



Student Achievement Leadership Team
Resource Kit #11

The student wellness-student achievement link

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Dear school board members, superintendents and treasurers:

Our teachers can tell you which of their students do not come to school ready to learn. They know how sick and undernourished children have difficulty grasping new knowledge. And they will sadly relay stories of the struggles of overweight kids in their classes.

Here is the first question we have to ask ourselves, “Is there a direct correlation between wellness and student success?”

Common sense says, “Certainly” and now we have research to back that up. Student health has a tremendous impact on student learning.

So what can we — as school board members and administrators — do?

This OSBA Student Achievement Leadership Team resource kit provides some, but not all, of the answers to that important question. As our public schools gain a greater understanding of the student wellness-student achievement link, we will find better ways to help our children live healthier, enriched lives and do better in school.

Consider this a start. Review this kit. Read your present policies. Create a wellness committee. Develop appropriate new policies and practices.

Over the past dozen years, public schools have made tremendous progress in better educating our children. It seems that no stone has been left unturned in the classroom to truly leave no child behind. Now we need to take a look at the whole child.

Catherine D. Ingram
OSBA president
member of the Cincinnati City
Board of Education

The student wellness-student achievement link

The primary responsibility of schools is to foster academic achievement. Schools do this by providing a high-quality instructional program, but also by paying attention to the needs of the whole child that influence academic achievement. Student health has a tremendous impact on student learning. It is clear that schools can better prepare students to learn by helping them develop and practice healthy eating and physical activity habits.

Educators have long recognized the relationship that exists between well-nourished, properly rested and physically active children and student achievement. Studies show well-nourished children have better attendance rates, classroom behavior, attention and creativity, and higher test scores. Children given adequate opportunity for physical activity demonstrate increased concentration, fewer behavior disruptions and higher test scores.

Recent statistics about both the poor diet and declining level of physical activity of this generation of America's children, however, spotlight a generation at risk.

Wellness legislation overview

The reauthorization of the federal Child Nutrition Act (CNA), as well as the Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265) amended section 9(h) of the Richard B. Russell National School Lunch Act, was instituted to combat childhood obesity. By the beginning of school year 2006–2007, all school districts must establish a local “wellness” policy.

Lawmakers are trying to address childhood obesity through this legislation by requiring school districts to establish local wellness policies, including goals for nutrition education and physical activity. The act preserves local autonomy over wellness policies, precluding the federal government from dictating their content to local school districts.

New provisions do not preempt local authority over competitive foods or vending machine foods in schools. However, the act directs schools to establish “nutrition guidelines for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity.” Although this provision of the law authorizes \$4 million “out of any funds in the Treasury not otherwise appropriated” by July 1, 2006, there is no guarantee for funding this requirement.

The law also seeks to strengthen the income verification process for students to receive free or reduced-price school lunches by requiring targeted audits in school systems with “more than 20,000 children approved by application as eligible for free or reduced-price meals.” The current audit rate of 3% remains in effect, however, despite earlier efforts to increase the rate to 12%. In the past, increased auditing has had the unintended effect of causing eligible children to drop out of the program.

One provision included in the bill to lessen administrative burdens for the school districts is to reduce paperwork by allowing school lunch certifications to be valid for one full year. This prevents situations in which schools are forced to repeatedly certify children within a single year. This was added under provisions for direct verification of students from households receiving assistance under other federal programs such as the food stamp program, WIC, or Temporary Assistance for Needy Families (TANF). Approximately \$9 million is authorized for conducting both the eligibility and direct verification processes. As we know, however, the actual amount appropriated to carry out these mandates could fall short of the authorized amount.

Policy development

Policy development is one of the board of education's most effective tools for establishing its expectations and holding the system accountable. School boards adopt policies to ensure that actions taken by district staff support the district vision for student learning. Policies also are adopted to communicate the expectations of the board and community regarding the overall climate in schools throughout the district.

Policy development provides clear direction to the superintendent and other members of the school community.

Subsequently, the superintendent or assigned staff member drafts administrative regulations based on the policy.

Boards should use a policy development system that provides equal access, stability and democracy, and recognizes the collective nature of a working board's legal authority and responsibility.

The public entrusts school boards with responsibility for making sure the community's

public schools do the best possible job of providing a quality education. Setting policy direction and parameters can be done only by a school board.

Districts may already have a number of policies in place related to student health, nutrition and physical activity. It is recommended that districts review existing policies, using the sample policies included in this kit as a starting point, to ensure that policies are up-to-date and reflect board and community priorities for student health and wellness.

The urgency to adopt a comprehensive approach to improve student health has been heightened by the time requirement mandated under federal law. Once the wellness policy statement is in place, the district is required to include parents, students, school food service professionals, school administrators, board members and members of the public in the development of the actual wellness program.

What can school board members do?

School board members can support the creation and successful implementation of your district's required wellness policy and support student achievement by reviewing the following checklist:

- ✓ Understand the wellness policy requirements.
- ✓ Support the work of the wellness committee. Consider serving as a member.
- ✓ Help communicate the student achievement/good nutrition and physical activity connection to your community.
- ✓ Make healthy life choices part of your district vision. Become an advocate for the health of your students and staff.
- ✓ Adopt practices that promote healthier eating habits and physical activity, such as limiting the sale of unhealthy foods and beverages, and allowing adequate time for physical activity.
- ✓ Establish budget priorities to support a focus on physical and nutritional education.
- ✓ Encourage collaboration with other community groups such as the YMCA, local parks and youth booster organizations.
- ✓ Monitor progress and share your successes with the community.

Local wellness policy

The district's local wellness policy must include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness in a manner that the board determines appropriate.

The policy must:

- include nutrition guidelines for all foods available in each school during the school day; the objectives of the guidelines shall be to promote student health and reduce childhood obesity;
- assure those guidelines for reimbursable school meals shall not be less restrictive than

regulations and guidance issued by the U.S. Secretary of Agriculture, as those regulations and guidance apply to schools;

- establish a plan for measuring the effectiveness of the wellness policy, including designation of one or more district employees who shall be charged with operational responsibility for ensuring the wellness policy is effectively enforced;
- involve parents, students, representatives of the school food authority, the school board, administrators and the public as members of the wellness committee.

Creating a school wellness committee

Schools alone cannot be responsible for the health and well-being of children in their communities, but they play an important role. By creating a school wellness committee, schools find community partners to identify health problems and concerns, set priorities and design solutions.

School and community leaders, and parents reflect the values of their communities and children. Community volunteers have proven time and again that they can provide effective leadership in addressing local problems and issues.

A school wellness committee is an advisory group composed primarily of individuals selected from the school community. Federal law identifies parents, students, representatives of the school's food service, the board, school administrators and members of the public as potential members of the committee appointed to develop the wellness program. Certainly members of community health organizations can be appointed to serve on this committee. Members of the committee are appointed by the board or its designee, who is usually the superintendent.

Advisory committees often are used by

school boards to provide advice on a variety of topics. It is important to emphasize that the groups do not become a part of the administrative structure of the district; nor do these groups become decision makers. Advisory group meetings are open to the public. Members are responsible for posting of meetings, recording minutes of meetings and sharing the information with the board. The final decision-making responsibility is left to the board of education.

Careful consideration must be given to selection of the committee. Criteria for selecting members may include individuals:

- with a recent history of involvement in activities to help children and adolescents (i.e. youth organizations, civic clubs, PTAs or business projects);
- with professional training in a youth-related discipline, who may be from selected human services agencies;
- who have the time and willingness to devote to the committee.

The committee should have a designated coordinator or chair. The coordinator prepares meeting announcements, makes copies of agendas and other handouts for meetings,

reminds members of assignments, reserves locations for meetings, post notices of meetings, take minutes and performs other tasks that keep the committee running smoothly.

The work of the wellness committee

The wellness committee is responsible for developing the plan required by the wellness policy. Committee members must establish district goals in nutrition education, physical activity and other school-based activities. Goals must include making healthy food choices and relevant nutritional information available

throughout the school day, and to ensure that the food service program is in compliance with regulations and guidelines issued by the U.S. Secretary of Agriculture. The committee also is responsible for developing an ongoing wellness evaluation plan and designating responsibility for wellness plan implementation to one or more district employees.

Many online and printed resource materials are available to assist the committee. These materials can be quite helpful in establishing baseline data, organizing the task at hand and learning from districts further along in the

Thirteen steps to establishing a wellness plan

1. board adopts wellness policy;
2. board president or superintendent appoints wellness committee to implement policy;
3. committee appoints committee chair, who is responsible for scheduling, posting and leading meetings, as well as recording minutes;
4. committee meets and develops goals statement;
5. committee discusses ideas for implementation in the four goal areas;
6. committee researches ideas for implementation;
7. committee develops recommendations;
8. committee presents recommendations to board;
9. board reviews committee recommendations and adopts appropriate ones;
10. staff implements adopted recommendations;
11. board and committee monitor success of recommendations;
12. committee evaluates previous recommendations;
13. process to develop new ideas for implementation starts over.

process. Some of these resources are listed at the end of this document. One of the most helpful is produced by the California School Boards Association and California Project LEAN (Leaders Encouraging Activity and Nutrition). *Successful Students Through Healthy Food Policies* provides data that may be shared with your community about why the emphasis on health and wellness of school children is so critical now.

OSBA encourages all wellness committees to consider lifelong learning opportunities for

students as they develop wellness goals. Healthy food choices and understanding the significant health consequences of obesity and a sedentary lifestyle are lessons that will have a lasting impact on students. The physical activity goals required by the wellness policy can be satisfied in many ways and provide additional opportunities to present life skill lessons. Even moderate regular exercise such as walking can prevent weight gain and increase life span. Each district's wellness committee should encourage choices that will endure for a healthy lifetime.

Four components of a local wellness program

Setting nutrition education goals

The primary goal of nutrition education is to influence students' eating behaviors. The following should be considered when establishing nutrition education language:

- students in grades pre-K–12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors;
- nutrition education is offered in the school dining room as well as in the classroom, with coordination between the food service staff and teachers;
- students receive consistent nutrition messages throughout the school, classroom, cafeteria, home, community and media;
- state and district health education curriculum standards and guidelines include both nutrition and physical education;
- nutrition is integrated into the health education curricula or core curriculum (e.g., math, science, language arts);
- schools link nutrition education activities with the coordinated school health program;
- staff who provide nutrition education have appropriate training;
- schools conduct nutrition education

activities and promotions that involve parents, students and the community.

Setting physical activity goals

The primary goal for a school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

The following examples of policy language should be considered when setting physical activity goals:

- at a minimum, students should have 60 minutes of physical activity on most, preferably all, days of the week;
- students should be given opportunities for physical activity during the school day through daily recess periods, elective physical education (PE) classes, walking programs, and the integration of physical activity into the academic curriculum;
- students should be given opportunities for physical activity through a range of after-school programs, including intramurals, interscholastic athletics and physical activity clubs;

- schools should work with the community to create an environment that is safe and supportive of students' physically active commutes to and from school.

Establishing nutrition standards for all foods available on school campus during the school day

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Schools must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220. They also must establish standards to address all foods and beverages sold or served to students, including those available outside of the school meal programs.

The following items should be considered when setting nutrition standards for all available foods during the school day. These standards should focus on moderating portion size or decreasing nutrient density fat, density fat and added sugars.

- set guidelines for foods and beverages in a la carte sales in the food service program on school campuses;
- set guidelines for foods and beverages sold in vending machines, snack bars, school stores and concession stands on school campuses;
- set guidelines for foods and beverages sold as part of school-sponsored fundraising activities;
- set guidelines for refreshments served at parties, celebrations and meetings during the school day.

Setting goals for other school-based activities designed to promote student wellness

Goals established under this category create a school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active. Examples of language include:

- provide a clean, safe, enjoyable meal environment for students;

- provide adequate time for students to enjoy eating healthy foods with friends, scheduled as near the middle of the school day as possible;

- prohibit use of food as a reward or punishment;

- provide enough space and serving areas to ensure student access to school meals with a minimum of wait time;

- prohibit denial of student participation in recess or other physical activity as a form of discipline, or cancellation of recess or other physical activity time for instructional make-up time;

- ensure fundraising efforts are supportive of healthy eating;

- provide ongoing professional training and development for food service staff and teachers in the areas of nutrition and physical education;

- provide student access to physical activity facilities outside school hours;

- schedule recess for elementary grades before lunch so those children will come to lunch less distracted and ready to eat;

- develop strategies for parents, teachers, school administrators, students, food service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.

Nutrition, physical activity and obesity in youth: Establishing the healthy lifestyles/achievement link

Nutrition

Proper nutrition can have a positive effect on children's cognitive development, behavior, ability to concentrate, school attendance and educational performance. Recent research demonstrates:

- Poor nutrition during childhood can negatively affect children's cognitive development and productivity in adulthood;
- Children's brain function is compromised by periodic hunger caused by missing or skipping meals;
- Children suffering from anemia caused by iron deficiency experience fatigue, shortened attention spans, reduced resistance to infection and impaired intellectual performance. Iron deficiency is one of the most common nutritional problems of children in the United States.

Poor nutrition and obesity contribute to cardiovascular disease, diabetes, poor dental health, osteoporosis and cancer. In fact, poor diet and lack of physical activity are the second leading cause of death in the United States; only tobacco use contributes to more deaths.

Many American children do not receive basic nutritional requirements.

- fewer than 20% of schoolchildren eat the number of servings of vegetables recommended in 2000 *Dietary Guidelines for Americans*. Less than 15% eat the recommended number of fruit servings.
- approximately 25% of a typical adolescent diet is considered to be junk food.
- only about one in 10 females ages 9-19 consume the number of daily servings of milk products to meet calcium intake requirements.

Obesity

The convenience and price of fast food, increasing portion sizes, availability of junk food, advertising to children and vending

machines in the schools have all contributed to a generation of children that are becoming overweight and obese at a rate faster than ever before. Between 1963 and 2000, the number of overweight children aged 6-19 increased nearly 400%, tripling from 1980 to 2000.

Additionally:

- The rate of Type 2 diabetes, a disease once seen exclusively in adults, has paralleled the rate of childhood obesity.
- More than 80% of obese adolescents remain obese as adults.
- Every additional serving of soda increases a child's risk for obesity. For a person who is already meeting his caloric need, one regular 20-ounce soda (250 calories) every day can translate into an extra 27 pounds of weight per year.

Lack of physical activity

Unsafe neighborhoods, television and video games at home, as well as funding cuts, program elimination and the need to spend more time on task in the classroom, have all contributed to a decline in physical activity for America's children. The 2000 *Dietary Guidelines for Americans* recommends that children two years and older engage in physical activity for at least one hour a day; however, 71% of adolescents fail to meet this minimum requirement.

Physical activity can have a positive impact on student achievement. It can increase blood flow to the brain, increasing alertness, mental function and learning. Youth who are not physically active can experience high blood pressure, poor self-esteem, anxiety, stress and depression, all of which negatively impact achievement.

Several studies have specifically linked physical activity to student test scores:

- one program noted higher mathematics

scores after reducing academic class time by 240 minutes per week for physical activity

- fifth, seventh and ninth graders all

experienced high levels of achievement with higher levels of fitness.

Student nutrition environment

In a document titled *Changing the Scene: Improving the School Nutrition Environment*, published in September of 2000, the USDA poses a series of questions for America's schools to consider:

Do your students have a comfortable place to sit and eat lunch? Do they have enough time to eat? Is the lunch period too early? Too late? Does the school teach good nutrition in the classroom — and then sell soda to raise money? Are healthy food choices available at school parties and after-school activities, as well as in the school dining room? Is school breakfast offered only during exam week? Are students learning about the importance of physical activity while they see physical education cut from the curriculum?

“Answering these questions,” says the USDA, “will help paint a picture of the nutrition environment in your school. This is an important first step in making sure that the picture your students see is a healthy nutrition environment.”

The USDA answers the basic question “What is a healthy school nutrition environment?” tersely:

A healthy school nutrition environment gives students consistent, reliable health information — and ample opportunity to use it. For example, in a healthy environment:

- The classroom, school dining room and other school activities provide clear and consistent messages that explain and reinforce healthy eating and physical activity habits.
- Students learn to make healthy lifestyle choices not only in the classroom and the school dining room, but also at class parties,

sports events — wherever they are throughout the school day.

- Students have many opportunities to practice healthy habits. They can choose from an array of healthy food options, eat in relaxed and comfortable surroundings, and enjoy daily physical activity.

Ideas for a healthy school nutrition environment

Ensure adequate time and space for students to eat school meals.

- create and maintain a safe, comfortable and inviting place for students to eat school meals;
- ensure that students have plenty of time to eat and socialize;
- schedule meal periods at reasonable hours when students are hungry and ready to eat.

Provide nutrition education at all grade levels.

- ensure that all students receive nutrition education that promotes healthy eating habits;
- use healthy food choices such as fruit and vegetables; 100% fruit juice; 1% fat or nonfat milk, yogurt and cheese, and whole grain breads, crackers and cereals.

Use nonfood rewards and incentives to encourage student achievement and desirable behavior.

Make water accessible to students throughout the school day.

- ensure that drinking fountains are operable, clean and convenient for students to access throughout the school day at locations both outdoors and indoors as active children need easy access to drinking water.

Provide healthy food choices when foods are

sold as concessions at school sports events and special school activities — frozen yogurt, fruit smoothies, fruits, popcorn, low-fat and nonfat milk, cheese and crackers, for example. Offering healthy options will support students and adults in making healthful eating decisions.

Student physical activity

The federal Dietary Guidelines for Americans recommend that children and teenagers be physically active for an accumulation of at least 60 minutes daily. The PE program is one of the primary means of educating students with regard to physical skills and the value of participating in physical activity throughout their lives. Due to time constraints and budget shortages, however, PE programs have been eroded, particularly at the elementary level. The federal No Child Left Behind Act of 2001 and an increased emphasis on accountability in the core subjects have taken away some of the time that students once had for PE, physical activity clubs and intramural sports. Increased traffic and concerns for student safety, along with the fact that more and more schools are being built on rural parcels away from neighborhoods, have led to a dramatic decrease in the number of students who walk or bike to school.

A school's PE program should provide the major opportunity for students to be physically active each day. Additional opportunities for physical activity should be offered to students during the school day as well as after school, and safe routes should be provided for them to walk or bike to and from school.

Opportunities to increase student physical activity

In order to improve the health and fitness of our students, we must put increased emphasis on both the quality and the quantity of physical education in our public schools. PE classes provide our students with the main opportunity that they will have to acquire the skills necessary for living a healthy, active lifestyle.

The National Association for Sport and Physical Education recommends PE instruction for a minimum of 150 minutes per week for elementary students and 225 minutes per week for middle and high school students.

A school's providing additional opportunities for students to be physically active is crucial to their getting the accumulated 60 minutes of daily exercise recommended by the federal government. Seven in 10 adult Americans say they walked or bicycled to school when they were children. Today, only 17% of students in the United States walk to school. Even among those students who live within a mile of school, only about 31% walk to school.

Ideas for opportunities for physical activity

Provide students with opportunities for physical activity during the school day through daily recess periods, elective PE classes, walking programs and the integration of physical activity into the academic curriculum.

- ensure that concepts concerning health and lifelong physical fitness are emphasized and taught to all students;
- provide recess daily for all children in kindergarten through eighth grade;
- do not withhold recess as a punishment;
- start the school day with some type of physical activity;
- use physical activity as a reward in place of food or candy;
- implement intramural programs before school, during lunch and/or after school for middle and high school students;
- provide students with opportunities to participate in physical activity electives or clubs during the school day.

Offer increased opportunities for physical activity through a range of afterschool programs, including intramurals, interscholastic athletics and physical activity clubs.

- make school physical activity facilities available during nonschool hours;

- support the participation of students in appropriate community-based physical activity programs;
- offer on-site, afterschool programs that provide all participating students with significant amounts of physical activity, as well as support for academic and positive social development;
- provide comprehensive intramural/recreational physical activity programs that address the physical activity needs and interests of all students;
- provide comprehensive interscholastic sports programs that attract the participation of comparable numbers of girls and boys.

Create an environment that is safe and supportive of students' physically active commuting to and from school.

- encourage walking and bicycling to school as the preferred transportation modes for students who reside within one mile of the school;
- create a safe walking and bicycling environment around the school;
- form a school-community planning team that includes students, parent-teacher organizations, law enforcement representatives,

- city and/or county transportation engineers, city and/or county planners, city and/or county elected officials, fire/EMS representatives, neighborhood association representatives, and parents or other community volunteers;
- encourage the school-community planning team to use a survey instrument to assess walking or biking safety concerns near the school;
- encourage the school-community planning team to create and implement a five-year plan to increase the numbers of students who walk and bike to school, and to report on progress at the end of the five-year period;
- provide bicycle racks on the school campus;
- provide students with traffic safety education for pedestrian and bicycle riders;
- provide parents with safety education for pedestrian and bicycle riders, and give them maps of safe routes for biking and walking to the school;
- work with communities to ensure that sidewalks and/or bike paths exist to provide connectivity among neighborhoods and to allow safe access to recreation centers, libraries and other afterschool destinations.

Other wellness issues

Boards of education are encouraged to consider these additional policy issues as a part of the wellness discussion:

- asthma;
- air quality issues;
- pest control/pesticide use;
- animals in the schools;
- molds/mites;
- tobacco, drug and alcohol use, and prevention;
- student health service;
- employee wellness;
- food allergies;
- vending machines;
- food as rewards;

- classroom parties;
- fundraisers;
- parent and community involvement;
- health services;
- counseling, psychological and social services.

Sample policies for wellness

File: EF/EFB

Food services management/free and reduced-price food services

The board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to board approval, except for a la carte food prices. The food services supervisor sets these prices without board approval. As required for participation in the National Child Nutrition Programs, the board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one-third of the students are eligible under federal law for free meals;
2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;
3. students who qualify receive free or reduced-price meals;
4. all meals must meet USDA nutritional standards; and
5. the management of food services shall comply with all federal, state and local regulations.

All students are expected to eat lunch at school and may not leave school grounds during the lunch hour, except as permission has been granted by the principal. Students are permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds are kept in a special account.

The district provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

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Students with special dietary needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the district. Students with dietary needs that qualify as disabilities under law will be provided reasonable accommodation.

Substitutions to regular school meals provided by the district will be made for students who are unable to eat such meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Such meals will be provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason such need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription, along with the needed substitution, must be specifically stated in the physician's statement. The district, in compliance with the USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

The district shall develop and implement administrative regulations for the management of food-allergic students. Such regulations shall include, but not be limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies, and management skills, including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date:]

LEGAL REFS.: National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act; 42 USC 12112 et seq.
Rehabilitation Act of 1973, 29 USC 794
RC 3313.81; 3313.812; 3313.813

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
JHCD, Administering Medicines to Students

NOTE: Details on food services management may be included in the Support Services Manual, Food Service section. Districts participating in the state/federal school lunch and other funded food programs must annually submit papers that set forth regulations, hearing procedures, food ticket distribution methods, eligibility standards, news releases and forms pertaining to the program. The complete set of papers can be filed as an exhibit under code EFB-E, or it may simply be referred to in a note at the end of the policy. When a policy covers two topics that appear consecutively in the classification system, the terms and codes can be combined as illustrated on this page.

THIS IS A REQUIRED POLICY

Food sale standards

Through its food service program, the board has a responsibility to encourage students to form healthful eating habits. Many students tend to eat nonnutritious or “junk” foods, which contribute to tooth decay, obesity, diabetes and heart disease. The board enforces standards governing the types of food sold in the schools and the time and place at which each type of food is sold. These standards are based on the following guidelines.

1. The types of food sold in the schools are determined as to their potential to contribute significantly to the daily nutritional needs of students and to enhance the district’s nutrition philosophy and nutrition education curriculum.
2. The time of day and place for the sale of food to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules for schools within the district. Separate standards may be established for the types of food to be sold to staff members and for special or extracurricular events. The following restrictions should be enforced:
 - A. Vending machines offering foods or beverages that do not meet the nutritional standards established by the district may not be operated during the school lunch period.
 - B. School fund-raising activities, such as bake sales, may not be held during the school lunch period.
3. Annually, the food service coordinator reviews and recommends to the board the types of foods to be sold as part of the school lunch program.

[Adoption date:]

LEGAL REFS.: RC 3313.814
OAC 3301-91-09

CROSS REF: IGDF, Student Fund-Raising Activities

THIS IS A REQUIRED POLICY

Student wellness program

In response to the reauthorization of the Child Nutrition and Women, Infants and Children Act, the board directs the superintendent/designee to develop and maintain a student wellness program.

The student wellness program:

1. includes goals for nutrition education, physical activity and other school-based activities designed to promote student wellness;
2. includes nutrition guidelines for all foods available in the district during the school day in order to promote student health and reduce childhood obesity;
3. provides assurance that district guidelines for reimbursable school meals are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture; and
4. establishes a plan of implementation and evaluation, including designating one or more persons within the district with the responsibility for ensuring that the district is compliant with federal law.

Development of the student wellness program must be a collaborative effort between parents, students, food service workers, administrators, the board and the public.

[Adoption date:]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
RC 3313.814
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards

THIS IS A REQUIRED POLICY

NOTE: Federal law requires school districts to develop a “school wellness policy” by the first day of the school year beginning after June 30, 2006. The U.S. Department of Agriculture has developed several resources to help districts get started. Information is available on their Web site.

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Tufts University, Center on Hunger, Poverty, and Nutrition Policy, *Statement on the Link Between Nutrition and Cognitive Development in Children*, Tufts University, Medford, MA, 1994.

USDA Continuing Survey of Food Intake by Individuals, 1977–1996.

Additional resources

Action for Healthy Kids — www.actionforhealthykids.org/site_map.php

American Cancer Society — www.cancer.org

American Council on Exercise — www.acefitness.org

American Heart Association — www.americanheart.org

American School Health Association — www.ashaweb.org

Center for Disease Control and Prevention — <http://apps.nccd.cdc.gov/shi/default.aspx>

Dole "5 A Day" — www.dole5aday.com

International Walk to School — www.walktoschool.org

National Alliance for Nutrition and Activity — www.cspinet.org/nutritionpolicy/nana.html

National Association of School Nurses — www.nasn.org/statements/statements.htm

National Association for Sports and Physical Education — www.aahperd.org/naspe

National Association of State Boards of Education's Healthy Schools — www.nasbe.org/healthyschools/index.html

National Dairy Council — www.nationaldairycouncil.org

National Food Service Management Institute — www.nfsmi.org

National PTA — www.pta.org

National School Boards Association — www.nsba.org

Ohio Department of Education — www.ode.state.oh.us/food_service

Ohio Department of Health — www.ohplibrary.org

Parents' Action for Children — www.parentsaction.org

Presidents Council on Physical Fitness and Sports — www.fitness.gov

School Nutrition Association — www.schoolnutrition.org

Society for Public Health Education — www.sophe.org

U.S. Department of Agriculture Food and Nutrition Service — www.fns.usda.gov