 150 minutes per week and the elimination of screen time for childcare facilities.

Cherokee Nation Operated Schools/Childcare Centers will:

- Develop a sequential program of appropriate physical education for every student.
 - The program will:
 - Provide for at least 150 minutes per week of physical education for students.
 - When hiring a specific physical education teacher, ensure that the person whom is hired has a Degree in Physical Education or related degree.
 - Emphasize knowledge and skills for a lifetime of regular physical activity.
 - Meet the needs of all students, especially those who are not athletically gifted or who have special needs.
 - Provide a variety of activity choices, feature cooperative as well as competitive activities, and consider for gender and cultural differences in students' interests.
 - Protected P.E. time and recess (all levels) with no waivers except medical waivers.
- Provide time in elementary schools/childcare centers for supervised recess and eliminate taking away recess as a form of punishment for students.
- Encourage opportunities for students to voluntarily participate in before- and after-school physical activity programs, such as intramural activities, interscholastic athletics and clubs by:
 - Providing a diverse selection of competitive and noncompetitive, as well as structured and unstructured, activities to the extent that staffing and district/community facilities permit.
 - Offering intramural physical activity programs that feature a broad range of competitive and cooperative activities for all students.
- Strive to provide joint school and community recreational activities that result in:
 - Actively engaging families as partners in their children's education and collaborating with community agencies and organizations to provide ample opportunities for students to participate in physical activity beyond the school day.
 - Encouraging schools to work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students for physical activity during their out-of-school time. (joint use agreements).
 - Encouraging schools to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep district owned facilities open for use by students, staff and community members during non-school hours and vacations.
 - Encouraging district officials to work together with local public works, public safety, police departments and/or other appropriate state and federal authorities in efforts to make it safer and easier for students to walk and bike to school.
- Discourage periods of inactivity that exceed two (2) or more hours. When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, staff should give students periodic breaks during which they are encouraged to

stand and be moderately active. (At least a 5 minute activity break)

- Provide and encourage--verbally and through the provision of space and activities--daily periods of moderate to vigorous physical activity for all participants in onsite after-school child care and enrichment programs sponsored by the district.
- Enhance opportunities for staff to be physically active by:
 - Planning, establishing and implementing activities to promote physical activity among staff and providing opportunities for staff to conveniently engage in regular physical activity.
 - Working with recreation agencies and other community organizations to coordinate and enhance opportunities available to staff for physical activity during their out-of-school time.

Daily Physical Education (P.E.) K-12. All students in grades 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. All physical education will be taught by a certified physical education teacher. 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 elementary school 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.

The school 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, the school should give students periodic breaks during which they are encouraged to stand and be moderately active.

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.

Communications with Parents. The 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, and post nutrition tips on school websites. Schools should 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. In addition, the school will provide opportunities for parents to share their healthy food practices with others in the school community.

The 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.

Physical Activity Opportunities Before and After School. All elementary, 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 boys, girls, students with disabilities, and students with special health-care needs.

After-school child care 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.

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.

VI. Other Health Promoting, School-Based Goals

A. Staff Wellness

The school encourages each member of the staff certified and non-certified to serve as a healthy role model for students.

Sequoyah Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The school should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The school should distribute its plan annually.

B. Tobacco Policy

Sequoyah Schools is committed to providing a healthy and productive environment for all persons. Therefore, smoking, chewing, or any other use of tobacco is prohibited on, in or upon any school property at all times. This is in effect 24 hours per day, seven days a week. The success of this regulation will depend upon the thoughtfulness, consideration, and cooperation of smokers and non-smokers.

Sequoyah School 24/7 Tobacco Free Policy:

The Board of Education understands the concern of parents, educators, students, and community members regarding the adverse effects of tobacco and second hand smoke. Sequoyah Schools wants to provide a safe and healthy environment for our students, staff, and community and set the proper example for our students. Therefore, tobacco in any form will not be used by anyone, anywhere, anytime (including non-school hours and days) on school grounds, property, vehicles, or during any school sponsored functions held off campus.

This policy is intended to improve the health and safety of all individuals using the schools.

“Tobacco” is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and include cloves, vaping, e-cigarettes or any other product packaged for smoking or the simulation of smoking.

This regulation applies to employees of the school district, students, and visitors. This regulation also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using the district’s facilities, including stadiums. This regulation is in effect 24 hours per day, seven days per week, 365 days a year.

The school will not accept donations of gifts, money, or materials from the tobacco industry. This school will not participate in any type of services that are funded by the tobacco industry.

VII. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established school nutrition and physical activity wellness policies. The principal or designee will ensure compliance with those policies at the school and will report on the school's compliance to the superintendent or designee.

School food service staff, at the school, will ensure compliance with nutrition policies within food service areas and will report on this matter to the superintendent or school principal. 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 principal will develop a summary report every three years on school compliance with the school's established nutrition and physical activity wellness policies, based on input from school members. That report will be provided to the school board and also distributed to the school health committee and school health services personnel.

Policy Review. To help with the initial development of the school's wellness policy, the school will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of this assessment will be compiled to identify and prioritize needs.

Assessment 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, the 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. The school, will, as necessary, revise the wellness policy and develop work plans to facilitate its implementation.

Safe, Drug Free, and Healthy Schools and Communities Committee

Please provide the information listed in the table below for all members of your committee.

We have added a Healthy Schools component to our SDFSAC committee.

Name	Position	Organization	Role on Committee
Marcus Crittenden	Athletic Director	Sequoyah Schools	Chairman
Kim Livingston	School Faculty, Drug Free Youth sponsor	Sequoyah Schools	Member, Parent
Laura Henson	Transportation Director	Sequoyah Schools	Parent
Joe Morris	School Faculty	Sequoyah Schools	Member
Joe Shade	Facilities Laborer	Sequoyah Schools Facilities	Fire Marshal
Aaron Brown	Safety Advisor	Cherokee Nation Risk Management	Community Representative
John Timothy	School Resource Officer	Sequoyah Schools	Member
Carol Young	Residential Supervisor	Sequoyah Schools Dormitories	Member
Leroy Qualls	Superintendent	Sequoyah Schools	Member
Jolyn Rose	Principal	Sequoyah Schools	Member, Parent
David Walkingstick	Tribal Councilor	Cherokee Nation Tribal Council	Tribal/Community Representative
Julie Smith	Dental Intake Clerk	Premier Dentistry	Parent/Community Representative
Shirley Webb	Special Education Director	Sequoyah Schools	Member
Theresa Smith	School Faculty	Sequoyah Schools	Healthy Schools coordinator, Parent
Alicia Arnall	School Faculty	Sequoyah Schools	Member, Parent
Angelia Dowty	Cafeteria Manager	Sequoyah Schools	Nutritionist, Member
Brenda Ogden	School Nurse	Sequoyah Schools	Member