

SCHOOL WELLNESS POLICY

I. Policy

The OHM BOCES participates in USDA Child Nutrition programs including the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and supports a healthy environment where children learn and participate in positive dietary and lifestyle practices.

II. Goals for Nutrition Promotion and Education, Physical Activity and other School Based Activities

A. Nutrition Promotion and Education

The primary goal of nutrition promotion and education is to influence lifelong eating behaviors in a positive manner. To achieve this goal, the OHM BOCES has established these operating standards:

1. Students in grades Pre-K through 12 receive nutrition education that follow applicable New York State Standards, is interactive, and teaches the skills students need to adopt healthy eating behaviors.
2. Students receive consistent nutrition messages through instruction health posters, signage or displays.
3. OHM BOCES health education curriculum standards and guidelines include both nutrition and physical activity.
4. Staff limit the use of food as a reward or punishment in OHM BOCES.
5. Staff who provide nutrition education will have appropriate training.

B. Physical Activity

The primary goals and characteristics of quality physical education and physical activity are to provide opportunities for every student to develop the knowledge and skills for lifelong physical activities; maintain physical fitness; reduce sedentary time; learn about cooperation, fair play and responsible participation that meets the needs of all students (at all levels of physical ability); and gain an appreciation for lifelong physical activity through a healthy lifestyle. To achieve these goals, the OHM BOCES has established these operating standards:

1. The OHM BOCES will have The Board of Cooperative Educational Services approved Physical Education Plan on file with the New York State Education Department that meets or exceeds the requirements set forth in Section 135.4

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of the Commissioner's Regulations. All students will be required to fulfill the physical education requirements as set forth in the regulations of the Commissioner of Education as a condition of graduating from the OHM BOCES.

2. Physical activity shall be included, when possible, during the OHM BOCES day.
3. Students will not be denied participation in recess or other physical activities as a form of discipline or for classroom make-up time.

C. Other OHM BOCES-Based Activities

1. Dining Environment

The OHM BOCES will:

- a. Provide a clean, safe meal environment for all students;
- b. Provide enough space and serving area to ensure that all students have access for OHM BOCES meals.
- c. Make available free potable water in OHM BOCES, so that students may obtain water at mealtime and throughout the day.
- d. Encourage all students to participate in the OHM BOCES meals/cafeteria program and protect the identity of students who qualify for free and reduced price meals.

2. Consistent OHM BOCES Activities and Environment

The OHM BOCES will:

- a. Provide opportunities for on-going professional training for foodservice staff and teachers in the areas of nutrition and physical education.
- b. Encourage OHM BOCES and community members to serve as role models in practicing and promoting a healthy life style.
- c. Support initiatives regarding self-help and other Food and Nutrition Services programs.
- d. Encourage parents/guardians to send in healthy alternatives for classroom celebrations.
- e. Utilize a system of student payment that ensures all eligible students have access to free/reduced meals in a non-stigmatizing manner.

III. Social and Emotional Wellness

The OHM BOCES will create activities that promote:

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A. Social and Emotional Wellness

1. Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." For example: See skills listed below:

- a. Identifying emotions
- b. Accurate self-perception
- c. Recognizing strengths
- d. Self-confidence
- e. Self-efficacy

2. Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, OHM BOCES, and community resources and supports. For example: See skills listed below:

- a. Perspective-taking
- b. Empathy
- c. Appreciating diversity
- d. Respect for others

3. Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. For example: See skills listed below:

- a. Impulse control
- b. Stress management
- c. Self-discipline
- d. Self-motivation
- e. Goal setting
- f. Organizational skills

4. Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well,

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cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. For example: See skills listed below:

- a. Communication
- b. Social engagement
- c. Relationship building
- d. Teamwork

5. Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- a. Identifying problems
- b. Analyzing situations
- c. Solving problems
- d. Evaluating
- e. Reflecting
- f. Ethical responsibility

IV. Nutritional Guidelines

- A. The OHM BOCES will develop standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the OHM BOCES day that are consistent with Federal regulations for school meal nutrition standards and the Smart Snacks in School nutrition standards.
- B. The OHM BOCES will develop standards and nutrition guidelines per each building for all foods and beverages provided, but not sold, to students during the OHM BOCES day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given to students).
- C. Fundraisers conducted during the OHM BOCES day will meet, or exceed, the nutritional requirements listed in the Healthy, Hunger-Free Kids Act “Smart Snacks in Schools” Rule and no fundraising foods and beverages will be sold until the end of the last lunch period. Fundraisers conducted outside of the OHM BOCES day will be encouraged to promote the sale of healthy foods items, non-food items, and events involving physical activity.
- D. For purposes of this section, the OHM BOCES day means the period from the midnight before the start of student attendance to 30 minutes after the end of the official OHM BOCES day.

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V. Marketing and Advertising

Marketing and advertising of foods and beverages on OHM BOCES campuses during the OHM BOCES day will be consistent with nutrition education and health promotion. OHM BOCES will restrict food and beverage marketing to the promotion of those foods and beverages that meet the nutrition standards set forth by the Healthy-Free Kids Act “Smart Snacks in Schools” Rule.

VI. Guidelines for Reimbursable School Meals

The OHM BOCES will ensure that reimbursable school meals meet the program requirements and nutrition standards set forth in Federal Regulations (7 CFR Part 210 and 220).

VII. Community Involvement and Wellness Leadership

The District Superintendent will designate a District Wellness Committee by October 15th of each OHM BOCES year with members chosen from the public, parents, students, OHM BOCES food service workers, teachers, administrators, Board of Education members and support staff personnel. The District Wellness Committee will review the policy and make recommendations to the District Superintendent as needed.

VIII. Implementation and Evaluation of Policy

Under the direction of the District Superintendent or his/her designee the OHM BOCES will be responsible for the following:

- A. Periodically assess whether the OHM BOCES is meeting the requirements of this policy.
- B. Inform and update the public (including parents, students and others in the community) about the content and implementation of this policy.
- C. On a triennial basis, measure and make available to the public an assessment of the implementation of the policy including:
 1. Compliance with the policy;
 2. How well the policy compares to model wellness policies; and
 3. Description of the progress made in attaining the goals of the policy.
- D. Retain basic records demonstrating compliance with the policy, to include:
 1. The written wellness policy;

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2. Documentation demonstrating compliance with community involvement requirements;
 3. Documentation of the triennial assessment of the wellness policy;
 4. Annual local wellness policy progress reports for each school; and
 5. Documentation to demonstrate compliance with the public notification requirements.
- E. Reinforce policy goals with OHM BOCES staff as needed.

Oneida-Herkimer-Madison Board of Cooperative Educational Services

Legal Ref: Education Law Sections 915, 1709 and (23); National School Lunch Act 1946 as amended (42 USC 1751-1760); Child Nutrition Act 1966; Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265); Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) added Section 9A to the Richard B. Russell National School Lunch Act (42 USC 1758b), Smart Snacks in School Rules 2014; 8 NYCRR 135.4; 7 CFR 210.11; 7 CFR Parts 210 and 220.

Adopted: 7/12/06

Revised: 04/23/07, 04/21/08, 06/12/13, 05/09/18