

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 1 of 15

## WELLNESS

### POLICY

Stark County Board of Developmental Disabilities is committed to the optimal development of every student. The Board believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

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

- Students at the Board have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school, as age appropriate;
- 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 work of the Board in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The Board establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools of the Board.

<b>Historical Resolution Information</b>		<b>Reviewer(s):</b>
<b>Date</b>	<b>Resolution Number</b>	Principal, School Programs Early Childhood Director
4/25/15	04-23-15	
9/27/16	09-39-16	
9/25/18	09-43-18	

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 2 of 15

## WELLNESS

### PROCEDURE

Specific measureable goals and outcomes are identified within each section below:

#### **I. School Wellness Committee**

##### ***Committee Role and Membership***

The Board will convene a representative Board wellness committee (hereto referred to as the BWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Board-level wellness policy (heretofore referred as “wellness policy”).

The BWC membership will consist of but not be limited to individuals from the following groups: parents, teachers, students, school administration, food service director and staff, dietician, Health Services, and Physical Education staff. To the extent possible, the BWC will reflect the diversity of the community.

##### ***Leadership***

The Superintendent or designee will ensure compliance with this policy as well as other Board approved nutrition and physical activity policies. Annually, at the end of the school year, the School Principals or designees will ensure compliance in writing with those policies in their school and will report to the Superintendent or designee on the schools’ compliance.

Name	Title / Relationship to the School or Board	Email address	Role on Committee
Tammy Maney	Early Childhood/Food Service Director	<a href="mailto:maneyt@starkdd.org">maneyt@starkdd.org</a>	Committee Chair
Myrna Blosser	School Programs Principal	<a href="mailto:blosserm@starkdd.org">blosserm@starkdd.org</a>	Assists with policy development, review and ensures compliance within K-12 building and programs

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 3 of 15

Kristen Quicci		<a href="mailto:quiccik@starkdd.org">quiccik@starkdd.org</a>	Assists with policy development, review and follow through within all areas of agency
Building nurses			Assist with policy development, review and compliance within buildings
Parent Group reps			Assist with policy development, review and compliance within buildings

## **II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

The Board will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The BWC will utilize resources from the Alliance for a Healthier Generation, including use of the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: [www.starkdd.org](http://www.starkdd.org)

### ***Recordkeeping***

The Board will retain records to document compliance with the requirements of the wellness policy at the food service director’s office and/or on the Board’s central computer network. Documentation maintained in this location will include, but will not be 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 School Wellness Policy; including an indication of who is involved in the update and methods the Board uses to make stakeholders aware of their ability to participate on the BWC;

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 4 of 15

- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

## ***Annual Notification of Policy***

The Board will 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 Board will make this information available via the Board website and/or Board-wide communications. The Board will provide as much information as possible about the school nutrition environment. This will include a summary of the Board's events or activities related to wellness policy implementation. Annually, the Board will also publicize the name and contact information of the Board officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

## ***Triennial Progress Assessments***

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

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

The position/person responsible for managing the triennial assessment and contact information is Tammy Maney, Early Childhood/Food Service Director, [maneyt@starkdd.org](mailto:maneyt@starkdd.org), 330-479-3446.

The BWC will monitor schools' compliance with this wellness policy.

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

## ***Revisions and Updating the Policy***

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

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 5 of 15

## ***Community Involvement, Outreach and Communications***

The Board is committed to being responsive to community input, which begins with awareness of the wellness policy. The Board will actively communicate ways in which representatives of the BWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the Board. The Board will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply. The Board does not sell snacks ala carte so they do not participate in the Smart Snacks program. The Board will use electronic mechanisms, such as email or displaying notices on the Board's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The Board will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the Board and individual schools are communicating important school information with parents.

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

## **III. Nutrition**

### ***School Meals***

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

All schools within the Board participate in the USDA National School Lunch Program (NSLP), and the K-12 school participates in the School Breakfast Program (SBP). The Board also operates additional nutrition-related programs and activities including a K-12 *school gardens, Grab 'n' Go Breakfast, and preschool snack*. All schools within the Board are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 6 of 15

- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The Board offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight of students.
  - All available vegetable options have been given creative or descriptive names.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.
- *The Board child nutrition program will accommodate students with special dietary needs.*
- *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).*
- *Students are served lunch at a reasonable and appropriate time of day.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The Board will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria):*
  - *Local and/or regional products are incorporated into the school meal program;*
  - *Messages about agriculture and nutrition are reinforced throughout the learning environment;*
  - *School hosts a school garden;*
  - *School hosts field trips to local farms; and*
  - *School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.*

## ***Staff Qualifications and Professional Development***

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

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 7 of 15

## ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* (“school campus” and “school day” are defined in the glossary). The Board will make drinking water available where school meals are served during mealtimes.

In addition:

- *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.*
- *Students will be allowed to bring and carry (approved) water bottles, filled with only water, with them throughout the day.*

## ***Competitive Foods and Beverages***

The Board is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [Smart Food Planner](#).

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

1. Celebrations and parties. The Board 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 Generation](#) and from the [USDA](#).

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 8 of 15

2. Classroom snacks brought by parents. The Board will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The Board will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.  
*[Meets Healthy Schools Program Silver-level criteria]*

## **Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The Board will make available to parents and teachers a list of healthy fundraising ideas *[examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)]*.

- *Schools will promote the use of non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*
- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)*

## **Nutrition Promotion**

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

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

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the Board and individual schools may use are available at [Smart Food Planner](#).

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 9 of 15

## ***Nutrition Education***

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but is also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing.

## ***Essential Healthy Eating Topics in Health Education***

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

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA'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 Americans](#)

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 10 of 15

- 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

## ***Food and Beverage Marketing in Schools***

The Board is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Board 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 Board property that contains messages inconsistent with the health information the Board is imparting through nutrition education and health promotion efforts. It is the intent of the Board to protect and promote student's 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 Board's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an 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:

- 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 are not required; however, Boards 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 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, pupil assignment books or school supplies displayed, distributed, offered or sold by the Board.

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 11 of 15

- 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 Board/school nutrition services reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the Board wellness policy.

## **IV. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the Board is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the Board will be encouraged to participate in [Let's Move! Active Schools](#), in order to successfully address all CSPAP areas.

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. The Board will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

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

### ***Physical Education***

Within the K-12 environment, the Board will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection.) The curriculum will support the essential components of physical education.

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

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 12 of 15

All **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

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

The Board physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student.

## ***Essential Physical Activity Topics in Health Education***

Health education will be required in all grades. The Board will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

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

## ***Recess (Elementary)***

All preschool and elementary classes will offer at least **20 minutes of recess** on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 13 of 15

cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

**Outdoor recess** will be offered when weather is feasible for outdoor play.

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

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

## ***Classroom Physical Activity Breaks (Elementary and Secondary)***

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

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

## ***Active Academics***

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

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

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

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 14 of 15

## ***Before and After School Activities***

The Board offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The Board will encourage students to be physically active before and after school.

## **V. Other Activities that Promote Student Wellness**

The Board will integrate wellness activities across the entire school setting, not just in the cafeteria, but in other food and beverage venues, and physical activity facilities. The Board will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the Board are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by the school administration.

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

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

## ***Community Partnerships***

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

## ***Community Health Promotion and Family Engagement***

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

As described in the "Community Involvement, Outreach, and Communications" subsection, the Board will use electronic mechanisms (e.g., email or displaying notices on the Board's

# Stark County Board of Developmental Disabilities

Policy 5.12 Wellness	Effective: 10/25/18
Chapter 5: Program Services	Page 15 of 15

website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

## ***Staff Wellness and Health Promotion***

The BWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with the Human Resources staff. The subcommittee leader's name is Connie Poulton, Director of Human Resources.

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

## ***Professional Learning***

When feasible, the Board will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Board staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing Board reform or academic improvement plans/efforts.

## *Glossary:*

**Extended School Day** – the time during, before, and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.