



STUDENT WELLNESS

WHAT **SCHOOL BOARDS**
NEED TO KNOW AND DO



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**THIS DOCUMENT REPRESENTS
BEST PRACTICES AND GOES BEYOND THE MINIMUM
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TABLE OF CONTENTS

- INTRODUCTION.....5**
- LOCAL WELLNESS POLICY REQUIREMENTS6**
- PUBLIC INVOLVEMENT7**
- SCHOOL WELLNESS COMMITTEE7**
 - Committee Role and Membership 7
 - Leadership 8
- WELLNESS POLICY IMPLEMENTATION, MONITORING,
ACCOUNTABILITY AND COMMUNITY ENGAGEMENT8**
 - Implementation Plan 8
 - Monitoring Plan Implementation 8
 - Triennial Progress Assessments 9
 - Revisions and Updating the Policy 9
 - Record Keeping 9
 - Community Involvement, Outreach and Communications ... 10
 - Annual Notification of Policy 10
- NUTRITION10**
 - Competitive Foods and Beverages 10
 - Celebrations, Rewards and Snacks 11
 - Fundraising 11
 - Food Served When the School Day is Over 11
 - Food and Beverage Marketing in Schools 11
 - Water 12
 - Staff Qualifications and Professional Development 12
- GOALS FOR NUTRITION AND PROMOTION EDUCATION 12**
 - Nutrition Promotion Goals 12
- HEALTH EDUCATION GOALS 13**
 - Essential Healthy Eating Topics in Health Education 14

GOALS FOR PHYSICAL ACTIVITY 14
National Standards for Physical Education 17

OTHER SCHOOL-BASED ACTIVITIES 17

OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS 19
The Board’s Role in Policy 19
Policy Development Process 20
Plan for Measuring Implementation and Policy 20
Appendix A - Wellness Policy Development Worksheet
..... 23
Appendix B - Wellness Policy Workplan and Timeline 33
Appendix C - Oregon Department of Education Child Nutrition
Programs - Local Wellness Policy Compliance Checklist 35
Appendix D - Oregon Department of Education Oregon
Healthy Schools Wellness Checklist 37
Appendix E - Healthy, Hunger-Free Kids Act of 2010
(Public Law 111-296), Local Wellness Policies 39
Appendix F - Sample Policy 41
Appendix G - Sample Administrative Regulation..... 47
Appendix H - Local Wellness Policy Committee
Sample Letter to Parents/Community Members 59
Appendix I - Local Wellness Policy Committee
Sample Letter to Students..... 60
Appendix J - Oregon Smart Snacks Standards 61
Appendix K - Oregon Healthy Schools 65
Appendix L - OEA Choice Trust Blueprint for School
Employee Wellness 75
Appendix M - Resources 97

INTRODUCTION

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Research has shown that school health programs can reduce the prevalence of health-risk behaviors among young people and have a positive effect on academic performance.

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 active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

In an effort to combat childhood obesity and to promote healthy living, Congress amended the Richard B. Russell National School Lunch Act and the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened the Healthy, Hunger-Free Kids Act of 2010 to require school districts to adopt local wellness policy. OSBA has prepared this workbook to help boards and districts implement this policy.

The responsibility for developing the local wellness policy is at the local level, so the unique needs of each school under the district’s jurisdiction can be addressed. The local wellness policy must promote student wellness and specifically establish 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 high-quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage 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 district’s work in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The district creates and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

LOCAL WELLNESS POLICY REQUIREMENTS

- Establish wellness policy leadership of one or more district official(s) and/or school official(s) who have the authority and responsibility to ensure that each school complies with the policy.
- Conduct annual progress reports that include: the website address for the wellness policy; a description of each school's progress in meeting the wellness policy goals; a summary of each school's local wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.
- Conduct triennial assessments that, at a minimum, determine: compliance with the wellness policy; how it compares to model wellness policies; and progress toward attaining the wellness policy's goals.
- The district will update or modify the wellness policy as appropriate.
- Inform parents, students and other community members on the wellness policy including its content and implementation, updates to and about the wellness policy, and, at a minimum, include an annual progress report and a triennial assessment.
- Monitoring and oversight requires the Oregon Department of Education (ODE) to assess compliance with the wellness policy requirements as a part of the general areas of the triennial administrative review.
- Permit parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators and the general public to participate in the development, implementation and update of the local wellness policy.
- Periodically measure the extent to which schools are in compliance with the local wellness policy, the extent to which the district's local wellness policy compares to model local wellness policies and the progress being made in attaining the goals of the local wellness policy. This assessment must be available to the public.
- Set guidelines for school meals that comply with or exceed those set by the Secretary of Agriculture.
- Create a plan for evaluation and implementation that includes designation of one or more persons to ensure the school is meeting the policy requirements.
- Set specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness. Districts are required to review and consider evidence-based strategies in determining these goals.
- Adopt nutrition guidelines for all foods and beverages available on campus during the school day that are consistent with federal regulations for school meal nutrition standards and the Oregon Smart Snacks Standards.
- Adopt policy for other foods and beverages available on the school campus during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given).
- Adopt policy for food and beverage marketing that allows marketing and advertising of only those foods and beverages that meet the Oregon Smart Snack Standards.

PUBLIC INVOLVEMENT

Districts, at a minimum, are required by federal law to permit parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators and the public in the development of the local wellness policy process. Districts are also required to establish wellness policy leadership of one or more district and/or school officials who have the authority and responsibility to ensure each school complies with the policy.

Districts need to communicate to the public the purpose of a local wellness policy. This includes educating them on applicable laws, what the district will do to meet the requirements of the law, and how the public can be of assistance.

Districts can provide this communication by sending information home in a newsletter, notifying the community about board meetings at which the policy will be discussed, participating in media interviews, posting information on the district's website, and sending letters to parents of children enrolled in the district. Sample communications can be found in Appendices H and I.

SCHOOL WELLNESS COMMITTEE

COMMITTEE ROLE AND MEMBERSHIP

Districts should form committees, such as a District Wellness Advisory Committee, that meet at least four times a year, to advise the district in the creation and/or review of the local wellness policy.

The District Wellness Committee should include, to the extent possible, but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers; school health services staff—nurses, physicians, dentists, health educators and other allied health personnel who provide school health services; and mental health and social services staff—school counselors, psychologists, social workers or psychiatrists); school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership should also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the District Wellness Committee should include representatives from each school building and reflect the diversity of the community.

Building-level committees can assist a school in establishing school goals and activities that implement the district policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

To create a committee, the district/school will need to publicize its desire to do so. Letters, notices in newsletters, and announcements on the district's or school's website are great ways to petition the public for volunteers. Such communications will be distributed to parents, students and the community at large and will explain the committee's purpose, process and a request for volunteers.

LEADERSHIP

The superintendent or designee(s) should convene the committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

This table is an example of how to list the names, titles and contact information of Wellness Committee Members:

Name	Title/Relationship to the District/School	Email Address	Role on Committee
Mary Brown	Parent	mary.brown@gmail.com	Assists in the evaluation of wellness policy implementation

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

IMPLEMENTATION PLAN

The district will develop and maintain a plan for implementation to manage and coordinate the execution of the 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 tools¹ 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.

MONITORING PLAN IMPLEMENTATION

Districts can decide whether they want monitoring to be done by one person at the district level, one person at each school or by committee. How this is done will differ depending on the size of the district and how much public interest there is in this process. Districts should consider the advantages and disadvantages of a small group of people and a large group before making their decision. Having one person designated as the responsible person cuts down on time spent in the process, but a committee has the benefit of people sharing the operational responsibility.

Districts must entrust their designated person or persons with the operational responsibility for the local wellness policy. This means they need to know how the district and school run in terms of their food service, health curriculum and physical activity. They should have excellent

¹ <https://schools.healthiergeneration.org>

organizational and communication skills to discuss with others how the policy should be implemented. They will be highly visible and should be well respected in the district.

TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, the district will evaluate compliance with the wellness policy to assess its implementation, including:

- The extent to which schools under the district’s jurisdiction are in compliance with the wellness policy;
- The extent to which the district’s wellness policy compares to the state model wellness policy;
- A description of the progress made in attaining the goals of the district’s wellness policy; and
- The position/person responsible for managing the triennial assessment and contact information.

The district, in collaboration with individual schools, will monitor schools’ compliance with this wellness policy. The district [or school] will need to actively notify households/families of the availability of the triennial progress report.

REVISIONS AND UPDATING THE POLICY

The district will need to 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 emerge; 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.

RECORD KEEPING

The district will need to retain records to document compliance with the requirements of the wellness policy including, but not limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the local 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 wellness committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public;
- Annual notification of the local wellness policy.

COMMUNITY INVOLVEMENT, OUTREACH AND COMMUNICATIONS

The district will need to actively communicate ways in which district representatives and others can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for that district. The district will need to ensure that communications are culturally and linguistically appropriate to the community, and are accomplished through similar means used by the district and individual schools to communicate other important school information to 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.

The district should 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 Oregon Smart Snacks Standards.

ANNUAL NOTIFICATION OF POLICY

The district will need to actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The district should make this information available via the district website and/or districtwide communications.

Annually, the district will also publicize the names and contact information of the district/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

NUTRITION

The law requires districts to select nutrition guidelines for all foods available on school campuses during the school day. This ranges from the food being served in the cafeteria at lunch to food sold in student stores and in vending machines.

Districts will also need to provide assurances that the district's guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779), and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)).

COMPETITIVE FOODS AND BEVERAGES (Oregon Smart Snacks Standards)

Oregon Smart Snacks Standards is a blend between the Federal Smart Snacks in School Rules, 7 C.F.R. 210.11, and the Oregon School Nutrition Standards, ORS 336.423. Districts may, as a part of their local wellness policy, have more restrictive standards for foods and beverages sold at schools. In these cases the most restrictive policy should be followed. Guidance for Oregon Smart Snacks Standards can be found in Appendix J.

CELEBRATIONS, REWARDS AND SNACKS

The Oregon Smart Snacks Standards should extend to all foods offered on the school campus, including:

- Foods offered at celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation² and the USDA³.
- Classroom snacks brought by parents. The district will provide to parents a list of foods⁴ and beverages that meet nutrition standards.
- Foods offered as rewards and incentives. The district will provide teachers and other relevant school staff a list of alternative⁵ ways to reward children. Foods and beverages will not be used as a reward or withheld as punishment for any reason (e.g., as for performance or behavior).

FUNDRAISING

Although nonfood fundraisers should be encouraged, when foods and beverages are sold as part of a fundraiser, they must meet or exceed Oregon Smart Snacks Standards to be sold on the school campus during the school day. Districts can choose to extend this practice to fundraisers outside of the school day. The district will make available to parents and teachers a list of healthy fundraising ideas (examples are available from the Alliance for a Healthier Generation and the USDA).

FOOD SERVED WHEN THE SCHOOL DAY IS OVER

While the law does not require the nutrition guidelines to extend to food sales that take place outside of the school day, best practices recommend a consistent message for all food and beverages on school campuses. Remember food is found at a variety of school-sponsored or related events such as sporting events, booster club activities, school dances and field trips.

FOOD AND BEVERAGE MARKETING IN SCHOOLS

The district strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

Foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed Oregon Smart Snacks Standards.

"Food and beverage marketing" is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

² https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/celebrations/

³ <https://healthymeals.fns.usda.gov/local-wellness-policy-resources/wellness-policy-elements/healthy-celebrations>

⁴ <https://foodplanner.healthiergeneration.org/products/>

⁵ https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/non-food_rewards/

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- Displays, such as on vending machine exteriors;
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards. (Note: immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent financially possible over time so that items comply with the marketing policy.);
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District Nutrition Services/School Nutrition Services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (or replacement) decisions should reflect the applicable marketing guidelines established by the district's local wellness policy.

WATER

Free, safe, unflavored drinking water needs to be available to all students, on the school campus during the school day, and where school meals are served during mealtimes.

Water sources may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water. To promote hydration, district students could be allowed to bring and carry approved water bottles filled with only water throughout the day.

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.

GOALS FOR NUTRITION AND PROMOTION EDUCATION

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 participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums and cafeterias.

NUTRITION PROMOTION GOALS

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. Below are some simple ideas of how your district can make small changes to incorporate nutrition education into the school.

- Implement 10 or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom Movement⁶ techniques.
- Ensure that 100 percent of foods and beverages promoted to students meet the Oregon Smart Snacks Standards. Additional promotion techniques that the district and individual schools may use are available from Alliance for a Healthier Generation⁷.
- If the student store is run by students, teach them about healthy foods by requiring them to choose healthy and appealing foods that meet the Oregon Smart Snack Standards to offer in the store. Another way to educate students about healthy and appealing food choices is to conduct a schoolwide survey to determine which snacks students would like offered at the store, provided they meet the Oregon Smart Snack Standards.
- Incorporate nutrition education into other curriculum (e.g., math teachers could introduce nutrition-education elements into statistics, fractions and other math topics). Food and nutrition education can be integrated into almost any subject.
- Encourage or require teachers to give nonfood incentives or rewards for positive behaviors. For example, teachers can reward students with stickers, compliments, an extra recess for the class, or phone calls to parents/families.

HEALTH EDUCATION GOALS

The district can implement and promote local wellness knowledge and skills through its health education program in meeting the eight health education standards:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

⁶ <http://smarterlunchrooms.org/ideas>

⁷ <https://foodplanner.healthiergeneration.org/>

ESSENTIAL HEALTHY EATING TOPICS IN HEALTH EDUCATION

The district may want to consider including the following health education topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention;
- Food guidance from MyPlate⁸;
- Reading and using the U.S. Food and Drug Administration's nutrition fact labels;
- Eating a variety of foods every day;
- Balancing food intake and physical activity;
- Eating more fruits, vegetables and whole grain products;
- Choosing foods that are low in fat, saturated fat and cholesterol, and do not contain trans fat;
- Choosing foods and beverages with little added sugars;
- Eating more calcium-rich foods;
- Preparing healthy meals and snacks;
- Risks of unhealthy weight control practices;
- Accepting body size differences;
- Food safety;
- Importance of water consumption;
- Importance of eating breakfast;
- Making healthy choices when eating at restaurants;
- Eating disorders;
- The Dietary Guidelines for Americans⁹;
- Reducing sodium intake;
- Social influences on healthy eating, including media, family, peers and culture;
- How to find valid information or services related to nutrition and dietary behavior;
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully;
- Resisting peer pressure related to unhealthy dietary behavior;
- Influencing, supporting or advocating for others' healthy dietary behavior.

⁸ <http://www.choosemyplate.gov/>

⁹ <http://www.health.gov/dietaryguidelines>

GOALS FOR PHYSICAL ACTIVITY

Physical activity benefits physical health and classroom learning. Schools can promote physical activity through comprehensive school physical activity programs (CSPAP), including recess, classroom-based physical activity, intramural physical activity clubs, interscholastic sports and physical education.

The Physical Activity Guidelines for Americans¹⁰ recommends that children and adolescents get 60 minutes of moderate physical activity every day of the week. If 60 minutes of physical education a day is not possible, districts must find creative ways to introduce opportunities for physical activity into the school setting.

It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety. Here are some suggestions that introduce more physical activity into your schools:

- **RECESS** This is an important time for students to oxygenate their bodies and brains through movement. Do not restrict recess as punishment or make it a reward. All students must have this opportunity for physical activity. Staff members can use recess to interact with students in a positive way, engaging them in games and activities.
- **CLASSROOM BRAIN BOOSTERS** The district should recognize that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Students should 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 should recommend that teachers provide short (3-5 minute) physical activity brain boosters to students during and between classroom time. These physical activity boosters will complement, not substitute for, physical education class, recess and class transition periods.
- **INTRAMURAL SPORTS** These can help students build self-esteem while increasing their physical activity. They also foster positive relationships between staff and students outside of the classroom.
- **THE PRESIDENT'S CHALLENGE¹¹** President Johnson began the Presidential Physical Fitness Program in 1966. It became known as the President's Challenge in 1986. Today the President's Challenge Physical Activity and Fitness Awards program has three separate programs designed to encourage America's youth to be active, healthy and fit. Districts can introduce students to the awards they can win by participating and help them achieve their goals.
- **FIELD DAYS** The district can institute field days during which students compete for ribbons or medals. These activities can include races, the shot put and high jumping. Districts can also add or make up their own array of contests such as: jumping rope, throwing balls, tugs o' war—even dancing.
- **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.

¹⁰ <https://health.gov/paguidelines/>

¹¹ <https://www.fitness.gov/participate-in-programs/presidents-challenge/>

- The district will support teachers in this incorporation of learning and movement by providing annual professional development opportunities and resources, including information on leading activities and activity options, as well as making available background material on the connections between learning and movement.
- The district will provide resources and links to resources, tools and technology with ideas for physical activity breaks. Some resources and ideas are available through USDA and the Alliance for a Healthier Generation¹², the Centers for Disease Control and Prevention and the U.S. Department of Health and Human Services – Youth Physical Activity Guidelines Toolkit¹³, and the Let’s Move! Initiative – Let’s Move Active Schools.
- Teachers will serve as role models by being physically active alongside the students whenever feasible.
- **BEFORE AND AFTER SCHOOL ACTIVITIES** The district offers opportunities for students to participate in physical activity before or after the school day (or both) through a variety of methods.
- **ACTIVE TRANSPORT** The district may consider supporting active transport to and from school, such as walking, biking or by engaging in the activities below, including, but not limited to:
 - Regular assessment and designation of safe or preferred routes to school.
 - Convene a cross-agency team (e.g., school, city, health dept., etc.) to identify active travel and safety needs, and work with the appropriate agency to address safety hazards that prevent students from safely walking to school.
 - Incorporate questions about physical activity and active transportation when students are assessed for absenteeism or other social/health needs.
 - Promotional activities such as participation in International Walk to School Day (October), National Walk and Bike to School Day (May).
 - Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area).
 - Instruction on walking/bicycling safety provided to students.
 - Annual [and regular] communication and promotion of active transportation options to students, staff and parents via newsletters, websites and local newspapers, focused on students living in the Walk Zone, including safe and preferred routes to school, available maps and/or other resources and programs such as Walking School Bus.
 - Crossing guards and/or student safety patrol are used.
 - Crosswalks exist on streets leading to schools, and are checked and maintained annually.

¹² <https://www.healthiergeneration.org/?gclid=CMCUzZzHpNICFUpNfgodGYEFGw>

¹³ http://www.cdc.gov/healthyschools/physicalactivity/toolkit/userguide_pa.pdf

- Walking school buses and/or bike trains are used, and are considered as a tool to address absenteeism, especially for those students living within the Walk Zone.
- Documentation of number of children walking or biking to and from school.
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).
- Regular [annual or bi-annual] documentation of number of children walking or biking to and from school.
- Creation and distribution of maps of safe or preferred routes to school.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION¹⁴

In 2007 the Oregon Legislature passed law requiring that by 2017-18, all Oregon public school students in kindergarten through grade 8 participate in physical education for the entire school year.

Students in grade kindergarten through grade 5 shall participate in physical education for at least 150 minutes during each school week and students in grades 6-8 shall participate in physical education for at least 225 minutes during each school week. Until then, school districts are to provide a planned K-12 instructional program including all Common Curriculum Goals and academic content standards in physical education as described by OAR 581-022-1210. The time allotted should be reasonable to include instruction in Physical Education Common Curriculum Goals and Content Standards.

OTHER SCHOOL-BASED ACTIVITIES

School boards need to set goals for “other school-based activities,” which can range from actions as simple as banning candy as a reward to more extensive programs for carrying out an educational campaign to encourage students and staff to eat better and exercise more. “Other school-based activities” may include:

- **STUDENT-TO-STUDENT EDUCATION**

Schools with student governments can make educating the student body about nutrition, physical activity and wellness a special project.

Student government can organize a campaign within the school to educate other students by leading assemblies or sponsoring hall posters that offer nutrition, physical activity and wellness information.

- **LOCAL WELLNESS WALKS**

Schools can organize staff and student walks on school grounds every day, week or month. The walks are an opportunity for physical activity and a time for relationship-building among students, staff and community members outside of the classroom.

- **SCHOOL CELEBRATIONS**

Encourage parents to provide healthy foods and beverages for birthday parties and classroom parties. Send a suggestion list home of healthy options such as vegetables and whole grain snacks.

¹⁴ <http://www.shapeamerica.org/standards/pe/index.cfm>

- **FOOD MARKETING/VENDING MACHINES**
Districts must restrict the sale of vending machine items to foods that contain optimal nutritional value. Districts can contract with vendors to provide healthy snack food marketing within the schools that is consistent with Oregon Smart Snack Standards, nutrition guidelines and healthy living.
- **HEALTHY ENVIRONMENT**
Utilize smarter lunchroom techniques to create an atmosphere in the school's meal area that promotes healthy eating habits.
- **REWARDS**
Phone calls to parents and guardians praising student behavior and accomplishments; certificates of good citizenship; opportunities for special projects; selecting or leading games and activities for the class; time with classroom pets; special pens, pencils, papers and books; extra time for recess; or walks with a principal or teacher are all great ways to reinforce health and wellness.
- **INTRAMURALS**
Coordinate an intramural program that allows students the opportunity to participate in sports after school.
- **EMPLOYEE WELLNESS**
Healthy workplaces help all school employees manage stress, stay energized and be healthier. When school staff are healthy, they are better able to focus and are more engaged in their work. Their morale is higher, and their healthier lifestyles and habits make them positive role models for students. That is a win for school employees and a boost for educational outcomes. Wellness programs look different in every district and school. Some start small and build upon success, while others begin with a comprehensive program (Blueprint for School Employee Wellness¹⁵—see Appendix K).

Get started by promoting these five tips for healthier school workplaces.

- Make healthy foods and beverages readily available to staff.
- Take your staff breaks.
- Hold walking meetings.
- Create an outlet for stress.
- Provide clean, free drinking water for staff.

¹⁵ <http://www.oechoice.com/wp-content/uploads/Blueprint.pdf>

OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

THE BOARD'S ROLE IN POLICY

One of the board's most effective tools to establish expectations and hold the system accountable is setting policy. School boards adopt policies to ensure that actions taken by district staff support student learning. Policies are also adopted to communicate the expectations of the board and community regarding the overall climate in schools throughout the district.

To accomplish these goals, it is important to use a system that provides equal access, stability and democracy, and recognizes the collective nature of a working board's legal authority and responsibility.

There are many reasons why it is important to work through policies:

- Voting on a policy provides clear direction to the superintendent. Board members may not all agree, but the policy development and adoption process ensures a majority of the board comes to agreement, making it possible to provide coherent rather than fragmented policy messages to the staff.
- By creating policies, boards can initiate action or respond to district stakeholders in an appropriate and systematic way.
- A policy manual provides a structural framework to guide and organize the district. It helps clarify the roles and responsibilities of the board, superintendent and staff.
- Development of sound policies through an effective process increases confidence by showing the public that the district is being governed and operated with a focus on student learning, within the parameters of law, and in accordance with sound business practices.
- Policies help ensure decisions are made thoughtfully and that the overall policy direction of the district is kept in mind. This process can help districts avoid setting a precedent with individual decisions that may be hastily made without consideration of long-term implications.

The public entrusts school boards with making sure the community's public schools do the best possible job of providing a high-quality education.

Setting policy direction and parameters can be done only by locally elected school boards, which are vested with the authority to make decisions in the public policy arena on behalf of the community.

The policies in a district's policy manual are often developed and recommended to the board based on a directive from the board or superintendent, a mandate from a new law or a change in existing law.

Subsequently, the superintendent or assigned staff member drafts administrative regulations based on the policy. The superintendent knows the specific, enforceable steps necessary for the policy to succeed. Administrative regulations are created by the administration and reviewed by the board, and policies are adopted by the board; both are presented together so it's clear what actions will result from the adoption of the policy.

POLICY DEVELOPMENT PROCESS

The following Wellness Policy Development Worksheet is a guide to help school boards, superintendents, district staff and others develop and review wellness policies and administrative regulations.

Part I of the worksheet introduces the local wellness policy and provides a series of questions to facilitate the board's discussion and help board members understand the issue and its relationship to student learning and achievement.

Part II uses a series of questions to help boards, administrators, staff and others assess existing local wellness-related policies and regulations to determine the need for developing or revising current policies or regulations.

Part III suggests a policy development process to help school boards, administrators, staff and others determine the necessary actions and responsibilities for collecting data and making recommendations on the relevant board policies and administrative regulations.

Part IV provides a format for completing policy revisions and developing new policies and regulations.

The Workplan and Timeline form will help you plan the policy work and establish deadlines.

The policy review and development process described in this section is resource intensive. As such, it provides the greatest opportunity for a full understanding of the issue and its impact on student learning. However, it's unlikely that any two districts will follow the same policy-development process. What is important is that districts find a process that works for them and proceed accordingly.

PLAN FOR MEASURING IMPLEMENTATION AND POLICY

Districts must include an evaluation piece in their local wellness policy. Specifically, districts need to "establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that each school meets the local wellness policy."

In deciding how to measure implementation, districts need to think about how they will evaluate and whom the evaluation will be given to. An evaluation can be done by many different means. One way to evaluate is to have a checklist that pairs all of the actions supposed to take place with a numerical system of how well the district is doing on each action. Another form of evaluation would be to collect and compile data and prepare a report. Regardless of what method a district chooses, the evaluation should be presented to the school board so the board can determine whether it needs to modify the existing practices or policy. The evaluation should also be made available to the public via newsletter.

The School Health Index (SHI): Self-Assessment & Planning Guide 2014¹⁶ is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential.

¹⁶ <http://www.cdc.gov/healthyschools/shi/index.htm>

The SHI was developed by the CDC in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies to:

- Enable schools to identify strengths and weaknesses of health and safety policies and programs.
- Enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan.
- Engage teachers, parents, students and the community in promoting health-enhancing behaviors and better health.

The SHI is based on the CDC’s research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health-risk behaviors. Here is a suggested model outlining six steps that Wellness Committees should work through.¹⁷

WELLNESS POLICIES AND PRACTICES OREGON SCHOOL WELLNESS Steps to create a culture of health!



Working toward healthier, successful students and staff.

¹⁸ http://www.ode.state.or.us/wma/nutrition.snp.oha_schoolwellness_pamplet.pdf

Appendix A – Wellness Policy Development Worksheet



Part I: Initial Discussion of Topic

Relationship to student learning: The following questions are intended to focus the district's discussion on the relationship between wellness and student learning.

1. Why is nutrition important to student learning?

2. What does the [board] [district wellness council/team/committee] see as the relationship between nutrition and student learning in your district?

3. How will policies on wellness contribute to improved student learning?

Policy topic components: The following are basic components the board should understand and/or address in policy on local wellness. Some components are directly related to student learning, and others reflect legal compliance issues that are also important to include in policy or administrative regulations. Component statements are not intended to be policy language. Each component statement is a key concept related to the topic, but not the policy language itself. Each component is intended to frame an issue or identify concerns and interests that the board would want to address in a policy on this topic. Under each component statement are questions that may help guide the board's discussion of the component.

1. The board recognizes that proper nutrition is necessary for maximizing the opportunity for a child to learn.
 - a. What does research show about the relationship between nutrition and student learning? (Appendix M)

 - b. What are the community's and board's expectations with regard to the nutritional value of all foods available on school grounds?

 - c. How do the nutritional needs of children differ by student age group?

- d. How does employee wellness impact student learning?
2. The district's curriculum includes nutrition education at all grade levels.
- a. What is currently taught in each grade level?

 - b. Does it follow a prescribed scope and sequence?

 - c. Is it aligned to the nutritional competencies issued by the Oregon Department of Education?

 - d. Who teaches nutrition at the various grade levels?

 - e. How much time is spent on nutrition education at each grade level?
Is this sufficient?

 - f. What course(s) might be able to incorporate nutrition education?
3. The district's food services program meets federal and state nutrition standards.
- a. What are the federal and state nutrition standards? Are these standards being met? (Appendix M)

- b. Does the food service program adequately serve all students eligible for the national free and reduced-price school lunch and breakfast programs?
 - c. How are foods selected for school menus? Are parents or students involved in the process?
 - d. What do your district collective bargaining agreements say about nutrition education/food service?
4. Other food sales in district schools (e.g., fundraisers, vending machines) encourage healthy eating habits.
- a. What are the legal requirements regarding food and beverage sales for fundraisers and/or vending machines? (Appendix M)
 - b. What are the community's and board's expectations regarding: The use of junk food for fundraisers, after-school activities or marketing?
 - c. How can the district ensure that other food sales do not impair student participation in the district's food service program?
 - d. By what process are specific food items approved for sale in fundraisers or vending machines?
 - e. Does the district have contractual obligations which may conflict with wellness policy (e.g., contracts with beverage companies)?

7. Has the board's policy discussion and/or policy assessment raised any policy issues for future review or action?

8. Based on the discussion and assessment, do other district documents require future review or revisions?
 - a. Administrative regulations
 - b. District budget
 - c. Collective bargaining agreements
 - d. Strategic plan
 - e. School improvement plans
 - f. Employee handbooks
 - g. Staff development plan
 - h. Student handbook
 - i. Employee wellness
 - j. Other

Note: Items 7 and 8 are intended to identify issues related to, but not directly part of, the policy topic under consideration. In addition, items 7 and 8 may identify issues that require further attention to ensure the alignment of policy, other key work of boards and other district documents.

Part III: Policy Development Process

As part of the policy development process, the [board] [district wellness committee] should determine the data needed to effectively address this policy topic. This includes determining where the data may be available, the appropriate allocation of resources for data collection and analysis, and the assignment of responsibility for data collection, analysis and recommendations. The process should also include opportunities for input from affected parties in the district and the community.

1. What data do you need to develop nutrition-related policies?
 - a. Internal data sources (i.e., free and reduced-price lunch, attendance, *Oregon Healthy Teen Survey*, profiles survey):

 - b. External data sources:

2. Who, beyond the [board] [district wellness committee] should be involved in the policy development process (e.g., food service director, food service staff, physical education and health teachers, dietitians, health department, public health and health-care professionals, parents, students, other interested community members)?

3. What are the recommendations from the individuals listed above?

4. What are the recommendations of staff based on an analysis of the data?

Part IV: Board Policy Content

Content decisions: The board should identify the components of new or revised policy based on activities in Parts I through III and a review of the following questions:

1. Which of the policy components listed in Part I and recommended by key stakeholders (Part III) does the board want to include in a new or revised policy?
2. Does the assessment of existing policy completed in Part II identify additional components the board wants in new or revised policy?
3. Has the board identified content in existing policy that should not be included in new or revised policy?
4. Do the data and input developed in Part III reveal content components the board wants to add to a new or revised policy?

Review of draft policy: After the board completes the process to this point, the superintendent and the policy committee or their designees should prepare a draft policy, arrange for its legal review, and present it to the board for consideration at a public board meeting. The following questions should guide the board's review of draft policy. If significant revisions are required, some or all of the questions in Parts I through IV may need to be revisited before the policy is adopted.

1. Does the draft policy accurately reflect the board's intent? In what ways, if any, should the policy be revised to better communicate the board's direction?
2. Has public or staff input added issues that need to be addressed?

3. What criteria will the [board] [district wellness committee] use to determine whether this policy achieves the desired results?

4. What provisions does the draft policy include for periodic review and evaluation?

Part V: Review, Update, Public Reporting

Review

The district will retain records to document compliance with the requirements of the wellness policy. Documentation will include, but is not limited to:

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

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 report will include, but is not limited to:

- 1) The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- 2) A description of each school's progress in meeting the wellness policy goals;
- 3) A summary of each school's events or activities related to wellness policy implementation;

- 4) The name, position title and contact information of the designated district policy leader(s); and
- 5) Information on how individuals and the public can get involved with the district wellness committee.

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:

- 1) The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy;
- 2) The extent to which the district's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- 3) A description of the progress made in attaining the goals of the district's wellness policy.

APPENDIX B – Wellness Policy Workplan and Timeline



Activity	Person Responsible	Deadline
Part I:		
Initial discussion of topic		
Introduction to topic and initial board discussion of broad issues		
Part II:		
Assessment of existing policy		
Assessment of existing policy		
Part III:		
Policy development process		
Data collection and analysis		
Professional staff analysis and recommendation		
District and community input		
Part IV:		
Board policy content		
Board consent directions		
Drafting of recommended policy		
Legal review		
First reading: board initial consideration of draft policy, opportunity for public comment		
Drafting of revised policy, if necessary		
Legal review of revised policy		
Second reading and adoption		
Part V:		
Reporting		
Communication of new policy		
Specifically: [list]		
Implementation by superintendent and staff		
Review and evaluation		
Modify policy based on review and evaluation		

APPENDIX C – Oregon Department of Education Child Nutrition Programs – Local Wellness Policy Compliance Checklist



Participation in the USDA School Meals program requires compliance with Local Wellness Policy requirements. The Local Wellness Policy will be reviewed during the Administrative Review process.

Utilize this checklist to ensure that your district is in compliance with all requirements as written in the Healthy, Hunger Free Kids Act of 2010 Section 204: Local School Wellness Policy Implementation.

- District has current wellness policy.
- District has designate at least one official charge with the responsibility to ensure each school complies with the wellness policy.
- District permits involvement of the following people in the development, implementation, review, and modification of the wellness policy:
 - Parents
 - Students
 - School Food Service Staff
 - Teachers of Physical Education
 - School Health Professionals
 - School Board
 - School Administrators
 - General Public
- District wellness policy has clearly specifies goals for nutrition promotion.
- District wellness policy has clearly specified goals for nutrition education.
- District wellness policy has clearly specified goals for physical activity.
- District wellness policy has nutrition guidelines for all foods available on each school campus.
- District wellness policy has nutrition guidelines that promote student health.
- District informs and updates the public on the content and implementation of the wellness policy.
- District has a system in place to periodically measure the implementation of the wellness policy.
- District makes the wellness policy implementation assessment available to the public:
 - The extent to which schools under the jurisdiction of the local educational agency are in compliance with the local school wellness policy;
 - The extent to which the local school wellness policy of the local educational agency compares to model local school wellness policies;
 - A description of the progress made in attaining the goals of the local school wellness policy.

APPENDIX D – Oregon Department of Education Oregon Healthy Schools Wellness Checklist



The following is a quick reference for the board to use to develop, implement and evaluate your district’s wellness policy, administrative regulations and practices.

	Step 1: Update wellness policy and administrative regulation
	Step 2: Establish a district level wellness team/committee
	Did you establish a district team/committee that meets diverse requirements?
	Did you encourage each school to develop a wellness team/committee?
	Step 3: Conduct an assessment
	Did you use the (School Health Index (SHI); ASCD SIP assessment or other similar tool?
	Did you identify strengths, gaps, and priorities as a result of the assessment?
	Step 4: Create goals and objectives
	Did you create a goal for nutrition education?
	Did you create a goal for nutrition promotion?
	Did you create a goal for physical activity?
	Did you create a goal for other school-based activities?
	Step 5: Develop your Wellness Plan
	Did you identify school resources that can help with the implementation of the Wellness plan?
	Did you select specific activities that you will offer?
	Did you identify and develop sustainability strategies?
	Did you identify evaluation needs for your Wellness Plan?
	Step 6: Implementation
	Did you identify your implementation strategies (e.g., pilot, phase, full-scale)?
	Did you complete an implementation plan template?
	Did you develop and make a plan for implementing communications and marketing strategies for your Wellness Plan?
	Did you define the intended outcomes or specific changes that are direct results of Wellness Plan implementation?

	Step 7: Evaluate your Wellness Plan
	Did you identify the type of program evaluation that best meets your needs?
	Did you identify data collection methods you will use?
	Did you identify ways that you will use outcome evaluation data?
	Did you develop a plan to <i>publicize your Wellness Plan and results?</i>
	Step 8: Celebrate your successes!
	Did you identify an activity to celebrate your wellness successes?

APPENDIX E – Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296), Local Wellness Policies

Section 204 of the Healthy, Hunger-Free Kids Act of 2010 amends the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) by replacing the previous wellness policy language with the following:

- a) IN GENERAL. -- Each local educational agency participating in a program authorized by this Act or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for all schools under the jurisdiction of the local educational agency.
- b) GUIDELINES. -- The Secretary shall promulgate regulations that provide the framework and guidelines for local educational agencies to establish local school wellness policies, including, at a minimum, --
 - 1) goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness;
 - 2) for all foods available on each school campus under the jurisdiction of the local educational agency during the school day, nutrition guidelines that --
 - A) are consistent with sections 9 and 17 of this Act, and sections 4 and 10 of the Child Nutrition Act of 1966 (42 U.S.C. 1773, 1779); and
 - B) promote student health and reduce childhood obesity;
 - 3) a requirement that the local educational agency permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy;
 - 4) a requirement that the local educational agency inform and update the public (including parents, students, and others in the community) about the content and implementation of the local school wellness policy; and
 - 5) a requirement that the local educational agency --
 - A) periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, including --
 - (i) the extent to which schools under the jurisdiction of the local educational agency are in compliance with the local school wellness policy;
 - (ii) the extent to which the local school wellness policy of the local educational agency compares to model local school wellness policies; and
 - (iii) a description of the progress made in attaining the goals of the local school wellness policy; and
 - B) designate 1 or more local educational agency officials or school officials, as appropriate, to ensure that each school complies with the local school wellness policy.

- c) LOCAL DISCRETION. -- The local educational agency shall use the guidelines promulgated by the Secretary under subsection (b) to determine specific policies appropriate for the schools under the jurisdiction of the local educational agency.
- d) TECHNICAL ASSISTANCE AND BEST PRACTICES. --
 - 1) IN GENERAL. -- The Secretary, in consultation with the Secretary of Education and the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall provide information and technical assistance to local educational agencies, school food authorities, and State educational agencies for use in establishing healthy school environments that are intended to promote student health and wellness.
 - 2) CONTENT. -- The Secretary shall provide technical assistance that --
 - A) includes resources and training on designing, implementing, promoting, disseminating, and evaluating local school wellness policies and overcoming barriers to the adoption of local school wellness policies;
 - B) includes model local school wellness policies and best practices recommended by Federal agencies, State agencies, and nongovernmental organizations;
 - C) includes such other technical assistance as is required to promote sound nutrition and establish healthy school nutrition environments; and
 - D) is consistent with the specific needs and requirements of local educational agencies.
 - 3) STUDY AND REPORT. --
 - A) IN GENERAL. -- Subject to the availability of appropriations, the Secretary, in conjunction with the Director of the Centers for Disease Control and Prevention, shall prepare a report on the implementation, strength, and effectiveness of the local school wellness policies carried out in accordance with this section.
 - B) STUDY OF LOCAL SCHOOL WELLNESS POLICIES.- The study described in subparagraph (A) shall include --
 - (i) an analysis of the strength and weaknesses of local school wellness policies and how the policies compare with model local wellness policies recommended under paragraph (2)(B); and
 - (ii) an assessment of the impact of the local school wellness policies in addressing the requirements of subsection (b).
 - C) REPORT. -- Not later than January 1, 2014, the Secretary shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Agriculture, Nutrition, and Forestry of the Senate a report that describes the findings of the study.
 - D) AUTHORIZATION OF APPROPRIATIONS.-There are authorized to be appropriated to carry out this paragraph \$3,000,000 for fiscal year 2011, to remain available until expended.

APPENDIX F – Sample Policy

Oregon School Boards Association Selected Sample Policy

Code: EFA
Adopted:

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. [The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy.] The superintendent [or designee] will develop [administrative regulations] [guidelines] as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the [superintendent] [district principals] as the [person] [people] who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's [administrative offices].

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available [through the district website and/or districtwide communications]. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district [or school] will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the [annual School Health Index¹ and] triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also 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.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. 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 staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP)[, the School Breakfast Program (SBP),] [Fresh Fruit & Vegetable Program (FFVP),] [Special Milk Program (SMP),] [Summer Food Service Program (SFSP),] [Supper programs] [or others]. [The district also operates additional nutrition-related programs and activities including Farm-to- School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.]

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.

¹If the district is using a different assessment or additional assessments, add to the list here or replace as needed.

Water

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.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day [and extended school day] will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards². These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus [will meet or exceed] [are encouraged to meet] the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fundraising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY [AND PHYSICAL EDUCATION]

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

[Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.]

²[Oregon Department of Education, Oregon Smart Snacks Standards](#)

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards [and program minute requirements³] in order to meet the ODE's physical education content standards [and state law⁴]. [Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least 225 minutes per school week. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.⁵

[Employee Wellness⁶

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.]

³The physical education minute requirements a result of House Bill (HB) 3141 (2007) and were effective with the 2017-2018 school year. The brackets remain around this language in the sample policy EFA in anticipation of a potential two-year delay for the requirement, due to pending legislation in the current Legislative session (2017).

⁴Ibid. p. 5

⁵Ibid. p. 5

⁶[This language is optional and is not required by state or federal law.]

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, 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 complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C.
§1758b. National School Lunch Program, 7 C.F.R.
Part 210.
School Breakfast Program, 7 C.F.R. Part 220.

APPENDIX G – Sample Administrative Regulation

Oregon School Boards Association Selected Sample Policy

Code: EFA-AR
Reviewed/Revised:

Local Wellness Program

The district’s comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. “Accompaniment foods” means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. “Combination foods” means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. “Competitive foods” means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. “Entree item” means an item that is either:
 - A. A combination food of meat or meat alternate and whole grain rich food; or
 - B. A combination food of vegetable or fruit and meat or meat alternate; or
 - C. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - D. Grains only when served in the SBP.
5. “Food service area” means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. “Meal period” means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. “Nutrition education” means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. “Oregon Smart Snacks Standards”¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:
 - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or

¹[Oregon Department of Education, *Oregon Smart Snacks Standards*](#)

- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:

(a) Calories:

(i) Snacks contain no more than:

- 1) 150 calories as packaged or served for elementary level;
- 2) 180 calories as packaged or served for middle school level; and
- 3) 200 calories as packaged or served for high school level.

(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.

(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.

(d) Transfat: contains 0 grams of trans fat per item as packaged or served.

(e) Sugar must be no more than 35 percent by weight.

(i) Exempt from the sugar standard are:

- 1) Dried whole fruits or vegetables;
- 2) Dried whole fruit or vegetable pieces;
- 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
- 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

(i) Snacks contain no more than 200 mg sodium per item as packaged or served.

(ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
 - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
 - (iv) [Sugar-free chewing gum.]
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
 - (i) Calories;
 - (ii) Total fat;
 - (iii) Saturated fat;
 - (iv) Transfat;
 - (v) Sodium; and
 - (vi) Sugar.

b. Beverages must be:

- (1) For elementary level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
 - (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
 - (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
- (2) For middle school level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;

- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

2. "School day" means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
3. "School campus" means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
4. "Snack" means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district's curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.
4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP [and SBP] meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP[,] [and] [SBP] [Special Milk Program (SMP)] maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals [or free milk] in accordance with the National School Lunch Act;
4. The school's NSLP[,] [and] [SBP] [SMP] operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;

7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special dietary needs:
 - a. The district will provide substitute foods to students with a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
 - b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair; and
 - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

²To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Other Foods Offered or Sold

Foods and beverages sold [or offered] in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

[Employee Wellness³

The district's Employee Wellness Program [may] [shall] include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employee's needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

³[This language is optional and not required by state or federal law.]

Other Activities that Promote Student Wellness

The district will provide the following activities and encourage the following practices which promote local wellness:

1. [Scoliosis screenings;]
2. [Safe Routes to Schools Program;]
3. [Physically active community engagement (e.g., skate night, fun run, dance night);]
4. [Nonfood-related fund raisers;]
5. [Physical activity brain breaks during transitions from one subject to another;]
6. [Intramural sports;]
7. [Monthly/Weekly school walks;]
8. [Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;]
9. [The use of alternates to food as rewards in the classroom;]
10. [Support groups for overweight and underweight students, and those students who struggle with nutrition and physical activity;]
11. [Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;]
12. [Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;

4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education[;][.]
9. [Materials promoting physical activity are sent home with students[; and][.]
10. [Physical activity is a planned part of all school-community events.]

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age- appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. [Teachers provide physical activity instruction and programs that meet the needs and interests of all students;]
8. Families and community organizations are involved, to the extent practicable, in nutrition education; and
9. [One or more persons] within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

APPENDIX H – Local Wellness Policy Committee Sample Letter to Parents/Community Members

Month, Day, 20__

ABC School District
111 A Drive
City, State
Zip Code

Dear Parents:

In an effort to combat childhood obesity and to promote healthy living, Congress amended the Richard B. Russell National School Lunch Act and the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened the Healthy, Hunger-Free Kids Act of 2010 to require school districts to adopt local wellness policy.

The local wellness policy must contain the following:

- Goals for nutrition education and promotion, physical activity and other school-based activities.
- Nutrition guidelines for all foods sold on campus during the school day.
- Guidelines for school meals that comply with or exceed those set by the secretary of agriculture.
- A plan for evaluation and implementation which includes a designation of one or more persons to ensure that the school is meeting the policy requirements.
- Involvement of parents, students, representatives of the school food authority, the school board, school administrators and the public in the development of the policy.

The _____ School District is forming a committee to create this policy and we are asking for volunteers to serve on the committee. The committee will meet biweekly beginning [insert date] at [insert time of meeting] at the district office, [insert office address]. We hope for volunteers dedicated to improving the wellness of people of all ages through education. To keep the committee to a manageable number, we will accept one parent representative from each school level (grade school, middle school and high school) and [choose number] community representatives. If you are interested, please contact [insert name and title] by e-mail or phone at your earliest convenience.

Sincerely,

[Superintendent's name]

APPENDIX I – Local Wellness Policy Committee

Sample Letter to Students

Month, Day, 20__

ABC School District
111 A Drive
City, State
Zip Code

Dear Students:

We are looking for [number of students] students interested in volunteering to serve on the committee that will write a local wellness policy for our school district. Due to the increasing rates of childhood obesity, Congress passed a law that requires school districts nationwide to establish a local wellness policy that contains the following components:

- Goals for nutrition education and promotion, physical activity and other school-based activities.
- Nutrition guidelines for all foods sold on campus during the school day.
- Guidelines for school meals that comply with or exceed those set by the secretary of agriculture.
- A plan for evaluation and implementation that includes designation of one or more persons to ensure that the school is meeting the policy requirements.
- Involvement of parents, students, representatives of the school food authority, the school board, school administrators and the public in the development of the policy.

As a committee member, you will represent your student body, providing input on what students would like to see in a local wellness policy. This is a great opportunity to work closely with members of the school board, the superintendent, the food services director, parent volunteers and community representatives. The committee will begin meeting biweekly [insert date] at [insert time of meeting] at the district office, [insert office address]. If you are interested in becoming a committee member, please contact your school principal by [insert date].

Sincerely,

[Superintendent's name]

APPENDIX J – Oregon Smart Snacks Standards



Oregon Smart Snacks Standards

These regulations apply to all Oregon Sponsors participating in National School Lunch Program (NSLP) and School Breakfast Program (SBP)

Oregon Smart Snacks Standards is a blend between the *Federal Smart Snacks in School Rules*, 7 C.F.R. 210.11 and the *Oregon School Nutrition Standards*, ORS 336.423, recently amended by HB2404. Sponsors may, as of their Local Wellness Policy, have more part restrictive standards for foods and beverages sold at schools. In these cases, the most restrictive policy should be followed.

Oregon Smart Snacks Standards apply to all foods and beverages sold to students:

- Outside school meals:
 - A la carte (milks, beverages, single items, entrees*) see exemptions below
 - In school stores/snack bars
 - Fundraising activities/events
 - Vending machines
 - Food Vendor Kiosks
- On the “school campus”
- At any time during the “school day”

Definitions:

School campus – all areas of the property under the jurisdiction of the school (sponsor) that are accessible to students during the school day, including outside areas like parking lots.

School day – the period anytime in the morning before school begins through to the end of the extended school day for activities such as club meetings, yearbook or school paper activities, athletic or band practice, drama or music rehearsals, and child care programs or other student extracurricular activities.

Combination foods – contain two or more components in school meals representing two or core of the recommended food groups: fruit, vegetable, dairy, protein, or grains. (*Cream, sour cream and cream cheese, are exceptions to this definition and are condiments.*)

Foods and beverages Exemptions from Oregon Smart Snacks Standards:

- *NSLP and SBP main dishes, including Whole-Grain Rich based entrees for breakfast, can be sold to students as a la carte or as a second meal on day of service or day after service in the same or smaller portion sizes. See also Reference: *USDA SP 35 2014*
- Foods and beverages sold to adults: parents, teachers, administrators and school staff
- Sugar-free chewing gum
- Fresh and frozen fruits or vegetables with no added ingredients except water
- Canned fruit packed in 100% fruit juice or light syrup or extra light syrup or water only

Special Notes

Oregon Smart Snacks Standards: Beverages

Type of Beverage	Grades K-5		Grades 6-8		Grades 9-12	
	Serving size limit	Calorie Maximum	Serving size limit	Calorie Maximum	Serving size limit	Calorie Maximum
<u>Water</u> (Plain) with or without carbonation	All grades - No size limits					
<u>Flavored Water</u> (non-caloric) with or without carbonation	May not be sold		May not be sold		20 oz. (May contain caffeine)	0 calories
<u>Full Strength Fruit or Vegetable Juice</u> with or without carbonation (unsweetened)	≤ 8 fl. oz.	120 calories (15 cal. per fl. oz.)	≤ 10 fl. oz.	150 calories (15 cal. per fl. oz.)	≤ 12 fl. oz.	180 calories (15 cal. per fl. oz.)
<u>Diluted Juice with Water Only</u> with or without carbonation, and no added sugar or sweeteners	≤ 8 fl. oz.	120 calories (15 cal. per fl. oz.)	≤ 10 fl. oz.	150 calories (15 cal. per fl. oz.)	≤ 12 fl. oz.	180 calories (15 cal. per fl. oz.)
<u>Milk</u> 1% unflavored or fat free, flavored or unflavored	≤ 8 fl. oz.	150 calories (18.75 cal. per fl. oz.)	≤ 10 fl. oz.	190 calories (18.75 cal. per fl. oz.)	≤ 12 fl. oz. (May contain caffeine)	225 calories (18.75 cal. per fl. oz.)
	(Including nutritionally equivalent milk alternatives as permitted by the school meal requirements; see approved milk substitution list at: http://www.ode.state.or.us/search/page/?id=3429)					
<u>Low or No Calorie Beverages</u> with or without carbonation, and with or without caffeine	May not be sold		May not be sold		≤ 20 fl. oz., 10 calories (≤ .5 calories/ounce) (may contain caffeine)	
<u>Other Beverages</u> with or without carbonation and with or without caffeine	May not be sold		May not be sold		≤ 12 fl. oz., 60 calories (≤ 5 calories/ounce) (may contain caffeine)	

Beverages

Oregon Smart Snacks Standards: Snacks

Snacks or Side Dishes must first be one of the following General Standards:

- Be a “whole grain-rich” grain product; OR
- Be a food item where the first ingredient on product label or heaviest ingredient in a scratch recipe, be a fruit, (Concentrated/Dehydrated Fruit Juice or Concentrated Fruit Puree are not considered a fruit in solid foods) a vegetable, a dairy product, or a protein food; (*See Definitions*); OR
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; OR
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber) – expires June 30, 2016.

And meet the Nutrient Standards below:

	Grades K-5	Grades 6-8	Grades 9-12
Serving Size	<i>Single-serving, per item as packaged or served, including any condiments offered with snack</i>		
Calories per serving	≤ 150 Calories	≤ 180 Calories	≤ 200 Calories
Total Calories from fat*	≤ 35% of total product calories		
Saturated fat**	< 10% of total product calories		
Trans fat (gram)	0 grams		
Sugar content by weight***	≤ 35% of total product weight from total sugars (in grams)		
Sodium limit	≤ 200 milligrams (mg)		

Exemptions:

- * Total Calories from fat limit does not apply to reduced fat cheeses, part skim mozzarella cheeses, nuts, nut butters, seeds, seed butters, and products that consist of only dried fruit with nuts or seeds, or both, with no added nutritive sweeteners or added fats. If any of these food items are part of a combination food, then the exemption does not apply.
- ** Saturated fat limit does not apply to reduced fat cheeses, part skim mozzarella cheeses, nuts, seeds, nut and seed butters, and products that consist of only dried fruit with nuts or seeds or both, with no added nutritive sweeteners or added fats, when not part of a combination food. If any of these food items are part of a combination food, then the exemption does not apply.
- *** Sugar limit does not apply to products that consist of only dried fruit with nuts or seeds, or both, with no added nutritive sweeteners or fats; dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables, with no added nutritive sweeteners or added fats and dried fruits with nutritive sweeteners that are required for either processing or palatability purposes or both.

Concentrated/Dehydrated Fruit Juice or Concentrated Fruit Puree is considered a sugar in solid food and does not meet the General Standards for fruit component/group.

Snacks

Oregon Smart Snacks Standards: Entrees

***Entree must contain meat/meat alternates and one of the following General Standards:**

- A whole grain rich combination food; OR
- A combination food where the first ingredient on the ingredient label or heaviest weighted ingredient in a scratch recipe is either a fruit, (Concentrated/Dehydrated Fruit Juice or Concentrated Fruit Puree are not considered a fruit in solid foods), vegetable, dairy or protein food; (*See Definitions*) OR
- A meat or meat alternates alone (not part of a combination food)
Exceptions: yogurt, cheese, nuts, seeds and nut or seed butters, and meat snacks (*such as beef jerky*). (*These items alone would be compared to snack standards on the previous page, not entrees*); OR
- A combination food with at least ¼ cup of fruit or vegetable or combination of both fruit and vegetable; OR
- A combination food and contains 10% of the Daily Value (DV) of one of these nutrients: calcium, potassium, vitamin D, or dietary fiber – V this option expires June 30, 2016.

*If a larger portion size than the same entree offered in school meals, sold a la carte on any day, it is not exempt and must meet these nutrition standards.

And meet the Nutrient Standards below:

All Grades – K-12

Serving Size	Per item as packaged or served individually, including any condiments offered with Entree.
Calories per serving	≤ 350 calories
Total Calories from fat*	≤ 35% of total product calories
Saturated fat**	< 10% of total product calories
Trans fat (gram)	0 grams (g)
Sugar content by weight***	≤ 35% of total product weight from total sugars (in grams)
Sodium limit	≤ 480 milligrams (mg)

Exemptions:

* Total Calories from fat limit does not apply to Seafood, Eggs, or Legumes served alone, and not as part as of a combination food. If served with other food items or in a combination food, the exemption does not apply and must be evaluated to the Entrée Nutrient Standards.

** Saturated fat limit does not apply eggs when served alone, when not part of a combination food. If served with other food items or in a combination food, the exemption does not apply and must be evaluated to the Entrée Nutrient Standards.

Concentrated/Dehydrated Fruit Juice or Concentrated Fruit Puree is considered a sugar in solid food and does not meet the General Standards for fruit component/group.

Entrees

OREGON HEALTHY SCHOOLS

Schools and communities working together
for healthy, successful students and staff

Oregon Healthy Schools – a partnership of the Oregon Department of Education Child Nutrition Programs and the Oregon Health Authority/Public Health Division that helps school districts make the most of their investments in school wellness with tailored assessments, tools and support toward their goals.



Investing in School Wellness Pays Off

Healthy students are better learners. Research shows what many teachers and parents have long considered common sense: good nutrition and regular physical activity are associated with higher grades and test scores. Wellness efforts can also improve school attendance and behavior.

A healthy workplace shapes daily choices that influence health. School employee worksite wellness programs decrease staff burnout and use of sick leave. They help school staff model healthy habits for students, families and the community.



Moving their bodies helps students concentrate. It helps them pay attention. It improves their behavior in class.



Worksite wellness programs in schools reduce absenteeism. They lower health risks linked to chronic disease. They boost employee morale and create a safe, healthy place to work.



Students who eat **school breakfast** have been shown to attend more days of school per year and score higher on standardized math tests.



Schools where most of the students engage in physical activity every week show **bigger gains in test scores** than other schools. The same is true for schools where many students eat healthy foods.

Creating a Culture of Health at School and Beyond

Culture:

The attitudes, knowledge and behavior of a group of people.



Health:

A state of physical, mental and social well-being.



Culture of Health



Schools: The Heart of Healthy Communities

Schools are large employers in Oregon communities. They are also at the heart of neighborhoods and towns. Healthy schools can create a culture of health for staff and students. They also can create a culture of health for students' families and the community:

- ✓ The food that students are exposed to at school influences what they ask to eat at home.
- ✓ School meals meet nutrition standards that increase fruits, vegetables and whole grains in the school menu.
- ✓ Healthy activities and fundraisers such as dance-a-thons and skate nights make physical activity fun and accessible.
- ✓ School gardens and Farm to School programs support the local economy. They increase access to healthy foods for students and staff.
- ✓ Creating safe routes for walking and biking is good for the entire community.
- ✓ Oregon schools can make a big difference to improve the culture of health in their communities.

Whatever Your Goals, Oregon Healthy Schools Can Help You Get There



DETERMINE WHERE TO START

Oregon Healthy Schools can provide resources to help districts create wellness goals that build on current efforts. School district wellness policies are a great place to start.



INCREASE ACCESS TO HEALTHY FOOD IN SCHOOLS

Oregon Healthy Schools can help meet nutrition guidelines for all foods sold at school. Oregon Healthy Schools provides resources to improve nutrition and strategies to increase school breakfast and lunch participation.



CREATE OPPORTUNITIES FOR BEFORE, DURING AND AFTER SCHOOL ACTIVITIES

Oregon Healthy Schools connects districts with groups that can help with resources to improve physical activity and nutrition.



PLACE MATTERS

The places where we live, work and learn have a big impact on our health. These include our schools. Learn more at PlaceMattersOregon.com.

WE ALL HAVE A ROLE TO PLAY

Superintendents, principals, school staff, parents and community groups can help school staff be healthy at work. We all can help Oregon children get the healthy food and physical activity they need to be successful students.

SCHOOL DISTRICT WELLNESS POLICIES

Each school district participating in the National School Lunch or Breakfast Program is required to establish a school district wellness policy for all schools under its jurisdiction. The Healthy, Hunger-Free Kids Act of 2010 added provisions related to implementation, evaluation, and publicly reporting on the progress of those policies.

GET STARTED

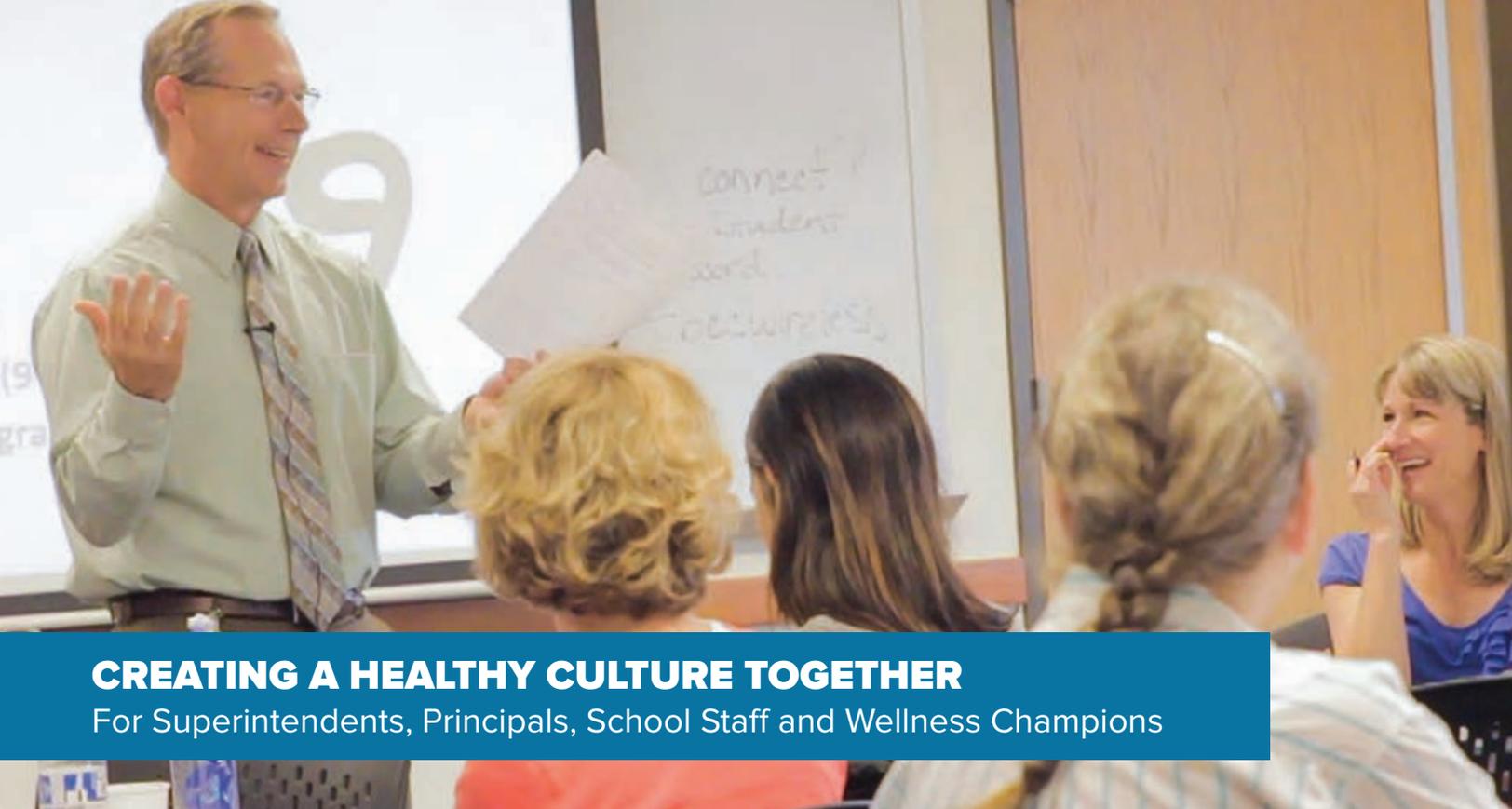
Contact ode.schoolnutrition@ode.state.or.us (subject line: Wellness Policy) or 503-947-5893. Learn more at: www.ode.state.or.us/go/ODEwellness.

Oregon Department of Education, Student Services, Child Nutrition Programs

Address: 255 Capitol St. NE, Salem, OR 97310

Phone: (503) 947-5960 Web: www.ode.state.or.us/go/ODEwellness





CREATING A HEALTHY CULTURE TOGETHER

For Superintendents, Principals, School Staff and Wellness Champions

Be a Champion!

The health and attendance of students and staff is key to increasing academic success in your school district. Your leadership is critical to create an environment where employees are healthy, engaged and effective, and students are alert and ready to learn. Even small steps can lead to big improvements in student success and employee satisfaction.

Activate Your School District Wellness Policies:

The Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010 requires school districts participating in the National School Lunch Program or School Breakfast Program to develop a school district wellness policy. The responsibility for developing a wellness policy is placed at the local level so the unique needs of each school under the district's jurisdiction can be addressed.

Districts are required to:

- ✓ Establish, lead and permit participation on wellness councils by the school community and the public
- ✓ Set goals for nutrition promotion, nutrition education and physical activity, and other school-based activities that promote student wellness

Oregon Healthy Schools can help you fulfill the law's requirements and realize the academic benefits that come from ensuring that students eat better and move more.

Oregon Healthy Schools Can:

- ✓ Assist with updating, implementing and evaluating your School District Wellness Policy.
- ✓ Share research and effective strategies to implement activities connecting student health to academic success.
- ✓ Provide professional development on nutrition and physical activity content and strategies.
- ✓ Connect you to programs, resources and funding opportunities that support student and staff nutrition and physical activity.
- ✓ Provide resources, data and trainings tailored to your needs to create a healthy school environment.



As part of our partnership, Oregon Healthy Schools ask that you form or revitalize your wellness committee. Oregon Healthy Schools can help you complete an assessment of your wellness efforts, make a plan and set it in motion. Teachers and school staff can model and encourage healthy behaviors in many ways:

- ✓ Allow students to visit the water fountain throughout the school day and to carry water bottles in class.
- ✓ Incorporate movement into academic lessons or add short bursts of activity (5-20 minutes) to regular break times.
- ✓ Use non-food items and opportunities for physical activity to recognize students for achievements or good behavior.
- ✓ For birthdays and other class parties, consider non-food celebrations such as an extra recess or games.

Let's work together to continue improving the academic outcomes for students in your school district by creating a culture of health that helps them learn.

Take the next step by contacting ode.schoolnutrition@ode.state.or.us (subject line: Wellness Policy) or 503-947-5893. Learn more at: www.ode.state.or.us/go/ODEwellness.

“School systems have a great range of responsibilities, part of which are teaching reading, writing and math, but just as important is to teach students how to thrive in life. Helping students and staff understand what it means to live a healthy lifestyle, with regular exercise and quality nutrition, is a critical piece to a school’s moral responsibility”.

- SUPT. RANDY SCHILD,
TILLAMOOK SCHOOL DISTRICT #9

OREGON HEALTHY SCHOOLS

A partnership of the Oregon Department of Education Child Nutrition Programs and the Oregon Health Authority/ Public Health Division that helps school districts make the most of their investments in school wellness with tailored assessments, tools and support toward their goals.





CREATING A HEALTHY CULTURE TOGETHER

For Organizations Working with Schools to Improve the Health of Students and Staff

Creating healthy school environments takes all of us.

If your organization works to improve the health, wellness and success of students and staff, you may have a bigger role to play by getting involved in your school district's wellness efforts.

The Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010 requires school districts participating in the National School Lunch Program or

School Breakfast Program to develop a school district wellness policy. The responsibility for developing a wellness policy is placed at the local level so the unique needs of each school under the district's jurisdiction can be addressed.

School Districts are also required to lead and allow participation on wellness councils by members of the school community and the public. The wellness council sets goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.

“Oregon is so fortunate to have access to national, state and local organizations working on school wellness. Everyone has different resources to bring to the table to inspire and support administrators, students and staff to improve and sustain healthy schools. When our community partners and schools work together, it brings wellness policies to life! Wellness policies and programs go hand in hand to create and sustain a culture of health.”

- PEGGY HOLSTEDT, DIRECTOR OF POLICY SERVICES, OREGON SCHOOL BOARDS ASSOCIATION



Together we can create a school culture of health by bringing policies to life that support the health of students and staff. To help support a school culture of health:

- ✓ Check your school website for a copy of your School District Wellness Policy or ask the school's principal for a copy. Review it to find places where it aligns or intersects with your programs.
- ✓ Join or assist with a wellness committee at the school or district level.
- ✓ Share grant funding or services that help the school or district meet its wellness goals.
- ✓ Look for opportunities to work together with other organizations to support wellness.

Find out more about how your organization can create or strengthen wellness partnerships with schools and students in your community. Contact ode.schoolnutrition@ode.state.or.us (subject line: Wellness Policy), 503-947-5893 or www.ode.state.or.us/go/ODEwellness.

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CREATING A HEALTHY CULTURE TOGETHER

Because We Care About Kids' Health, Well-being and Success in School

Healthy kids are more successful students. They build stronger communities for all of us.

Healthy students are more likely to graduate from high school. They are less likely to get chronic diseases that can affect their quality of life and impact the whole community.

Activate Your School District Wellness Policies:

Each school district participating in the National School Lunch Program or School Breakfast Program is required to establish a school district wellness policy for all schools under its jurisdiction.

Schools can improve the health of students by providing healthy foods and time for physical activity. This can also help students succeed in school. These are parts of a school district wellness policy.

Oregon Healthy Schools encourages family members, caregivers and community members to join these efforts.

Get Involved:

- ✓ Join your district or school wellness council. Help make sure your School District Wellness Policy is a success.
- ✓ Join other groups that support a healthy school environment. These may be the PTA, school health advisory council, or site council.
- ✓ Help your school put a school district wellness policy into action. This has to do with how students learn about healthy eating. It also includes foods and beverages sold at school; physical education; and physical activity before, during and after school.

Advocate For:

- ✓ Making lessons about healthy eating part of what students learn at school.
- ✓ Time for all students to move their bodies during the school day. This could be recess, physical education class or activity breaks in class.
- ✓ Strong physical education requirements. For K-5 students: 150 minutes per week. For 6-8th grade: 225 minutes per week.
- ✓ Policies to ensure that only foods that meet school nutrition standards are marketed to students at school.



Spread the Word:

- ✓ Find your School District Wellness Policy and Administrative Regulations on your school website (look under Board Policies and for the letters EFA). Do the same with school nutrition standards. Find other ways to let parents know about these resources.
- ✓ Ask your school to share information about the link between health and school success and why healthy eating and physical activity are important.
- ✓ Talk to other parents about ways they can help support and promote healthy eating and physical activity at school.
- ✓ Share this information with other parents to see if your school is meeting the goals of the policy.

Create a Culture of Health at Home:

- ✓ Encourage healthy eating habits.
- ✓ Look for ways to make favorite dishes healthier.
- ✓ Help kids and adults stay active.
- ✓ Reduce screen time. Encourage kids to play or exercise more.
- ✓ More tips: <http://www.cdc.gov/healthyweight/children/>

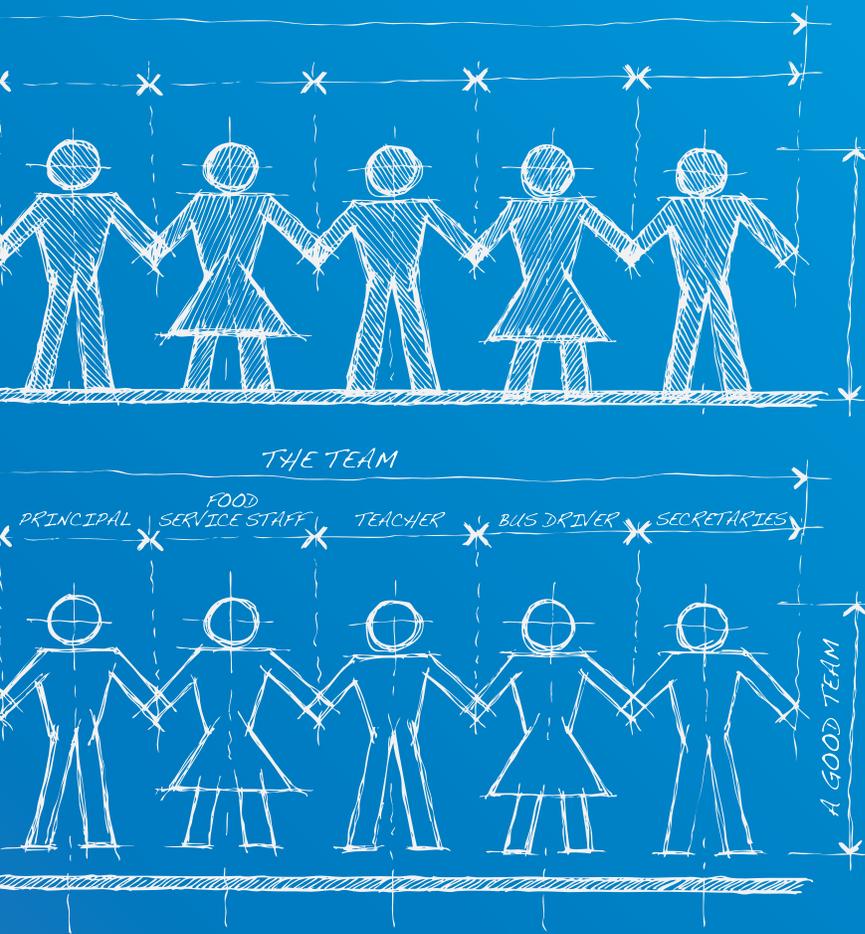
For more information, contact ode.schoolnutrition@ode.state.or.us (subject line: Wellness Policy), 503-947-5893 or www.ode.state.or.us/go/ODEwellness

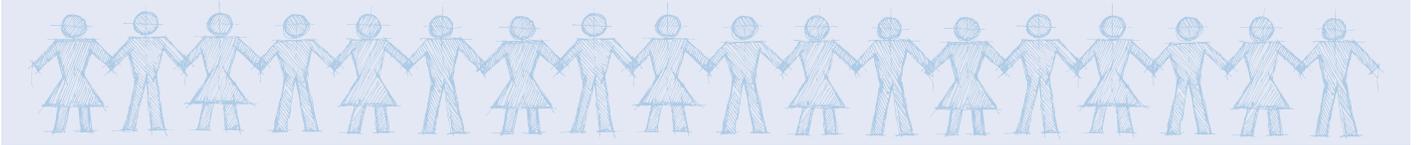
OREGON HEALTHY SCHOOLS

A partnership of the Oregon Department of Education Child Nutrition Programs and the Oregon Health Authority/ Public Health Division that helps school districts make the most of their investments in school wellness with tailored assessments, tools and support toward their goals.

BLUEPRINT

For School Employee Wellness

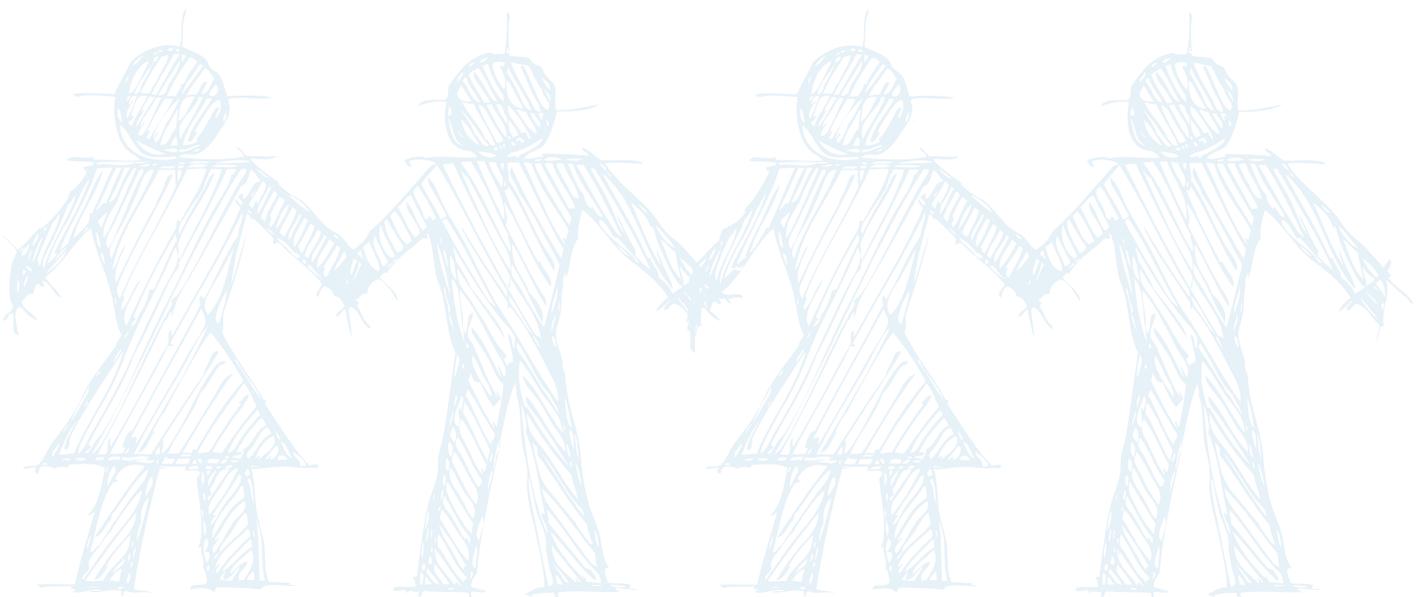


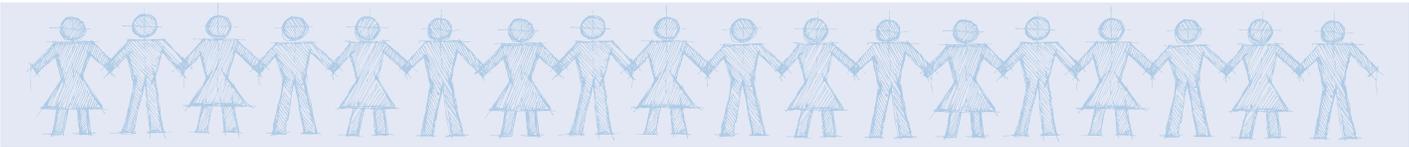


OEA Choice Trust:

Blueprint for School Employee Wellness

A guide to making employee wellness programs work for school districts, Education Service Districts and community colleges.





Welcome to Employee Wellness

Name one thing that can help public school employees feel better, live healthier and simply be more present for the students, families and communities they serve every day.

If you said wellness, you hit the nail on the head.

Essentially a state of good physical and mental health, wellness can make a gigantic difference in just about anyone's life. For public school employees, who often play multiple important roles for all different kinds of people every day, wellness takes on even greater significance. School days are busy ones, however, and employees often spend half or more of their waking hours at work. It's no surprise, then, that many in education find themselves pressed for the time they need to keep themselves well.

But it doesn't have to be that way.

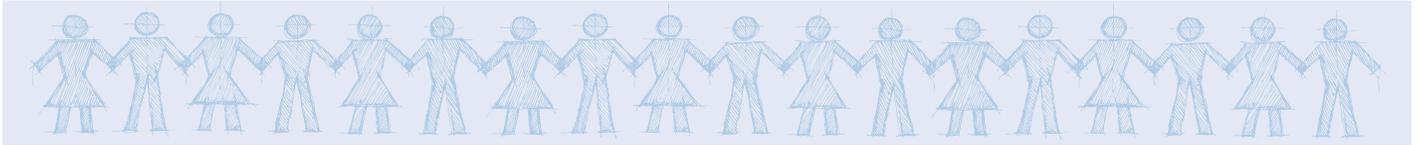
Effective wellness programs can help employees take better care of themselves through improved physical fitness, nutrition and foster resilience to buffer the negative effects of stress. Doing so helps lower absenteeism and worker compensation claims and improves morale and energy levels.

Healthy employees are also positive role models for students, who take note of staff members' healthy behaviors, like eating fruits and vegetables, drinking plenty of water and finding time to exercise. Such behaviors on the part of staff members often inform the choices that students make in their own lives. Students also benefit from school employee wellness because healthier staff members are more engaged in their classrooms, absent less often and more effective when it comes to helping their students achieve academic success. Simply put, health and wellness are directly tied to powerful teaching and learning.



With the right attention to the right details – and a supportive environment – public education employees everywhere can implement effective, results-driven employee wellness programs. OEA Choice Trust has helped scores of school employee groups do just that. This blueprint, based on the best practices and research of effective worksite wellness programs, will walk you through the process of setting up a successful wellness program that works for a broad range of employees, that enjoys widespread support and that makes a real difference in people's lives.

So stand up. Breathe deep. And get ready to be well.

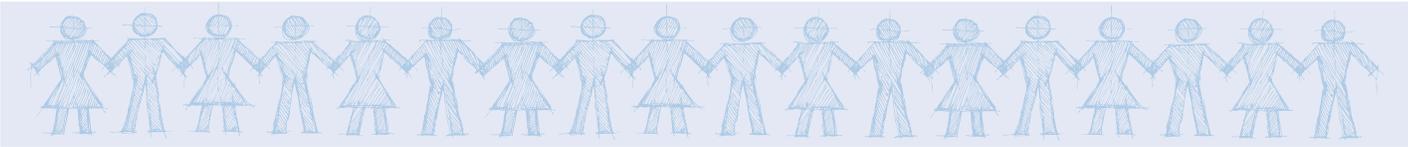


About OEA Choice Trust

Dedicated to improving the health and well-being of Oregon school employees, OEA Choice Trust awards employee wellness grants to K-12 school districts, Education Service Districts and community colleges in Oregon. As of 2013, OEA Choice Trust has awarded more than \$1.6 million to 34 public school employee groups in Oregon directly touching over 18,000 lives.

Our goal is to invest in sustainable employee wellness programs to create school environments that make healthy living possible day to day. School employee wellness goes beyond the school setting – touching the lives of students, families and community members. Through the OEA Choice Trust Employee Wellness Grant Program, school employees have the opportunity to improve their health, be role models and serve as a catalyst for community-wide wellness and health!

To find out more about OEA Choice Trust or to apply for a wellness grant, please visit www.oechoice.com.



Why Employee Wellness?

From weight loss and improved morale to cost savings and just plain fun, employee wellness programs can make a big difference

It's not hard to see the immediate benefits to employees when they begin to make wellness a part of their lives. Eating healthier and exercising more results in everything from weight loss and improved fitness to lower blood pressure and reduced stress.

The benefits, however, don't stop there.

Employees who work on wellness often have more energy and mental alertness, which they bring into the classroom to help their students achieve academically. Their morale is higher – something that can be inspiring to coworkers – and their healthier

lifestyles and habits make them positive role models for students and their colleagues. What's more, employees who work on wellness together, say on a wellness challenge or as part of an exercise program, enjoy a deeper sense of camaraderie and even have a little fun.

Last but certainly not least, healthier employees miss fewer days of school, and because they are healthier, they tend to have more energy to meet the day-to-day demands and challenges of education. The result: less disruption and greater success for students and lower costs for school districts.

The Benefits of Being Well

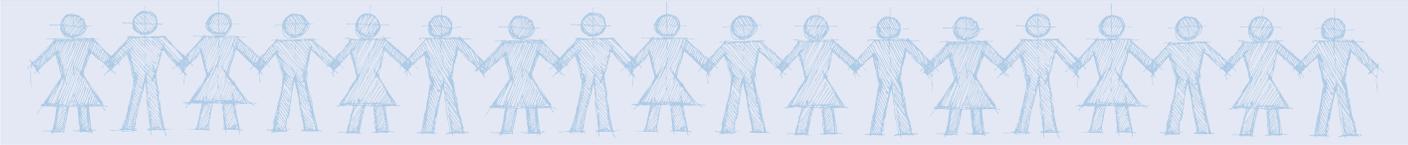
- Achieving and maintaining a healthy weight
- Increased eating of fruits and vegetables
- Improved physical fitness
- Higher morale
- Fewer missed days
- Increased energy and resilience at work and home
- Better classroom engagement
- Fewer work-related injuries and worker compensation claims
- Improved employee retention and recruitment

Oregon: Where we stand¹

In Oregon, for every 100 school employees:

- 56 are overweight or obese
- 90 are trying to lose or maintain weight
- 61 meet national standards of physical activity
- 27 missed work in the past 30 days due to an illness
- 13 are depressed
- 5 smoke

¹Oregon Health Promotion and Chronic Disease Prevention. 2013. BRFSS 2011 Survey of School Employees Report.

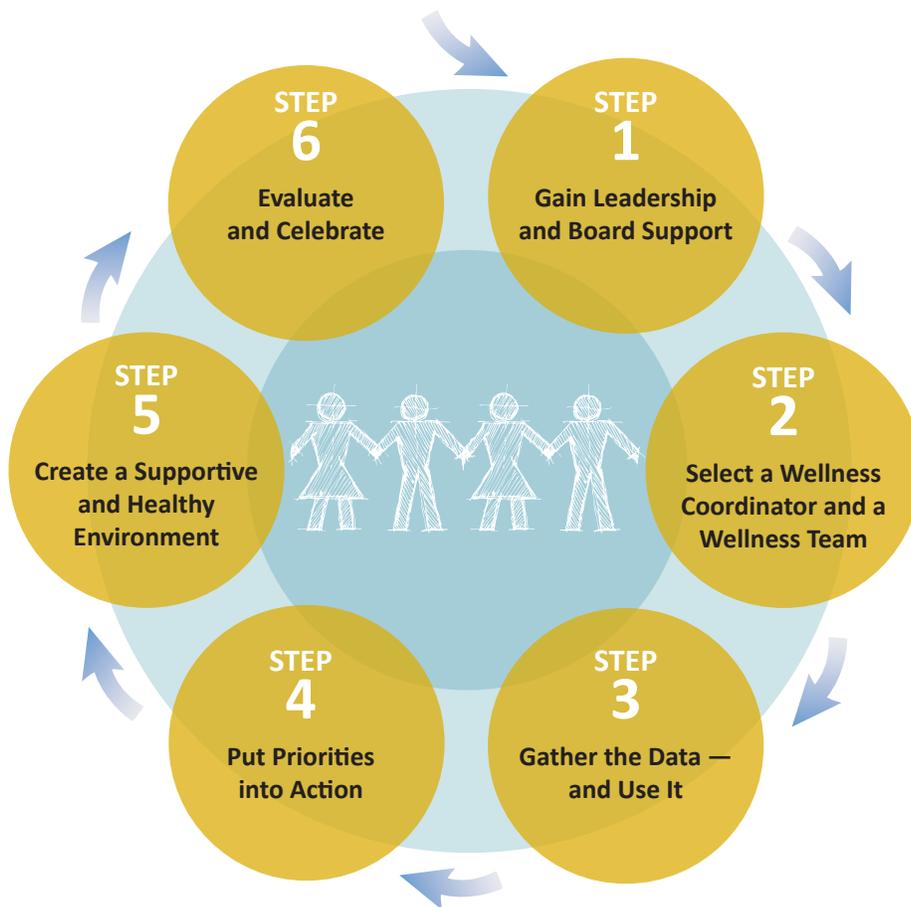


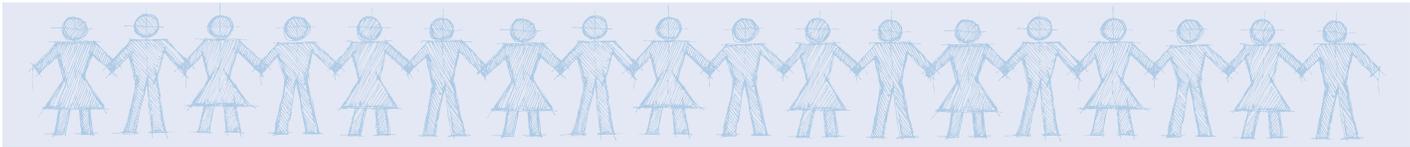
The Way to Employee Wellness

Tried and true steps to a successful employee wellness program

Setting up a successful employee wellness program is about a lot more than offering a yoga class after school or healthy snacks in the break room. It requires buy-in from leadership and careful planning based on local needs and priorities. It takes a coordinated wellness team and carefully identified priorities. And it calls for a supportive and healthy environment and just the right amount of evaluation and celebration.

The following steps can help ensure that your wellness program gets started on the right foot and finds long-term success – and makes lasting differences. Note that wellness is not a linear process. You may have never considered employee wellness before, or you may have a program already in place that could just use a little tightening up. Use this blueprint, then, as a guide to begin your school community’s path to wellness or to strengthen the steps you’ve already taken.

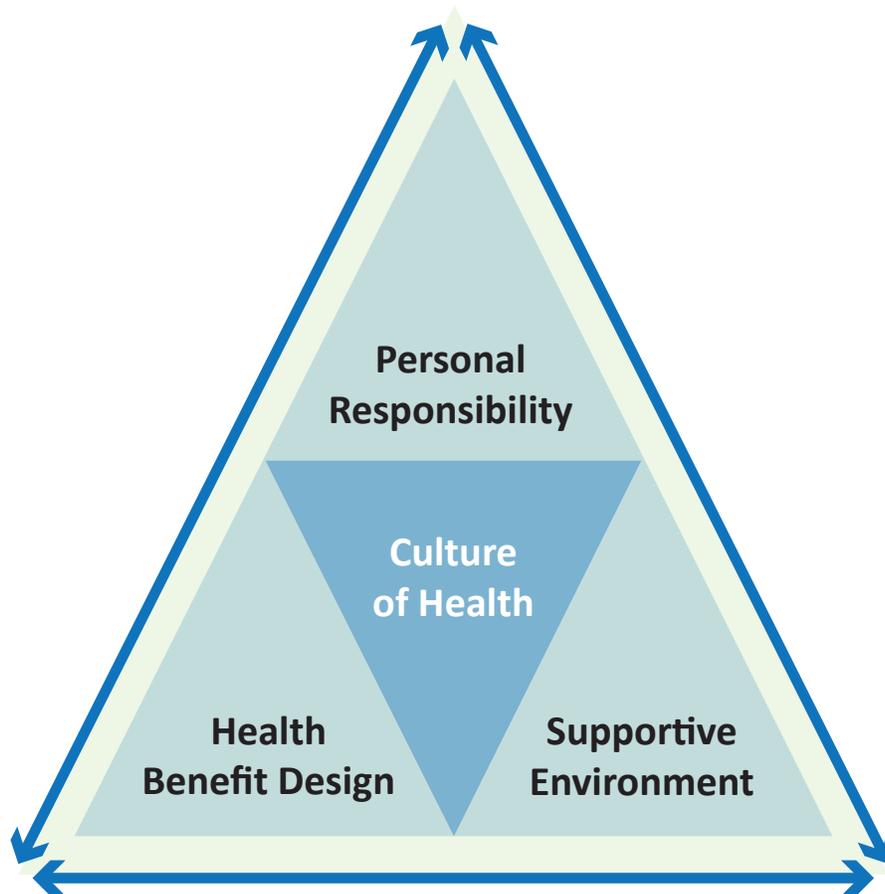




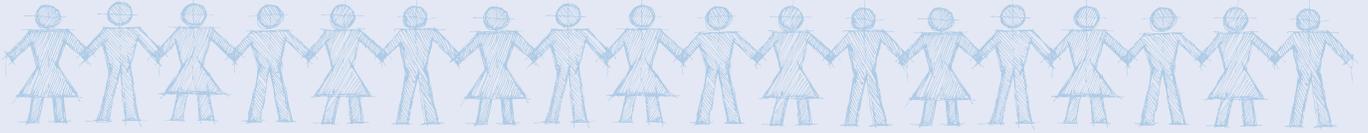
Schools as Healthy Worksites: A Comprehensive Framework

A well thought-out and multi-faceted wellness program has the greatest chance of making sustainable changes in the school environment to promote and protect the health of school employees. At OEA Choice Trust, we encourage a comprehensive, integrated approach using the framework below.

It is crucial to change the workplace environment and culture by implementing policies and practices that create opportunities for widespread behavioral change among all employees. Building a healthy, supportive environment creates the conditions and social norms so that employees can more easily adopt and practice healthier habits every day.



National Governors' Association Center of Best Practices



STEP 1 Gain Leadership and Board Support

Without it, you may never get off the ground. With it, your employee wellness program will have the best chance for success over time.

It's about the support and buy-in of the administration, union leaders and board members.

Those in leadership often set the tone for everyone. They also are the decision makers. If they don't see the value of wellness and believe in it themselves, it will languish low on the list of priorities.

To ensure that leadership is on board with your wellness program:

- Share with them the benefits to employees, students and the bottom line that come from a solid wellness program.
- Back up those benefits with data, such as research showing that every \$1 invested in wellness leads to a savings of \$3³; or that workplace wellness reduces sick leave and health-related costs by close to 25 percent.
- Encourage them to be a part of the wellness program, either by participating in it or being a member of the wellness team. It's also important to remind them how important a supportive workplace environment is for wellness.

“Our school employee wellness program has not only saved the district sub costs but it has done something more important; it has built a culture of wellness that result in happy healthy teachers. Teachers in the program are coming to school energized and excitable. That means our kids are getting the best education our educators can provide”

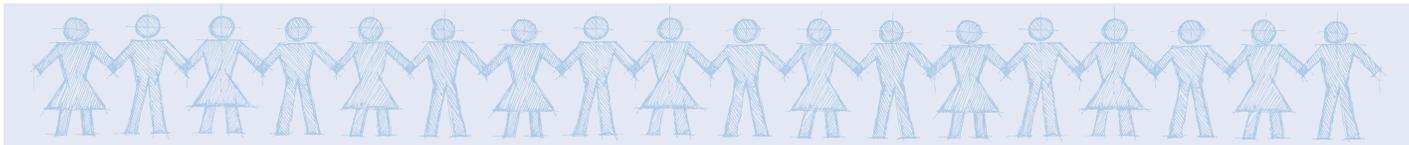
*– Barry Nemeec, Special Education Director
Baker School District*

Doing so ensures that administrators, principals, unions and board members not only know the benefits of wellness, but invest in the programs that produce them as well.

In the Real World

The Jefferson School District got a little bit lucky in terms of leadership support when it set out on its path to wellness a few years ago. Superintendent Kent Klewitz is himself an avid runner, so he was on board from the get-go.

³Baicker, K., Cutler, D., and Song, Z. “Workplace Wellness Programs Can Generate Savings” Health Affairs, February 2010 29:2



Even so, Klewitz says wellness wasn't always a high priority in the district. To counter that, Klewitz and the wellness committee have made a point to share plenty of information with principals, board members and all staff about the benefits of the wellness program and why it's important.

"You have to start at that level," Klewitz says, "and pull everyone together and create a team that says, we are in favor of this and we support wellness for the purpose of making our staff and students better."

Thanks in part to leadership support, Jefferson School District's wellness program has flourished. Each of the district's three buildings now have a fitness room and there are regular fitness and nutrition challenges, informational meetings and trainings.

"It's about making everyone as much a part of the team as much as we can," Klewitz says. "It doesn't have to be front and center, but we want to make wellness a part of everyone's day."



STEP 1 Toolkit:

Use the following resources to help put this step in action:

Employee Health Matters in Oregon Schools

School Employee Wellness Facts (DHPE)

Wellness@Work: Inspire Leadership

Leading by Example

Wellness Leadership: Wellness Culture Coaching Toolkit

CDC: Business Case for Employee Wellness

County Health Rankings



STEP 2 **Select a Wellness Coordinator and a Wellness Team**

Successful employee wellness has many essential components. Two of the most important: a wellness coordinator and a wellness team.

The wellness coordinator serves as a central point of contact, coordination and direction for an organization's wellness program. Successful programs also include a wellness team comprising a variety of different people from different locations and job functions. Team members not only help plan and implement the overall wellness program, but they help ensure its success at individual locations, in part by tailoring program offerings for specific buildings or employee groups.

When assembling your wellness coordinator and team, be sure to:

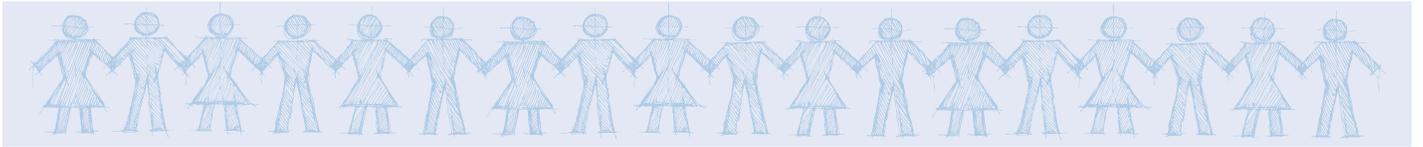
- Identify if your school or district has an existing wellness committee to align and connect with to support employee wellness.
- Designate a coordinator who is fully on board with the idea of wellness and who will be supported with time and resources from leadership.
- Enlist a wide range of people from across the organization, including teachers, administrators, classified staff, board members, union leaders, transportation and food service personnel, and others.

In the Real World

To say that the Southern Oregon Education Service District's service area is a little spread out may be a touch of an understatement. The ESD serves three rural Oregon counties covering a 10,600-square-mile geographic region. So establishing a coordinated employee wellness program over such a wide area was no easy task.

What skillful wellness coordinators and teams do

- Meet and communicate regularly to talk about what's working and what's not.
- Build relationships with staff and leadership to support school employee wellness.
- Use data to assess employee and worksite needs to plan a wellness program that addresses both employee interests and workplace barriers to healthy living.
- Leverage resources to help implement the program.
- Schedule and coordinate wellness classes, activities and challenges.
- Communicate creatively to engage employees.
- Build community partners to help support the wellness program.
- Evaluate and communicate results to employees, leaders and the school board.



“One of the biggest challenges was how we were going to do this when we are so spread out over miles and miles,” says Jessica Bach, a technology assistant for the Education Service District (ESD).

But the ESD’s wellness program has actually enjoyed a fair share of success because of its wellness committee, which includes representatives from across the vast service area.

“We asked for committee members who worked in certain areas to represent those regions as team captains,” says Bach, who serves as committee chair. “That’s been successful. If we’d tried to do it from the office in Medford, it wouldn’t have worked.”

The committee has been key to coordinating initiatives across the ESD, from health screenings and Polar BodyAge assessments to exercise classes, discounted gym memberships and wellness challenges, like the Healthy Start 5 Day Breakfast Challenge. They’ve helped implement site-specific programs, as well.

Even though the committee is still geographically spread out, members meet the first Friday of every month to share information and plans. Those who can’t attend in person join via video conferencing.

“It’s important for us to keep the committee because we are still so spread out,” Bach says. “If we can maintain it and our superintendent continues to support wellness as a priority, our wellness program will be sustained.”

“You really have to have a wellness team that represents everybody, from every school and every department and building”

*– Cheri Higgins, health and physical education teacher at Talmadge Middle School
Central School District*



STEP 2 Toolkit:

Use the following resources to help put this step in action:

WELCOA: The 10 Secrets of Successful Worksite Wellness Teams

CDC’s LEAN Works!

Alliance for a Healthier Generation- Wellness Committee

Central School District 13J Wellness Site Coordinator Application

Newberg School District’s Wellness Coordinator Job Description

Eat Smart, Move More North Carolina



STEP 3 Gather the Data – and Use It

You wouldn't buy season tickets to football games if you didn't care one iota about the sport, and you wouldn't spend time trying to quit smoking if it wasn't your habit to break.

The same goes for employee wellness programs. You've got to know where employees are health-wise from the start, in what areas a program could make the biggest difference, and what activities, programs, and environment and policy changes would be the most engaging and effective in promoting healthy lifestyles.

Collecting the right kind of data early can help design a wellness program that impacts the most people. Having information about your workforce's health risks and behaviors also establishes a baseline for measuring progress and modifying your program in the future.

Effective ways to collect information for your wellness program include:

Employee needs and interests surveys - Simple surveys and focus groups can identify the health and wellness areas that are most concerning, important and appealing to employees.

Existing data - Look at demographic information, workers' compensation, medical claims and sick leave rates as a way to understand workforce issues and areas of need.

Health screenings and assessments - Many wellness programs begin with a health screening and health risk appraisals to assess factors such as blood pressure,

cholesterol levels, body mass index and health behaviors. At the same time, health screenings can raise awareness among staff about their potential health risks and connect employees to programs and services to improve their health.

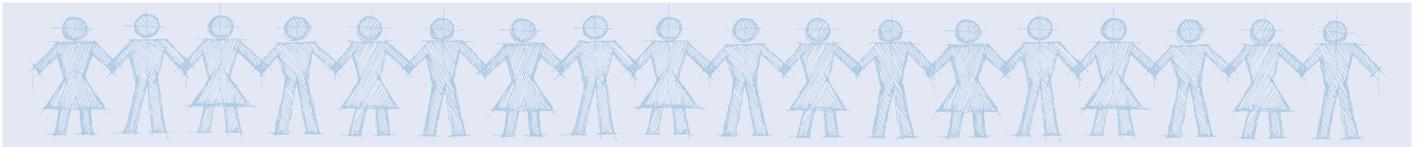
Workplace assessments - Conduct an inventory of the workplace environment, systems, and practices to identify factors that promote or hinder healthy living. The goal is to create an environment and work culture that fosters healthy choices and promotes wellness.

In the Real World

Forgive Springfield Public School's wellness committee for feeling a little overwhelmed when they first set about designing an employee wellness program a few years ago. At the time, the district was home to more than 1,300 employees at 28 different sites.

"To sit down and start to figure out how to get people involved was a pretty daunting task," says Laura Pavlat, payroll and benefits supervisor for the district.

The committee started with a plan that screened employees' height, weight, blood pressure, cholesterol, glucose and triglycerides at the beginning of the year. From that data, the committee saw it could make the most impact on achieving a healthy weight and reducing stress, so it connected employees with fitness classes and weight management programs. The employees were screened again at the end of the year. Their overall wellness numbers, calculated by a program of the district's insurance carrier, had improved by eight points.



The program has since expanded offerings to include discounted access to Willamalane Park & Recreational District’s facilities, fitness challenges, healthy eating classes and more.

“Healthier people are people who are better workers because they’re in better physical shape,” says Nancy

Golden, former superintendent of the Springfield Public Schools and now Oregon’s Chief Education Officer. “But not only are they getting in better physical shape, they’re improving the culture of the organization they work in you get both benefits, you get the production and the human side that we care about you. It doesn’t get better than that.”



STEP 3 Toolkit:

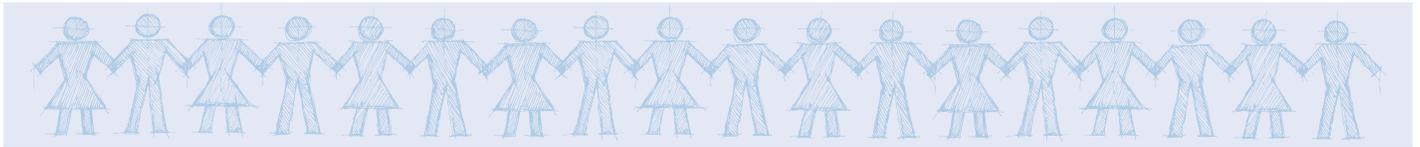
Use the following resources to help put this step in action:

Directors of Health Promotion and Education: School Employee Wellness: Employee Interest

Health Risk Assessment “HRA” – OEBC Healthy Futures

MODA Health: Worksite Health Screening

WELCOA: You Can’t Change What You Can’t Measure



STEP 4 Put Priorities into Action

Once you've got leadership support, a wellness coordinator and team, and lots of helpful information behind you, you may feel like it's time to shift your wellness plan into high gear. And it is.

But first, you need to have an action plan in place to chart out the specifics of your wellness program: what it will accomplish, how it will do this and by when, who will be involved, and what it will take. This plan keeps everyone focused and moving in the same direction.

Point by Point: The key components of a strong action plan:

Goal: Come up with a broad statement that captures the overarching, long-term purpose of the employee wellness program.

SMART Objectives: Describe the changes expected as a result of your program actions that contribute to achieving your goal.

- **Specific:** What will change? For Whom?
- **Measurable:** By how much?
- **Achievable:** Can you get it done in the proposed time frame with the resources and support you have available?
- **Relevant:** Does it address the health priorities of your employees and have an effect on your goal?
- **Timeline:** By when will your objective be accomplished?

Action Step: What actions need to be taken to accomplish your SMART objectives?

Lead Person(s): Who will take responsibility to ensure action steps are accomplished?

By When: By what date will you accomplish each action step?

Resources: What resources (people, tools, technical support, funding) are needed to accomplish the action steps?

Evidence of Success

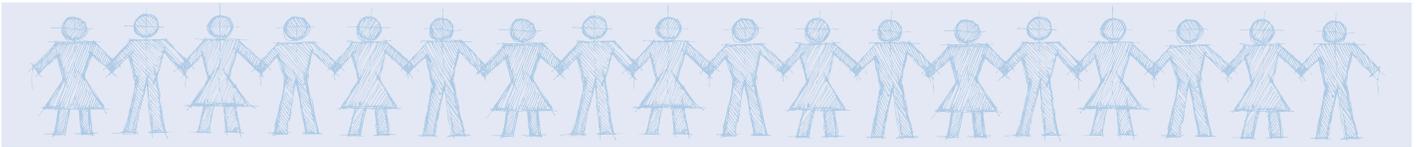
- What evidence is needed to demonstrate progress toward your goals and objectives?
- What evidence is needed to demonstrate implementation of the action steps?

To help get your team started, **click here for** an example action plan and Smart Objectives worksheet to consider using.

Spreading the Word

One of the most important aspects of an action plan – and of any wellness program – is frequent and effective communication. Employees need to know what the wellness program is all about, what offerings are available to them and how they can make the most of it. Some may also need to be reminded to participate and why it's important.

Likewise, administrators need to be kept in the loop, as do union leaders, community partners and other



stakeholders. Effective communication strategies can also help increase employee participation and leadership support.

But don't just send out an all-staff email and expect to get results. The best communication strategies are coordinated, creative and come through many different channels. Think emails, newsletters and notes in payroll envelopes, but also kickoff events and celebrations, posters and on-site wellness champions. Wellness champions create the kinds of personal connections and relationships that can significantly influence how many people commit to wellness.

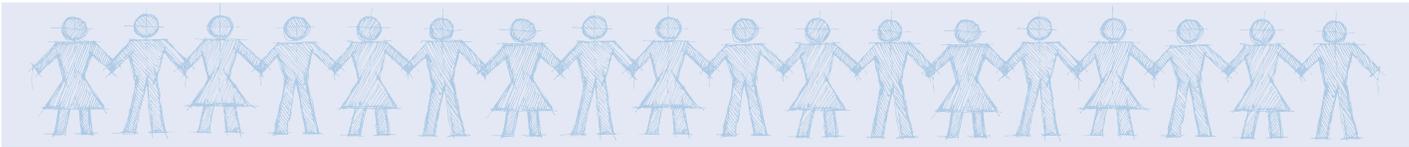
Some programs also develop their own brands or logos to help unify their wellness communications.

In the Real World

One of the challenges for Gail Buquicchio, wellness coordinator for the Everett School District in Washington, has been communicating with employees about the district's wellness plan. But the challenge is more about numbers and size than actual communication, as the district stretches some 25 miles from south to north and employs more than 2,100 people.

Other Tips for Success

- Make the connection between school staff wellness and student success.
- Start where there is passion and readiness to make changes to promote the health of school employees.
- Integrate employee wellness into the school classrooms and workplace environment to create a culture of health.
- Tailor employee wellness programs to meet the unique needs and priorities of the staff and district.
- Start small and build a strong foundation for success and sustainability.
- Gain support for employee wellness across the entire school community.
- Make wellness classes and other offerings as convenient and affordable as possible.
- Inquire with local business partners about group healthy cooking classes, exercise programs, massage therapy, yoga classes, financial planning 101, and other wellness offerings.
- Recruit wellness instructors from within your own ranks. Know a school staff member who teaches kickboxing or yoga or plays tennis? Ask him/her to teach a class for your staff.
- Use incentives to increase employee participation in wellness programs, including wellness recognition and awards, fitness-related prizes and celebratory events.
- Know your health benefits: partner with your health plan carriers to make a big impact in your wellness efforts.



Her main communications come through email, but the district also has a fairly robust wellness web site.

“We’ve trained a lot of people to go to that site and see what we’re doing,” Buquicchio says.

She also says the program relies on its wellness teams at every site, and some principals have been engaged to help spread the word. Buquicchio would like to

tap into technology more and utilize tools such as webinars, Skype and social media.

Even without those, however, Buquicchio’s message seems to be getting across. In 2012, the district’s wellness program was one of just a handful of programs in the entire nation to receive a gold-level award from the Directors of Health Promotion and Education.



STEP 4 Toolkit:

Use the following resources to help put this step in action:

Selecting Health Promotion Strategies and Programs

WELCOA: Changing Behaviors

WELCOA: 10 Great Resources on Behavior Change

CDC National Healthy Worksites: Mental Health and Chronic Disease Webinar

Investing in a Healthy Bottom Line – A Guide for Worksite Wellness

HEALTHY WORKFORCE 2010 AND BEYOND – An essential health promotion sourcebook for both large and small employers

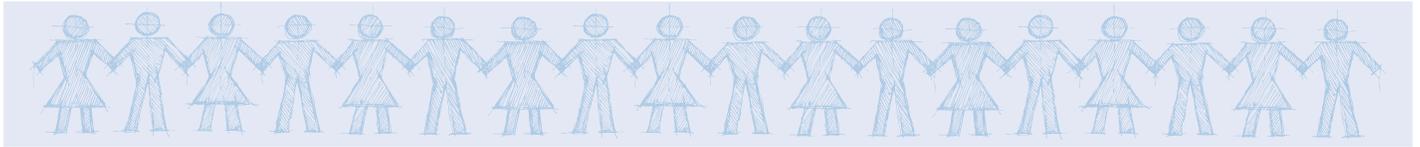
WELCOA: Choosing Appropriate Interventions

MODA Heath: 101 LOW-COST IDEAS FOR WORKSITE WELLNESS

Worksite Walking Campaign

Garden Markets

(continued next page)



STEP 4 Toolkit (continued)

Tools for Action Planning

WELCOA: The Power of Planning

CDC's LEAN Works!

Tools for Effective Communication

CDC- Workplace Health Promotion

Central School District 13J Wellness Kick-Off Example

Port Orford School District 2CJ Wellness Newsletter Example

Lake County School District #7 Wellness Newsletter Example

Southern Oregon Education Service District - Wellness Website

Portland Public Schools - Wellness Website

healthfinder.gov: National Health Observances

Well on the Way: Engaging Employees in Workplace Wellness

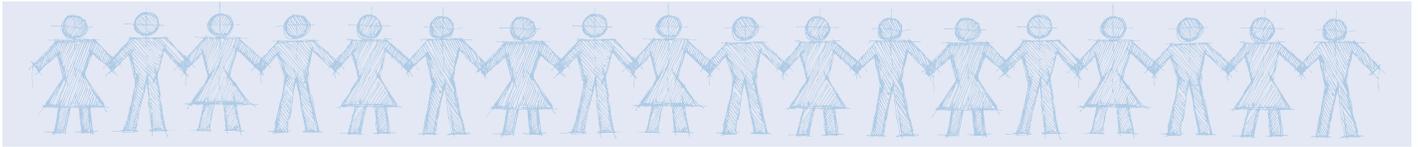
Using Incentives

WELCOA: Designing Wellness Incentives

MODA Health: CARROTS VS STICKS? USING INCENTIVES AS REWARDS

CDC – National Healthy Worksite Program- Workplace Health Incentives

WELCOA: Utilizing Incentives to Maximize Participation



STEP 5 **Create a Supportive and Healthy Environment**

Just as a vegetable garden won't grow if the soil's bone dry, an employee wellness program has a smaller chance of taking hold if there's junk food in the vending machines or staff rooms are filled with donuts every day.

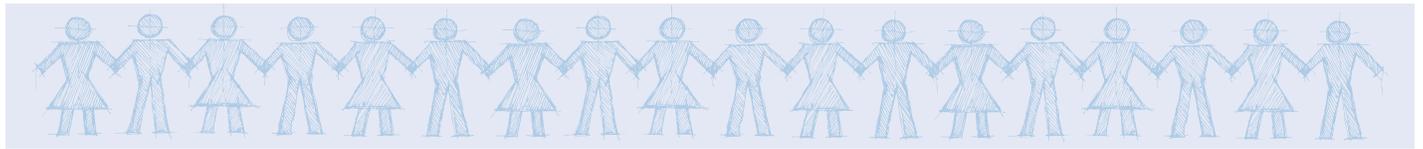
In short, employees participating in wellness programs – trying to adopt better nutrition and fitness habits – need to be surrounded by a healthy, supportive environment. That can mean anything from colleagues encouraging each other during a walking challenge to making on-site facilities like gyms available to employees after school.

For some districts, it can also mean unique programs designed to encourage wellness. In 2012, for example, the Jefferson County School District 509-J in Madras launched a bike share program with 10 bikes built specifically for employees of the district to use.

Creating a healthier and more supportive environment will help ensure your wellness program's lasting success. It will also help drive a culture change toward wellness throughout the entire organization.

“Each year we have increased our numbers of employees participating. The activities, seminars, and blood draw have become a part of our School District’s culture. The success is due to the trust the Wellness Committee has developed with the staff and their dedication to marketing the program. It is now expected that the district will have a functioning Wellness Committee that will be providing activities and events throughout the year”

*– Barry Nemec, Special Education Director
Baker School District*



In the Real World

Nanci Johnson has seen the workplace environment in Port Orford/Langlois Public School District's two schools shift pretty dramatically in the past few years.

A personal trainer and nutrition coach who became the wellness coordinator in 2011, Johnson helped write an OEA Choice Trust grant that planted the seeds for a new focus on wellness in the district. An extra room in the high school became a gym with all new exercise equipment. Fitness and nutrition challenges and classes sprouted up throughout the year. Another gym took root in the elementary school.

"When our superintendent was walking some new employees through the schools, they could not believe that they had their own gym," Johnson says.

Though the tangible signs of wellness have become pretty evident, Johnson says there are still times when employees don't take advantage of what's offered. She does what she can to change that by offering different classes or personally encouraging employees to get involved. In one instance, she made personal phone calls and classroom visits to make sure employees took advantage of free blood screenings. She's also set up a plan to have fresh fruit delivered once a week to each school.

Her efforts, along with many others, have helped create a much more wellness-oriented environment in the district.

"I had a secretary tell me that she hears lots of laughter coming from the staffroom," Johnson said. "That never happened before the grant. It's been a huge change."



STEP 5 Toolkit:

Use the following resources to help put this step in action:

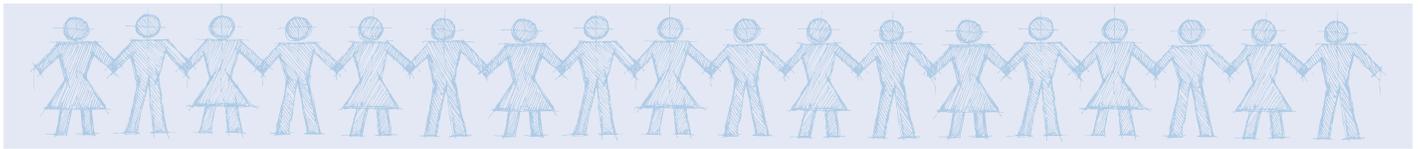
CDC: Healthier Worksite Initiative

Oregon Public Health Institute: Wellness@Work

WELCOA: Guidelines for Healthy Foods at Meetings

Oregon's Healthy Food Options for a Healthier Workplace

North Carolina's Eat Smart



STEP 6 Evaluate and Celebrate

Your employee wellness program is up and running. People are attending the on-site yoga class after school, walking during their lunch breaks and eating fresh fruits and vegetables at staff meetings and events. They're wearing pedometers and challenging their colleagues to step competitions and keeping hydrated by drinking more water.

It doesn't stop there.

Now it's time to evaluate your program, celebrate its successes and adjust for the future.

Annual employee surveys and workplace assessments play an important role in gauging just exactly how many employees participated, what they gained and what might be even more beneficial in the future. This information can then be used to modify program offerings to increase participation, address workplace environments, systems, and policy barriers to health or improve outcomes.

Meaningful evaluation of a program will touch on the following employee and worksite areas:

- Employee participation
- Employee satisfaction
- Improvement in knowledge, attitudes and skills
- Changes in behaviors, habits and health risks
- Changes that have created a more supportive and healthier environment
- Improvements in sick leave use and workers' comp claims and costs

Also be sure to give all participants a chance to provide feedback on the wellness program. It will prove valuable in connecting with more and more employees as your program evolves.

In the Real World

For Lennie Bjornsen, director of student and family supports in the Gladstone School District, the connection between school employee wellness and student success is pretty cut and dry.

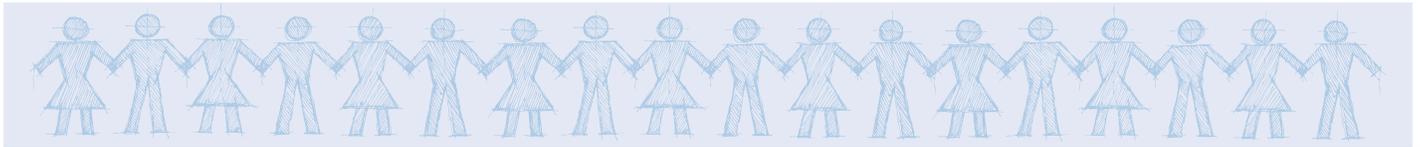
"More present and healthy teachers make for better student performance," he says.

So it's no wonder that Bjornsen and others involved in the district's wellness program are excited to hear back from employees on how they've been impacted. An end-of-year survey evaluates how many people have participated, the absentee rate for employees, staff members' energy levels and a range of other factors. Based on that information, the district's four wellness committees hone their program for even better results for staff and students in the future.

"These jobs are hard," Bjornsen says, "but if we can help our staff be more satisfied, resilient and healthy, then our efforts will be a means toward that end."

***"People have told me that it's
changed their lives"***

*— Laura Pavlat, Payroll and Benefits Manager
Springfield Public Schools*



STEP 6 Toolkit:

Use the following resources to help put this step in action:

OEA Choice Trust's Annual Employee Wellness Program Evaluation Survey

SCHOOL EMPLOYEE WELLNESS (DHPE): USEFUL TOOLS FOR SCHOOL EMPLOYEE WELLES PROGRAMS

CDC National Healthy Worksite: Program Evaluation Webinar

Comprehensive School Employee Wellness Toolkits and Resources:

A Guide to Protecting the Assets of Our Nation's Schools (Directors of Health Promotion and Education)

WELCOA

CDC's LEAN Works!

CDC- National Healthy Worksite Program

OEA Choice Trust

Alliance for a Healthier Generation

MODA Health

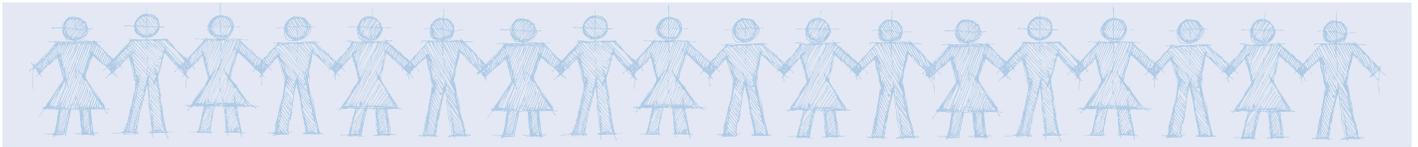
Kaiser Permanente Thriving Schools

Oregon Public Health Institute: Wellness@Work

Eat Smart, Move More North Carolina

Investing in a Healthy Bottom Line – A Guide for Worksite Wellness

CDC and NIOSH Total Worker Health



Acknowledgments

OEA Choice Trust would like to offer special thanks to the following organizations and resources who helped provide the foundation for this guide: *WELCOA; Directors of Health Promotion and Education's; "School Employee Wellness: A Guide for Protecting the Assets of Our Nation's Schools"; Alliance for a Healthier Generation's Employee Wellness Toolkit; The Kentucky Cabinet for Health and Family Services and the Kentucky Chamber of Commerce's "Investing in a Healthy Bottom Line – A Guide to Worksite Wellness"; OEA Choice Trust's Employee Health Matters in Oregon Schools; the Centers for Disease Control and Prevention's National Healthy Worksite Program; and Oregon's Wellness@Work.*

OEA Choice Trust would also like to extend a heartfelt thank you to our colleagues for sharing their wisdom with us to make each step of the Blueprint for School Employee Wellness Guide. That includes Jessica Bach, Lennie Bjornsen, Gail Buquicchio, Cheri Higgins, Nanci Johnson, Kent Klewitz, Jamie Smith, Barry Nemec, Scott Perry, Brandi Harris, Wendy Simmons, and Laura Pavlat. Thank you all. A special thanks to Jon Bell, whose contribution helped us to develop the Blueprint for School Employee Wellness especially in writing this guide.

APPENDIX M – Resources

- **Action for Healthy Kids – Parent Toolkit**
<http://www.actionforhealthykids.org/what-we-do/parents-for-healthy-kids/parent-tool-kit>
- **Alliance for a Healthier Generation**
https://www.healthiergeneration.org/take_action/schools/
- **American Dietetic Association**
<http://www.eatright.org>
- **Centers for Disease Control and Prevention – Local School Wellness Policy**
<https://www.cdc.gov/healthyschools/npao/wellness.htm>
- **Choose My Plate**
<http://www.choosemyplate.gov/>
- **Fuel up to Play 60! – Nutrition and Physical Activity Resources and Grant Funding Opportunities**
<http://www.oregondairyCouncil.org/FUTP60/>
- **OEA – Choice Trust School Employee Wellness Resources and Grant Funding Opportunities**
<http://www.oeachoice.com/>
- **Office of Disease Prevention and Health Promotion**
<https://health.gov/paguidelines/>
- **Oregon School Boards Association**
<http://www.osba.org>
- **Oregon Department of Education**
Wellness - www.ode.state.or.us/go/ODEwellness
Child Nutrition Programs - <http://www.ode.state.or.us/search/results/?id=207>
Wellness Awards - <http://www.ode.state.or.us/search/page/?id=5390>
- **President’s Council on Physical Fitness and Sports**
<http://www.fitness.gov>
- **School Nutrition Association**
<http://www.schoolnutrition.org>
- **Smarter Lunchrooms Movement**
<http://smarterlunchrooms.org/ideas>
- **Society of Health and Physical Educators**
<http://www.shapeamerica.org/standards/pe/index.cfm>
- **United States Surgeon General**
<http://www.surgeongeneral.gov>
- **United States Department of Agriculture**
Dietary Guidelines for Americans - <http://www.health.gov/dietaryguidelines>
Local School Wellness Policy Outreach Toolkit - <https://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit>
School Nutrition Environment and Wellness Resources - <https://healthymeals.fns.usda.gov/local-wellness-policy-resources/school-nutrition-environment-and-wellness-resources-0>
Team Nutrition - <https://www.fns.usda.gov/tn/local-school-wellness-policy>