



National Trail Local School District

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STUDENT WELLNESS PROGRAM

In response to the reauthorization of the *Child Nutrition and Women, Infants and Children Act*, the Board directs the Superintendent/designee to develop and maintain a student wellness program.

The student wellness program shall include:

1. Must have goals for nutrition education, physical activity and other school-based activities designed to promote student wellness.
2. Requires nutrition guidelines for all foods available in the district during the school day in order to promote student health and reduce childhood obesity.
3. Must provide assurance that District guidelines for reimbursable school meals are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture.
4. Will establish a plan of implementation and evaluation, including designating one or more persons within the district with the responsibility for ensuring that the district is compliant with federal law.

Development of the student wellness program must be a collaborative effort between parents, students, food service workers, administrators, the Board and the public.

Adopted: March 25, 2025

Original Adoption: May 30, 2006

This institution is an equal opportunity provider

LEGAL REFERENCES: Child Nutrition and WU Reauthorization Act; Pub. L. No.108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq. ;
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
ORC 3313.814
OAC 3301-91-09

CROSS REFERENCES: EF, Food Services Management
EFB, Free and Reduced-Priced Food Services
EFF, Food Sale Standards
IGAE, Health Education

HEALTHYEATING1. Purpose and Goals

Intent: That all students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices. In addition, staff members are encouraged to model healthy eating as a valuable part of daily life. School leaders prepare, adopt and implement a comprehensive plan to encourage healthy eating that must include the following:

- A. Institution shall have a food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- B. Provide pleasant eating areas for students and staff with adequate time for unhurried eating;
- C. Comply with a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum and coordinated with the food service program, taught by well-prepared and well-supported staff, and aimed at influencing students' knowledge, attitudes and eating habits;
- D. Provide an overall school environment that encourages students to make healthy food choices;
- E. Offer opportunities and encouragement for staff to model healthy eating habits.
- F. Ensure that students and staff with nutrition-related health problems are given help in finding appropriate counseling and or medical treatment.
- G. Involve family members in program development and implementation.
- H.

The school nutrition program makes effective use of school and community resources, and equitably serves the needs and interest of all students and staff, taking into consideration differences in cultural norms.

Rationale: The link between nutrition and learning has been well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth as well as lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools have a responsibility to help students and staff to establish and maintain healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

2. Nutrition Education

Instructional Program Design: Nutrition education topics have been integrated within the sequential, comprehensive health education program taught at every grade level, K-12. The nutrition education program focuses on students' eating behaviors, is based on theories and methods proven effective by published research and is consistent with the state's/District's health education standards guidelines/framework. Nutrition education is designed to help students learn:

- 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 preparation 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. Assessing one's personal eating habits, setting goals for improvement and achieving those goals.

Nutrition education instructional activities stress the appealing aspects of healthy eating and is participatory, developmentally appropriate and enjoyable. The program engages families as partners in their children's education.

The school health and wellness council assesses all nutrition education curricula and materials for accuracy, completeness, balance and consistency with the state's/District's educational goals and standards. Materials developed by food marketing boards or food corporations are examined for inappropriate commercial messages.

Staff Qualifications: Staff members responsible for nutrition education are educated and regularly participate in professional development activities to ensure effective teaching of nutrition education programs. 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.

Educational Reinforcement: School personnel will not offer food as a performance incentive or reward and not withhold food from students as punishment.

Nutrition instruction is closely coordinated with the food service program and other components of the school health program. Nutrition concepts may also be integrated into the instruction of other subject areas.

School instructional staff collaborate with agencies and groups conducting nutrition education to send consistent messages to students and their families. Guest speakers invited to address students receive appropriate orientation to the relevant policies of the school/District.

School staff members are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for house-bound people. School officials should also disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Staff as Role Models: School staff members are encouraged to model healthy eating behaviors. Schools should offer wellness programs that include personalized instruction about healthy eating and physical activity.

3. The Food Service Program

Intent: The Board acknowledges that the feeding of children is primarily a family responsibility. To supplement their efforts, every school operates a food service program, which ensures that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.

Program Requirements: Breakfast and Lunch are provided daily. All students are encouraged to participate in the meal opportunities. Efforts are made by the school to ensure that families are aware of need-based programs for free or reduced-price meals. The program maintains the confidentiality of students and families applying for, or receiving, free or reduced-priced meals.

The school food service program operates in accordance with the National School Lunch Act and the Child Nutrition Act, as amended, and applicable laws and regulations of the state of Ohio. Schools offer varied and nutritious food choices that

are consistent with the federal governments' Dietary Guidelines for Americans. Menu planning should take into account input from students, family members and other school personnel as well as students' cultural norms and preferences. Food- pricing strategies are designed to encourage students to purchase nutritious items.

Upon a physician's written request, modified meals are prepared for students with food allergies or other special food needs. Upon request, families may be given information regarding the nutritional value of the foods served or the ingredients used in preparation of meals. Parents are notified of this option.

All food service equipment and facilities must meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety.

Staff cooperates with efforts in the community to recover wholesome excess food for distribution to people in need.

Eating as a Positive Experience: Students and staff members have adequate space to eat meals in pleasant surroundings, ample time to eat, relax and socialize at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch. Safe drinking water and convenient access to facilities for handwashing and oral hygiene is available.

Staffing: The District employs a food service director, who is properly qualified and certified according to current professional standards, to administer the school food service program and satisfy reporting requirements.

All food service personnel have adequate and pre-service training regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety and other topics directly relevant to the employee's job duties.

Dining room supervisory staff receive appropriate training in how to maintain safe, orderly and pleasant eating environments.

Coordination with Other Programs: The food service program is closely coordinated with nutrition instruction to allow students to apply critical thinking skills taught in the classroom. Food service staff also work closely with those responsible for other components of the school health program to achieve common goals.

4. Other Food Choices at School

Nutritious Food Choices: Nutritious and appealing foods such as fruits, vegetables, low-fat dairy foods and low-fat grain products are available wherever and whenever food is sold or otherwise offered at school. Every effort is made to encourage students to make nutritious food choices.

Food and beverages sold or served on school grounds or at school-sponsored events meet nutritional standard and other guidelines set by the District School Health Council. This includes:

- A. Ala Carte offering in the food service program
- B. Food and beverage choices in vending machines, snack bars school stores and concession stands.

Food Sales: The sale of all foods on school grounds is under the management of the school food service program, except foods sold as part of a fund-raising activity. In middle and high schools, food and beverages are not sold from vending machines or school stores during school hours unless they are part of the school food service program.

Only student organizations and legally constituted, nonsectarian, nonpartisan organizations approved by the Superintendent/ designee are permitted to engage in fund-raising on school grounds at any time. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fund-raising purposes are not to be sold during the school day. The taking of orders is permissible, however, the actual food itself [candy or candy bars] cannot be sold.

Elementary school students do not access to food or beverages sold in vending machines or school stores.

Closed Campus: Students are not permitted to leave school grounds during the school day to purchase food or beverages.

Commercial Advertising: Partnership between schools and businesses are encouraged, and business sponsorship of educational activities and materials is duly acknowledged. However, such partnerships are to be designed to meet identified educational needs, not commercial motives, and are evaluated for educational effectiveness by the District on an ongoing basis.

5. Services for Nutrition-Related Health Problems

Nutrition-Related Health Problems: School counselors and school health services staff consistently promote healthy eating to students and other staff. These professionals are prepared to recognize conditions such as obesity, eating disorders and other nutrition-related health problems and refer individuals to the appropriate services for help.

Physical Activity

1. Purpose and Goals:

Intent: Ensure that every student develops the knowledge and skills necessary to maintain a healthy lifestyle. Including but not limited to performing a variety of physical activities, maintaining physical fitness, regular participation in physical activity, understanding the short-and long-term benefits of physical activity, valuing and enjoying physical activity as part of a daily routine. In addition, staff are encouraged to participate in a model physical activity as a part of daily life.

School leaders develop and implement a comprehensive plan to encourage physical activity that includes the following:

- A. A progressive program of physical education that involves moderate to vigorous physical activity on a daily basis; teaches knowledge, motor skills, self-management skills and positive attitudes; promotes activities and sports that students enjoy; taught by well-prepared and well supported staff and is coordinated with the health education curriculum.
- B. Time in the elementary school day for supervised recess.
- C. Opportunities and encouragement for students to participate in before and after-school physical activity programs, such as intramurals, clubs and, at the high school level, interscholastic athletics.
- D. Joint school and community recreation activities.
- E. Opportunities and encouragement for staff to be physically active.
- F. Strategies to involve family members in program development and implementation.

The program makes effective use of school and community resources and impartially serves the needs and interests of all students and staff, taking into consideration differences in gender, cultural norms, physical and cognitive abilities and fitness levels.

Rationale: Schools have a responsibility to help students and staff establish and maintain healthy habits. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to

maintain and improve their physical health, mental health and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among youth is important because:

- A. A student's capacity for learning may be increased through mental health and physical activity.
- B. Physical activity has substantial health benefits for children and adolescents, including but not limited to favorable effects on endurance capacity, muscular strength, body weight and blood pressure.
- C. Positive experiences with physical activity at a young age helps to lay the foundation for a routinely active lifestyle beyond childhood.

2. Physical Education

All Students Enrolled: Every student in grade K-12, participates in physical education classes as prescribed by the Ohio state standards.

Instructional Program Design: Schools establish specific learning goals and objectives for physical education. A successive, developmentally appropriate curriculum is designed, implemented and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives. The physical education program shall include but not be limited to:

- A. Emphasizes knowledge and skills for a lifetime of regular physical activity.
- B. Is consistent with the state standards for physical education and with national standards that define what students should know and be able to do.
- C. Devotes at least 50% of class time to actual physical activity per week, with as much time as possible spent in moderate to vigorous physical activity.
- D. Provides as many different physical activity choices as possible.
- E. Features cooperative as well as competitive games.
- F. Meets the needs of all students, especially those who are not athletically gifted.

- G. Takes into account gender and cultural differences in students' interest.
- H. Teaches self-management skills as well as movement skills.
- I. Actively teaches cooperation, fair play and responsible participation in physical activity.
- J. Has student / teacher ratios comparable to those in other curricular areas.
- K. Promotes participation in physical activity outside of school.
- L. Focuses on helping adolescents at the high school level make the transition to an active adult life style.
- M. Is an enjoyable experience for all students.

Teachers aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting or harassment of any kind. Physical education staff do not order performance of physical activity as a form of discipline or punishment.

Suitably adapted physical education is included as part of individual education plans for students with chronic health problems, other disabling conditions or special needs that preclude such students' participation in regular physical education instruction or activities.

Assessment: Regular assessments are performed for all students to measure understanding and completion of the physical education learning objectives. Course grades are awarded in the same way grades are awarded in other subject areas and are included in calculations of grade point average, class rank and academic recognition programs such as honor roll.

Health-Related Fitness Testing: Health-related physical fitness testing is integrated into the curriculum as an instructional tool, except in the early elementary grades. Tests are appropriate to students' developmental levels and physical abilities. Such testing is used to teach students how to assess their fitness levels, set goals for improvement and fitness test results, which are made available only to students and their parents/ guardians.

As health —related physical fitness is influenced by factors beyond the control of students and teachers (such as genetics, physical maturation, disabling conditions and body composition), test results are not used to determine course grades or to assess the performance of individual teachers.

Exemptions: Physical education teaches students essential knowledge and skills. For this reason, exemptions from physical education courses are not permitted on the basis of participation on an athletic team, community recreation program, ROTC, marching band or other school or community activity. A student may be excused from participation in physical education only if:

- A. A physician states in writing that specific physical activities will jeopardize the student's health and well-being.
- B. A parent/guardian requests exemption from a specific physical activity on religious grounds.

Teaching staff: Staff are well-educated instructors who are certified by the state to teach physical education classes. All physical education topics are integrated within other curricular areas. In particular, the benefits of being physically active are linked with instruction about human growth, development and physiology in science classes and with instruction about personal health behaviors in health education class.

The physical education program actively engages families as partners in their children's education and collaborates with community agencies and organizations to provide ample opportunities for students to participate in physical activity beyond the school day.

3. Extracurricular Physical Activity Programs:

Extracurricular Physical Activities: Intramural programs, physical activity clubs and interscholastic athletics are valuable supplements to a student's education. Schools endeavor to provide every student with opportunities to participate in extracurricular physical activities that meet his/her needs, interests and abilities. A diverse selection of competitive and non-competitive, structured and unstructured activities are offered to the extent that staffing permits. The primary focus of extracurricular physical activity programs is on facilitating participation by all interested students, regardless of their athletic ability. Equal opportunity on the basis of gender permeates all aspects of program design and implementation. School leaders endeavor to accommodate home-schooled children in extracurricular activities on a budget-neutral basis.

Each extracurricular physical activity program sponsored by in-school and non-school organizations are approved by the Superintendent and supervised by a faculty advisor. The integrity and purpose of the physical education program is not to be compromised by such extracurricular activities, nor shall they interfere with the regular school schedule.

Extracurricular Program Eligibility: School authorities should encourage and support the participation of all students in extracurricular activities, yet such participation is a privilege and not a right. Districts may establish and impartially enforce reasonable eligibility requirements and probationary periods for participation in extracurricular activities. Such requirements may include:

- A. Appropriate age
- B. Enrollment status or residency
- C. Satisfactory academic performance
- D. Acceptable attendance record
- E. Good conduct, including abstinence from the use of tobacco, alcohol and other harmful drugs;
- F. Agreement to testing for substance abuse
- G. Suitable health status or physical condition
- H. Other criteria essential to safety and fairness
- i. The specific requirements of particular activities or sports

Eligibility requirements and appeal procedures are published in a regularly updated student activities handbook that is distributed to students and families annually. Students denied permission to participate in an extracurricular activity receive a prompt explanation of the reasons, have an opportunity to respond and are given opportunities to reestablish their eligibility.

A student with a chronic health problem or other disabling condition are permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications that all other students must satisfy. The school will make reasonable accommodations to allow the student to participate.

Interscholastic Athletics: High schools offer interscholastic athletic programs that adhere to the rules and regulations of the Ohio High School Athletic Association. All coaches, whether volunteer or employed by the District, comply with the policies, regulations, rules and enforcement measures codified in a regularly updated coach's handbook.

Administrators, coaches and other staff shall model sportsmanlike attitudes and behaviors. Student athletes are taught good sportsmanship, such as treating opponents with fairness, courtesy and respect and are held accountable for their actions. Spectators shall be held to this level of expectations as well.

4. Other Opportunities for Physical Activity

Recess in Elementary Schools: Recess provides opportunities for physical activity, which helps student's stay alert and attentive in class as well as other educational and social benefits. School authorities encourage and develop

schedules that provide time within every school day for elementary school students to enjoy supervised recess. Every school has playgrounds, other facilities and equipment available for free play. Recess compliments but does not substitute for physical education classes. Staff make every effort to present having to take away a student's access to recess for disciplinary or instructional reasons.

School/Community Collaboration: Schools work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.

Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school-or District owned facilities open for use by students, staff and community members during non-school hours and vacations. School policies concerning safety apply at all times.

Staff Physical Activity: The District plans, establishes and implements activities to promote physical activity among staff and provide opportunities for staff to engage in regular physical activity.



Book	Policy Manual
Section	Section E: Support Services
Title	Food Sale Standards
Code	EFF
Status	Active
Adopted	December 21, 2009
Last Revised	October 23, 2018
Prior Revised Dates	07/21/2010, 07/26/2011, 08/28/2012, 03/24/2015, 03/27/2017

Food Sale Standards

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:
 - A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);
 - B. provisions of the District's student wellness program and
 - C. nutritional guidelines established by State law.
2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:
 - A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and
 - B. specifying the time and place each type of food or beverage may be sold.
3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:
 - A. Foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.
 - B. Bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.

4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

Compliance with nutritional standards is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Legal

ORC 3301.68

ORC 3313.814

ORC3313.816

ORC 3313.817

OAC 3301-51-09

Cross References

EF / EFB - Food Services Management/Free and Reduced-Price Food Services

EFG - Student Wellness Program

IGDF - Student Fundraising Activities



Book	Policy Manual
Section	Section E: Support Services
Title	Vending Machines
Code	EFC
Status	Active
Adopted	December 21, 2009

Vending Machines

It is the policy of the Board that faculty members in each school building of the District be permitted to maintain vending machines in the teacher's lounge.

The principal/designee is designated by the *staff* to be responsible for said machine and the money therefrom. Private and public funds are not to be co-mingled; profits from the machine may be disposed of as the majority of the faculty of each building desires.

Students are not permitted to use faculty vending machines.