

# 9160WELLNESS POLICY

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## **I. Preamble**

Boyne Falls Public School District (herein referred to as the District) 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 positive, safe, and health-promoting learning environments 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. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through recess, physical activity breaks, high-quality physical education, and extracurricular activities-do better academically.

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:

- 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;
- Students receive nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- The school engages in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- 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
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students and staff in the District.

## **II. School Wellness Committee**

The District will convene a representative district wellness committee (herein referred to as the DWC) that meets at least four times a year to establish goals for and oversee school health and safety policies 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 (elementary and secondary grades) and include (to the extent possible), but not limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex, dietitians, doctors, nurses, dentists); and the general public.

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 names, titles, and contact information of these individuals are:

Name	Title	Email address	Role
Nathan Bates	Chef/Food Service Director	nbates@boynefalls.org	
Lori Herman	Business Manager	lherman@boynefalls.org	
Mitchell Klooster	<i>Lead GSRP Preschool Teacher/Preschool Co- Director</i>	mklooster@boynefalls.org	
Chris Warstler	School Nurse	csignswarstler@mhc.net	

The school will designate a school wellness policy coordinator, Lori Herman, who will ensure compliance with the policy.

### **III. 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, 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.

This wellness policy and the progress reports can be found at: <http://www.boynefalls.org>

#### B. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy. Documentation maintained will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

#### C. Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;

- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section 1; and
- Information on how individuals and the public can get involved with the DWC or SWC.

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

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit for each of the content-specific components listed in this policy.

#### 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:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- 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: Lori Herman, Business Manager, [lherman@boynefalls.org](mailto:lherman@boynefalls.org).

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

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

#### E. Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports 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 that 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 also make efforts to connect the school with the broader community through activities such as visiting local farms, businesses, etc., and featuring local farmers and products in school meals. 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 school 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 other 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.

#### **IV. Nutrition**

##### **A. Food Service and School Meals**

Our school district is committed to serving healthy meals to children. School meals will include plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; all moderate in sodium, low in saturated fat, and zero grams trans-fat per serving. We will meet the nutritional needs of school children within their caloric 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), and the Fresh Fruit & Vegetable Program (FFVP). The District also operates additional nutrition-related programs and activities including Farm to School programs, school gardens, and Great Start Readiness Program (GSRP) nutrition education. The District constantly makes an effort to seek funding for these programs through community partnerships and local, regional and national grant opportunities. All schools within

the District are committed to offering school meals through the NSLP and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- 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.)
- Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - While milk is placed in front of the other beverages in all coolers
  - A reimbursable meal can be created in any service area available to students
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options

The district will implement the following as part of the food service plan:

1. Salt shakers or packets are not available to customers.
2. Reduced fat dressings and condiments will be used in recipes. Pure olive oil and local soybean oil will also be used.
3. Whole grains will be offered in 80% of our grain offerings.
4. French fries and pizza will be limited to once per month.
5. Whole muscle meats will be used whenever possible.
6. Beverages will not be used or sold that contain non-nutrient sweeteners.
7. Fruit and Salad Bar will be offered daily to include dark red and orange vegetables. Additionally we will offer fresh fruits as 50% of our fruit offerings.
8. Milk will be available in 1% and skim choices. Cold, naturally flavored water will be made "in house" and available during and between meal times. Pop will not be sold on campus, and efforts will be made to reduce pop brought in from outside.
9. Ala Carte offerings will adhere to the Healthy Snack Guidelines, be reasonably priced and minimal.
10. Less common foods, foods parents would have limited access to, will be offered as often as possible.

11. The locally sourced foods and the foods produced on our own property will be used both as a nutritional component and an educational resource.
12. School food services will coordinate its menu with seasonal production of local farms so that school meals will reflect seasonality and local agriculture.
13. Menus will be posted on the District website.
14. 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. Students are served lunch at a reasonable and appropriate time of day.
15. Lunch will follow the recess period to better support learning and healthy eating.

The District will implement at least four of the following five Farm to School activities:

- Local and/or regional products are incorporated into the school meal program;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden
- School hosts field trips to local farms; and
- School utilizes promotions or special events, such as tastings or demonstrations that highlight the local/regional products.

#### 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, naturally flavored water made "in-house" will be available to all students throughout the school day. The District will make drinking water available where meals are served during meal times. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

#### D. Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e. "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve health and well-being, increase consumption of healthful foods during the school day, and create an



environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and the extended school day will meet or exceed the USDA Smart Snacks and state nutrition standards.

#### E. Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School and state nutrition standards, including through:

1. Celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children as well as a list of disadvantages of using food rewards. Foods and beverages will not be used as a reward or withheld as punishment for any reason, such as for performance or behavior.

Funding for approved celebrations, parties and rewards is available to teachers and other relevant school staff through the District Wellness Committee. Teachers and/or staff will submit an application for a funding request which will either be approved or denied by the District Wellness Committee.

#### F. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus. The District will make available to parents and teachers a list of healthy fundraising ideas.

Schools will use non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.)

Fundraising during and outside school hours will sell only non-food items or food and beverages that meet or exceed the Smart Snacks nutrition standards.

#### G. 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 and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

#### H. Nutrition Education

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

- Is 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 integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services; and
- Teach media literacy with an emphasis on food and beverage marketing
- Include nutrition education training for teachers and other staff.

## *Essential Healthy Eating Topics in Health Education*

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

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- "Real foods" vs. processed foods
- Choosing foods and beverages with little to no added sugars
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Importance of water consumption
- Importance of eating breakfast
- Eating disorders
- Social influences on healthy eating, including media, family, peers, and culture
- How to develop a plan and track progress toward achieving a personal goal to eat
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

## *Food and Beverage Marketing in Schools*

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

### I. Farm to School

1. Farm to School programs enhance the nutritional and educational experience of school children by providing:
  - a. Nutritious, locally grown food as part of the school food program;
  - b. Opportunities for students to visit local farms and learn about the origins of their food and how their food is grown. Farm visits serve as an

interdisciplinary teaching tool to influence student food choices and lifelong healthy eating habits.

2. Farm to School programs provide students with the opportunity to eat healthy, locally grown foods and be exposed to a variety of fresh produce that reflects the ethnic and cultural diversity of the student population. The school district will support the development of Farm to School programs to help students eat more nutritious foods and promote healthier lifelong eating patterns; support the local economy and local farmers; and teach students about the origins of their food and how it's grown.
3. The school district supports the integration of Farm to School program into the school food program and the curricular and co-curricular activities as appropriate to facilitate the nutritional and educational goals of the school district.
4. The school district, to the extent possible, will buy and feature farm fresh foods, incorporate a nutrition education curriculum and provide students with experiential learning opportunities.
5. The school district will support the sustainability of a Farm to School program through activities including, but not limited to, fundraising, solicitation of community donations, use of existing resources, and allocation of school district funds.
6. The school district will provide information to encourage families to teach children about health, nutrition, and the importance of daily physical activity.
7. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
  - a. Integrated into other areas of the curriculum such as math, science, language arts, social sciences, and elective subjects where appropriate and provides eating experiences, farm visits, garden activities, and cooking classes;
  - b. Enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contest, promotions, taste testing, and field trips;
  - c. A part of a curriculum where students will learn to develop lifelong skills in nutrition, health education, and physical activity.
8. The district will recognize the lunch period as an integral part of the educational program. The district will strive to use the school cafeteria as a "learning laboratory" to allow

students to apply nutrition skills taught in the classroom. Healthy foods, including fruits, vegetables, whole grains and low fat dairy products will be encouraged.

#### J. School Garden

1. The school district will support the use of school property to promote nutrition, physical activity, and curricular and co-curricular activities through school gardens. The school district will support the sustainability of school gardens through activities including, but not limited to, fundraising, solicitation of community donations, use of existing resources, and allocation of school district funds.
2. School gardens ensure students have the opportunity to experience planting, harvesting, preparing, serving, and tasting self-grown food that reflects the ethnic and cultural diversity of the student population. The school district supports the incorporation of school gardens into the standards-based curriculum as a hands-on, interdisciplinary teaching tool to influence student food choices and lifelong eating habits.
3. The superintendent has the authority to designate school property as a school garden and negotiate the terms of the agreements and licenses needed to create and maintain a school garden. The superintendent will ensure that the development of a school garden includes necessary coordination with appropriate representatives of the school buildings and grounds department.
4. The superintendent (with assistance of School Wellness Committee) will develop guidelines for school gardens. Including:
  - a. Explanation of how the school garden program fits the standard based curriculum and curriculum guidelines of the school district;
  - b. How the costs of the school garden, including materials, supplies, water, and personnel, will be funded;
  - c. How the school garden will be maintained during and outside of the school year, including identification of school staff who will supervise and maintain the garden and;
  - d. How the school garden will be used and how the harvest of the garden will be distributed.
5. The superintendent of designee will review existing school board policy and recommend updates to any other school board policies to incorporate the goals and objectives of school gardens, including school grounds, curriculum and community use policies.

#### V. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. The District will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). The district will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

To the extent possible, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

#### 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 "Physical Activity Topics in Health Education" subsection).

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 90-149 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take one trimester of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

#### B. Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

### C. Recess (Elementary)

All elementary grades will offer at least **20 minutes of recess** on all or most days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, the school 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 into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is below 10 degrees Fahrenheit

inclusive of wind chill factors, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent possible.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

#### D. Physical Activity Breaks

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. 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 physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

#### E. Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

#### F. Before and After School Activities



The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by offering: clubs, physical activity in aftercare, intramurals, varsity sports, etc.

## **VI. Other Activities**

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.

### **A. Community Partnerships**

The District will develop new and continue existing relationships with community partners (i.e. hospitals, universities/colleges, local businesses, farms, 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 and Parent Health Promotion and 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 meal times (i.e. breakfast and lunch hour) and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, 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 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 wellness subcommittee composed of staff members that focuses on staff wellness issues, identifies and shares wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leaders are Lori Herman, Mitchell Klooster, Chris Warstler, and Nathan Bates.

Boyne Falls Public School District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. All foods and beverages sold in school during the school day will be healthy choices, and when applicable, healthy food or snack options are available at staff events, meetings, and times of staff and family contact. Examples of strategies that will be used, as well as specific actions staff members can take, include promoting students' health, well-being, and ability to learn by supporting healthy eating and physical activities by leading by example. Also, the district promotes staff member participation in health/wellness promotion programs that relate to all aspects of health (i.e. mental, physical and emotional health) and will support programs for staff members on healthy eating, weight management, and their overall well-being that are accessible and free or low-cost. These staff wellness programs and challenges will include but not limited to distribution of healthy recipes, health related tips and articles, exercise or steps challenges, books, along with rewards and prizes that celebrate and promote continued wellness. By creating a culture of health among all staff, in which healthy behaviors are supported and encouraged both at school and at home, staff members can lead by example for each other, our students, and the families that our district serves.

#### D. Professional Learning and Development

When feasible, the District will offer annual professional learning opportunities and resources 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.

## 9170 FOOD SERVICE POLICIES

### **Meal Charge Policy:**

#### **I. Purpose**

The goal of Boyne Falls Public School Food Service is to provide students with healthy meals each day. However, unpaid charges place a large financial burden on our Food Service Department. The purpose of this policy is to insure compliance with federal reporting requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances

The intent of this policy is to establish uniform meal account procedures throughout Boyne Falls Public School.

**II. Policy**

Students – Elementary, Middle, and High School students will pay for meals at the district’s published standard rate each day. It is best if students prepay or pay cash at the register for all meals and a la carte purchases. When a student’s account balance reaches zero, no a la carte items will be sold to the student and his/her parents will be contacted to replenish the student’s account. A student will be allowed to charge a maximum of \$30 for meals to his/her account after the balance reaches zero. Once a student has charged the maximum allowable amount then the parent will be contacted to be advised to provide the student with sack lunches.

Free Meal Benefit – Free status students will be allowed to receive a free breakfast and lunch each day. A la carte purchases must be prepaid or paid in cash.

Reduced Meal Benefit – Reduced status students will be allowed to receive a breakfast for \$0.30 and lunch for \$0.40 each day. A student will be allowed to charge a maximum of \$30 to his/her account after the balance reaches zero. Once a student has charged the maximum allowable amount then the parent will be contacted to be advised to provide the student with sack lunches.

Parents/Guardians are responsible for meal payment to the food service program. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.

The school cafeteria possesses computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and said records are available by setting up an account at [www.boynefalls.org](http://www.boynefalls.org) under the parent tab entitled lunch payment online – eFunds or by speaking to the food service director.

Students/Parents/Guardians pay for meals in advance in cash, via [www.boynefalls.org](http://www.boynefalls.org), or with a check payable to Boyne Falls Public School. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

Refunds for withdrawn, and graduating students; a request for a refund of any money remaining in their account must be submitted. An e-mail request is

acceptable. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request.

Unclaimed Funds must be requested within one school year. Unclaimed funds will then become the property of the Boyne Falls Public School Food Service Program.

Balances Owed – attempts will be made to collect owed balances via phone calls, e-mail, or personal meetings.

If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child.

**Bad Debt Policy:**

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable by the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the food service program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-federal funding sources must reimburse the food service account for the total amount of the bad debt. The funds may come from the district general fund, state or local funding, school or community organizations such as LEO, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements.

**Communication of Policies:**

These food service policies will be communicated to parents/guardians/students via the student handbook and will be included with registration packets.