

Student Wellness Program

Preamble

Orrville City Schools is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create a positive, safe and health-promoting learning environment at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

1. Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with federal and state nutrition standards;
2. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
3. Students have opportunities to be physically active during and after school;
4. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
5. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
6. The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits and
7. The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

The policy applies to all students, staff, and schools in the District. Specific measurable goals and outcomes are identified with each section below.

1. School Wellness Committee

A. Committee Role and Membership

The District will convene a representative District wellness committee (hereto referred as the DWC) that meets at least four times per year to establish goals for and oversee school health and safety policy and programs, including development implementation and periodic review and update of this District-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels and include (to the extent possible but not limited to): parents and caregivers; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals; school health services staff, and mental health and social services staff; and school administrators. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators, students, Board members, health professionals and the general public. To the extent possible, the DWC will include representatives from each school building.

B. Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy and will ensure each school’s compliance with the policy.

The designated official for oversight is Barbara Lorson, MS, RD, LD, Wellness Coordinator, roc_blorson@tccsa.net.

Name	Title/Relationship to District	Email	Role on Committee
Megan Steiner, RN, BSN, LSN	District School Nurse	orvl_msteiner@tccsa.net	Co-lead committee member
Ashley Millsaps	OES Principal	orvl_amillsaps@tccsa.net	Assist in the evaluation of the wellness policy implementation
Deb Byrnes	Food Service Supervisor	orvl_byrnes@tccsa.net	Assist in the evaluation of the wellness policy implementation
Rhonda Martin	OMS Food Service Manager	orvl_rmartin@tccsa.net	Assist in the evaluation of the wellness policy implementation
Michelle Gray	OES Food Service Manager	orvl_mgray@tccsa.net	Assist in the evaluation of the wellness policy implementation
Jamieson Keeney	OMS/OHS Physical Education/Health	orvl_jkeeney@tccsa.net	Assist in the evaluation of the wellness policy implementation
Daniel Steidl	OHS Assistant Principal	orvl_dsteidl@tccsa.net	Assist in the evaluation of the wellness policy implementation
Tyrone Mosley	OHS Health, Physical Education, Fitness and Nutrition, Wellness, CPR/FA	orvl_mosley@tccsa.net	Assist in the evaluation of the wellness policy implementation
Stephanie Besancon	OHS Family and Consumer Science	orvl_sbesancon@tccsa.net	Assist in the evaluation of the wellness policy implementation
Audrey Zuercher	Athletic Director	orvl_azuercher@tccsa.net	Assist in the evaluation of the wellness policy implementation

2. **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

A. Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online

tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

The wellness policy and the progress reports can be found at: www.orrville.k12.oh.us.

B. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Orrville Board of Education Office. Documentation maintained in this location will include but will not be limited to:

- i. The written wellness policy;
- ii. Documentation demonstrating that the policy has been made available to the public;
- iii. Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the DWC;
- iv. Documentation to demonstrate compliance with the annual public notification requirements;
- v. The most recent assessment on the implementation of the Local School Wellness policy;
- vi. Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

C. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, and updates to the policy and implementation status. The District will make this information available via the District website and/or Districtwide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordination the committee, as well as information on how the public can get involved with the school wellness committee.

D. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- i. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- ii. The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy and
- iii. A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Barbara Lorson, Wellness Coordinator, roc_blorson@tccsa.net. The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

E. Revisions and Updating Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

F. Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards' availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The district will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition

A. School Meals

Our school District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the Fresh Fruit and Vegetable Program (FFVP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable federal child nutrition programs, that:

- i. Are accessible to all students;
- ii. Are appealing and attractive to children;
- iii. Are served in clean and pleasant settings;
- iv. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- v. Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:
 - a. Daily fruit options are displayed in a location in the line of sight and reach of students.
 - b. Daily vegetable options are bundled into all grab-and-go meals available to students.
 - c. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - d. White milk is placed in front of other beverages in all coolers.
 - e. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- vi. Menus will be posted on the District website or individual school websites and will include nutrient content and ingredients.
- vii. The District child nutrition program will accommodate students with special dietary needs.
- viii. Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- ix. Students are served lunch at a reasonable and appropriate time of day.
- x. Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

- i. All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- ii. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

D. Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

E. Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools provide nutrition education and engage in nutrition promotion that:

- i. Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- ii. Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- iii. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);

F. Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on eating healthy:

- i. Relationship between healthy eating and personal health and disease prevention
- ii. Food guidance from MyPlate
- iii. Reading and using FDA's nutrition fact labels
- iv. Eating a variety of foods every day
- v. Balancing food intake and physical activity
- vi. Eating more fruits, vegetables and whole grain products
- vii. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans-fat
- viii. Choosing foods and beverages with little added sugars
- ix. Eating more calcium-rich foods
- x. Preparing healthy meals and snacks
- xi. Risks of unhealthy weight control practices
- xii. Accepting body size differences
- xiii. Food safety
- xiv. Importance of water consumption
- xv. Importance of eating breakfast
- xvi. Making healthy choices when eating at restaurants
- xvii. Eating disorders
- xviii. The Dietary Guidelines for Americans
- xix. Reducing sodium intake
- xx. Social influences on healthy eating, including media, family, peers and culture
- xxi. How to find valid information or services related to nutrition and dietary behavior

- xxii. How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- xxiii. Resisting peer pressure related to unhealthy dietary behavior
- xxiv. Influencing, supporting, or advocating for others' healthy dietary behavior

4. Physical Activity

A. Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 40 minutes per week throughout the school year.

All District secondary students (middle and high school) are required to take the equivalent of one-half academic year of physical education.

- i. Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).
- ii. All physical education teachers in Orrville will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).
- iii. All physical education classes in Orrville are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).

B. Essential Physical Activity Topics in Health Education

The District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- i. The physical, psychological, or social benefits of physical activity
- ii. How physical activity can contribute to a healthy weight
- iii. How physical activity can contribute to the academic learning process
- iv. How an inactive lifestyle contributes to chronic disease
- v. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- vi. Differences between physical activity, exercise and fitness

- vii. Phases of an exercise session, that is, warm up, workout, and cool down
- viii. Overcoming barriers to physical activity
- ix. Decreasing sedentary activities, such as TV watching
- x. Opportunities for physical activity in the community
- xi. Preventing injury during physical activity
- xii. Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- xiii. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- xiv. Developing an individualized physical activity and fitness plan
- xv. Monitoring progress toward reaching goals in an individualized physical activity plan
- xvi. Dangers of using performance-enhancing drugs, such as steroids
- xvii. Social influences on physical activity, including media, family, peers and culture
- xviii. How to find valid information or services related to physical activity and fitness
- xix. How to influence, support, or advocate for others to engage in physical activity
- xx. How to resist peer pressure that discourages physical activity

C. Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/time frame before students enter the cafeteria.

Outdoors recess will be offered when weather is feasible for outdoor play. If the “feel like” temperature (with wind chill, etc.) is 20 degrees or below our students will not be permitted to go outside. If the “feel like” temperature is 21 degrees or higher they will have outside recess. There is the option to do a half inside and half outside on those “close call” days. Please keep in mind that ice, precipitation, etc., will also be considered when determining if the students will have outside recess.

D. Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times at least three times per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

5. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives

related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

A. Community Partnerships

The District will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

B. Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

C. Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Barbara Lorson, Wellness Coordinator.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

D. Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math

class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District reform or academic improvement plans/efforts.