

OREGON SCHOOL FOR THE DEAF

Program Guideline

In accordance with Section 204 of the Child Nutrition Reauthorization Act (2004), the Oregon School for the Deaf (OSD) promotes the wellness of students and staff through the provision of appropriate education, nutrition, and activities in line with the guidelines of the Act.

Procedures

Nutrition Guidelines

Guidelines for School Meals:

- 1 During each school day the food service program offers breakfast and lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Programs. In addition the food service program offers dinner, afternoon, and evening snacks that comply with the Dietary Guidelines for Americans.
- 2 Students have a clean, safe, and pleasant eating area with adequate time for eating: a minimum of 10 minutes after sitting down for breakfast and a minimum of 20 minutes after sitting down for lunch.
- 3 The school discourages students from sharing their food or beverages with one another during meal or snack times, given concerns about allergies and other restrictions for some children's dietary needs.
- 4 The school strongly encourages students and staff to wash or sanitize their hands before and after eating.
- 5 All food service personnel have adequate pre-service training and hold a state-issued or equivalent training certificate. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.

Guidelines for Foods and Beverages on Campus:

- 1 Foods and beverages that contain more than 23 grams of fat per serving are not served or sold more than twice a week (excluding nuts, seeds, peanut butter and other nut butters).
- 2 A choice of at least one fruit and/or non-fried vegetable is offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to: fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners;

cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables.

- 3 Beverages (excluding water, 100% fruit and/or vegetable juices, and milks) during the school day do not exceed a 12 ounce portion size.
- 4 Foods of Minimal Nutritional Value are prohibited in food service areas during mealtime. (Food service area = where food served and/or eaten.)

Foods of Minimal Nutritional Value:

- a. Foods with less than 5% of RDI per 100 calories and per serving in protein, Vitamin A, Vitamin C, niacin, riboflavin, thiamine, calcium or iron.
 - b. Foods in the categories of water with additives, water ices, coffee, chewing gum, hard candy, jelly and gum candies, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.
- 5 The school will do their best to provide clean, clear, good-tasting water throughout campus.

Exemptions:

- 1 This policy does not apply to students or staff when following a medically prescribed diet or course of treatment.
- 2 Food provided for students as part of a class or school cultural heritage event for instructional or enrichment purposes are exempt from the policy.
- 3 This policy does not restrict what parents may provide or students may buy for their own personal consumption.

Nutrition Education

- 1 Nutritional education is integrated into other areas of the curriculum such as math, science, language arts, social studies and residential after-school instruction. It includes but is not limited to the following components:
 - a. Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparations, handling and storage.
 - b. 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.
 - c. Assessment of personal eating habits and goal setting for improving and achieving goals.

- d. Presentations by experts from outside the community to address topics as deemed appropriate.
 - e. Enjoyable, interactive activities such as contests, promotions, taste testing, field trips and school gardens.
 - f. Adherence to the health standards approved by the Oregon Department of Education for grades K-12. Supervising Teachers are responsible for working with health teachers to assure this is done.
- 2 The teachers responsible for nutrition education are adequately prepared and participate regularly in professional development activities to effectively deliver an accurate education program as planned. Preparation and professional development activities provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.
 - a. The staff is responsible for maintaining their professional development in their respective areas.
 - b. School staff is encouraged to model healthy eating behaviors.
 - 3 Nutrition education information is reviewed by the Wellness Policy Committee in conjunction with any professional agencies as deemed necessary.
 - 4 Nutrition education involves sharing information with families, students, staff and the broader community to positively impact students and the health of the community.
 - 5 School provides information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for the families.
 - 6 Students are encouraged to start each day with a healthy breakfast, and continue to make informed nutritional choices while on campus.
 - 7 Students use school's store as an educational tool, to learn more about nutrition and choices involving nutrition. The school's shop will serve items in accordance to our nutritional guidelines.

Physical Activity Goals

The primary goals for our school's physical activity components are:

1. Provide opportunities for every student to develop the knowledge and skills for specific physical activities;
2. Maintain students' physical fitness;
3. Ensure students' regular participation in physical activity;

4. Teach students the short- and long-term benefits of a physically active and healthful lifestyle.

Physical Activity:

- 1 Students accumulate at least 60 minutes of physical activity on all or most days of the week. This is accomplished through several segments of physical activity lasting 15 minutes or more each day.
- 2 Extended periods of inactivity (periods of two or more hours) are discouraged.
- 3 School provides daily recess periods (as appropriate) of at least 20 minutes for all elementary school students.
- 4 Teachers, aides, and other school partners are encouraged to creatively engage students in physical activity in the context of other classroom exercises and after-school experiences.
- 5 Students are supported in setting and meeting personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.
- 6 School provides opportunities for staff to be wellness role models by making school facilities available for activities that promote improved physical fitness.
- 7 School provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students have opportunities to participate in lifetime physical activities.
- 8 Wellness Policy goals are considered in planning school-based activities (such as school events, field trips, dances and assemblies).

Physical Education:

- 1 Physical Education courses are the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
- 2 Physical activity involves bodily movement that results in an expenditure of energy of at least a moderate intensity level and for duration sufficient to provide a significant health benefit for students and encourage healthy active lifestyles.
- 3 Physical Education curriculum (as appropriate) is sequential and consistent with the physical education standards (common curriculum goals, content standards, benchmarks, expanded core curriculum) approved by the Oregon Department of Education for grades K – 12.
- 4 Physical Education includes the instruction of individual activities as well as competitive and non-competitive sports to encourage life-long physical activity.

- 5 Supervising Teachers ensure that qualified physical education teachers teach all physical education courses.
- 6 School provides at least 200 minutes of physical education class per week for elementary and middle school students and one credit (one year) for high school students.
- 7 Age and developmentally appropriate equipment is available for all students to participate in physical activity.
- 8 Physical activity facilities on school grounds are safe.

After School Day Activities:

1. After school programs encourage physical activity and healthy habit formation and offer varied opportunities for enjoyment, challenge, self-expression and social interaction that will lead to a physically active lifestyle.
2. School encourages after-school and/or evening activities to provide developmentally appropriate physical activity for participating children and reduce the time spent in sedentary activities such as watching television, listening to music or playing video games.
3. An after-school program provides opportunities for all students (residential and day) that are student-centered and include non-competitive activities as well as individual and team sports.
4. Parents and guardians are encouraged (through newsletters, participation in student activities, etc.) to support their children's participation in physical activity, to be physically active role models, and to incorporate physical activity into the lives of all household members.

Setting Goals for Other School-Based Activities Designed to Promote Student Wellness

The goal is to create a total school environment that is conducive to healthy eating and being physically active.

Dining Environment:

1. The school makes drinking fountains available in all buildings, so those students can get water during meals and throughout the day.

Time to eat:

1. The school schedules mealtime at appropriate times throughout the day.
2. The school schedules recess for elementary school before lunch so that children will come to lunch less distracted and ready to eat, to the extent scheduling allows.

Food or Physical Activity as a Reward or Punishment:

1. The school prohibits the use of food as a reward or punishment in school unless stated in a student's IEP, behavior plan, or used as an instructional strategy.
2. The school encourages students' participation in recess and other physical activities. Revocation for any reason will be carefully considered, along with other alternative consequences which may be applied.

Consistent School Activities and Environment:

1. The school ensures that all schools' fundraising efforts are supportive of healthy eating.
2. The school provides opportunities for on-going professional training and development for food service staff, non-teachers, teachers and dorm staff in the areas of nutrition and physical education.
3. The school makes efforts to keep school or school-owned physical activity facilities open for use by students and staff outside school hours.
4. The school encourages parents, teachers, residential counselors, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
5. The school encourages and provides opportunities for students, teachers, non-teaching staff and community volunteers to practice healthy eating and serve as role models in school dining areas.
6. The school provides information and outreach materials about other food and Nutrition Service programs.
7. The school encourages all students to participate in school meal programs, including breakfast, lunch dinner and snacks, and limit off-campus lunch trips.
8. The school provides parents/guardians a list of foods that meet the schools' snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities.

Food Marketing in Schools/Dorms:

1. School-based marketing is in balance with nutrition education and health promotion.

Health Services:

1. The school provides an effective health care delivery system that promotes academic achievement. A broad scope of services from qualified health care providers assures the mental and physical health of students and staff.

2. A coordinated program of accessible health services is provided to students and staff and shall include violence prevention, school safety, communicable disease prevention, health screening, community health referrals, and immunizations, first aid and other priority health education topics.

Tobacco Use:

1. The school provide a tobacco-free environment.
2. The school post signs stating they are tobacco-free campuses.
3. The school provide appropriate level of education on tobacco use and its harmful effects.

(Reference: OAR 581-021-0010)

Policy Development, Dissemination, and Evaluation

This policy has been developed jointly and collaboratively with a diverse group including but not limited to: students, parents, teachers, residential staff, educational support service personnel, nutrition and health services staff, curriculum personnel, mid-level administrators. These members were requested to participate from each of these areas to ensure well rounded input.

This wellness policy is distributed to all students, parents, and staff. Principals are requested to post this policy in a visible and accessible location in their schools and to ensure that students and staff are aware of and supportive of this policy. Reasonable accommodations are made so that blind, deaf, and native speakers receive equal access to this information. Professional development is provided so all employees throughout the schools are aware of, and are supportive of, the elements of this policy.

The schools conduct an annual evaluation of the effectiveness of this policy. This evaluation includes measures of public awareness of this policy. Program outcomes respond to one or more elements of this policy. The policy is evaluated for correlations to improvement in student attendance, achievement, health and the financial impact that this policy has on each school. Sources of data may include but are not limited to the student health services, school records and attendance records, parent/student/faculty surveys, etc. Both qualitative and quantitative data are studied. The findings of this evaluation are used to improve wellness efforts and outcomes for all concerned, especially the students we serve.

Continuing communications with the community about school efforts related to healthy eating and physical activity are also important. Communication may include the school newsletters, articles in the local newspapers, presentations at local community organization meetings and postings on the school's websites.

Building Capacity for the Realization of this Policy

The special schools authorize a “Wellness Implementation Group” (WIG) to be formed that is representative of those engaged in the development of the initial policy. The purpose of this advisory board is to provide input regarding the ongoing implementation of this policy. This input is based on evaluation results shared on an annual basis with the advisory board. The advisory board also assists the special schools in developing recommendations on sources of programming and funding support. This may be necessary to ensure each element of the policy is fully realized.

To encourage full programmatic implementation of this policy, WIG is established representing: administration, parent, teacher, life fitness instructor, residential, student health services, guidance counselor, student and a nutrition services representative. This team serves as liaisons, reporting back to the Directors. In turn, the Directors report to ODE as requested on the progress of the overall wellness policy, its associated programs and the Wellness Committee’s recommendations on continuing progress. This team is responsible for initiating the evaluation request and for ensuring that the evaluation is shared with the Directors, schools, and the ODE.

To ensure the policy is implemented at the school level, the WIG plans carefully across time for specific activities within the schools. These activities emphasize the core elements of the School Wellness Plan identified within the five elements listed this policy. This ensures that a culture of health and wellness is established and maintained at school.

9/30/2022

Date of Last Review

Sharla Jones

OSD Director

9/30/2022

Date Originally Implemented

OSD Wellness Policy 2022

Final Audit Report

2022-10-20

Created:	2022-10-20
By:	Steven Mularski (steven.mularski@osd.k12.or.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAOqlmw8VTefozzc8FwvVOGHjcqUquRSVW

"OSD Wellness Policy 2022" History

-  Document created by Steven Mularski (steven.mularski@osd.k12.or.us)
2022-10-20 - 10:14:01 PM GMT- IP address: 159.121.170.2
-  Document emailed to Sharla Jones (sharla.jones@osd.k12.or.us) for signature
2022-10-20 - 10:14:27 PM GMT
-  Email viewed by Sharla Jones (sharla.jones@osd.k12.or.us)
2022-10-20 - 11:05:52 PM GMT- IP address: 159.121.170.2
-  Document e-signed by Sharla Jones (sharla.jones@osd.k12.or.us)
Signature Date: 2022-10-20 - 11:06:51 PM GMT - Time Source: server- IP address: 159.121.170.2
-  Agreement completed.
2022-10-20 - 11:06:51 PM GMT