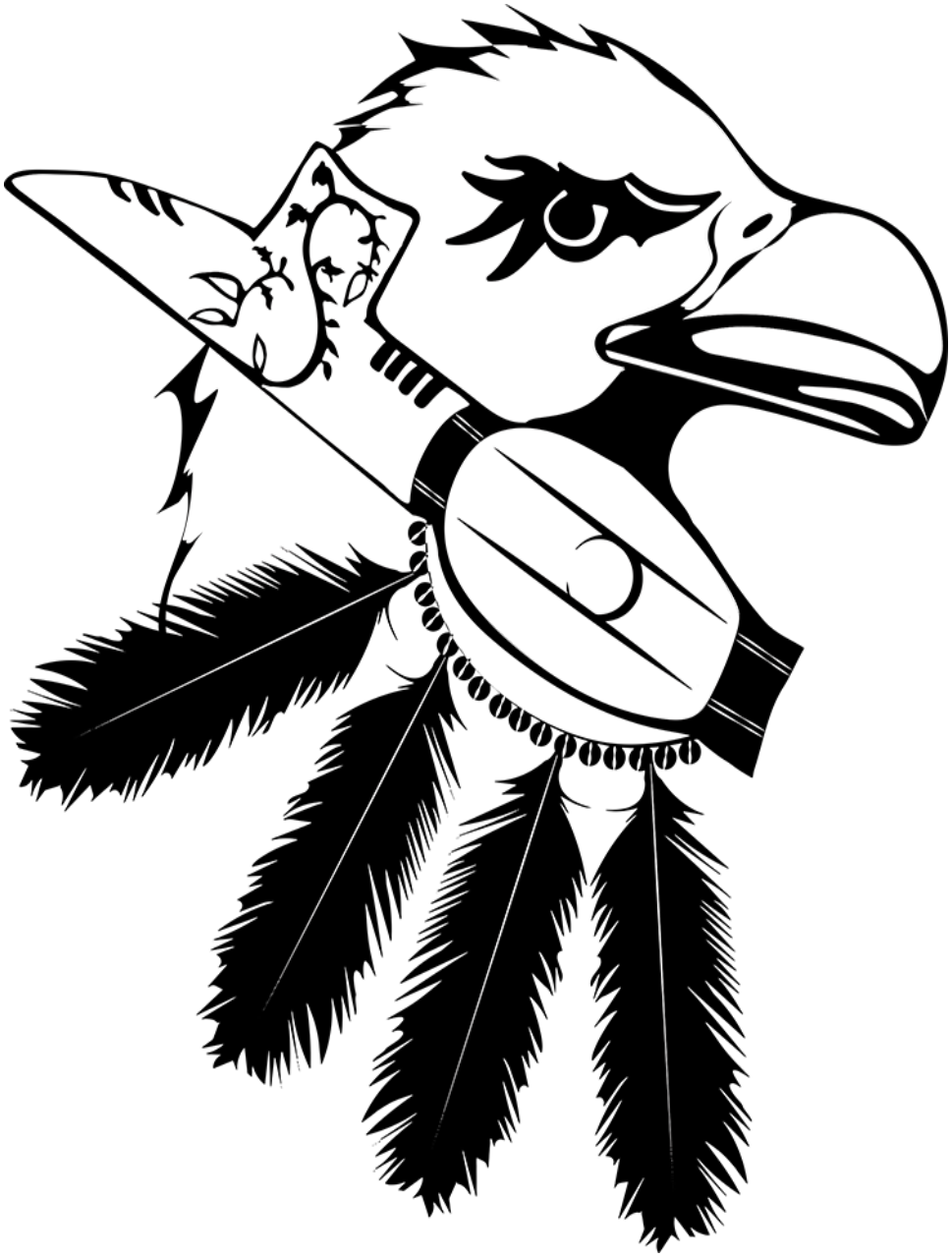
Fond du Lac Ojibwe School Wellness Policy

Alliance for a Healthier Generation Model Wellness Policy updated 9/2016 to reflect USDA Final Rule
Updated 10/2019 – 2/2020 to reflect Specific FDL Wellness Policies and Procedures
Presented to the PAG Meeting 4/28/21 for insights & revisions
School Board and RBC Approved 2021



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I. MISSION STATEMENT:

"The Ojibwe Schools are dedicated to providing a quality education, which focuses on integrating the Ojibwe culture into all students' learning experiences. Every learner will have the opportunity to be challenged, to succeed, and to be prepared for the future. Parents, Staff, Community and Students will demonstrate the highest level of expectations for themselves and the school."

II. School Motto:

"Anokii, Nand-gikendan, Enigok gagwe, Gashkitoon"

("Work, Study, Strive, Succeed")

III. Preamble

A. The Fond du Lac Ojibwe School (hereto referred to as FDLOS or the school) is committed to the optimal development of every student. FDLOS 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. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and

standardized test scores, lower absenteeism and better performance on cognitive tasks. [i,ii,iii,iv,v,vi,vii] ***Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.*** [viii,ix,x] ***In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.*** [xi,xii,xiii,xiv] ***. Finally, there is evidence that adequate hydration is associated with better cognitive performance.*** [15,16,17] ***This policy outlines the School'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:***

1. Students in the School have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
2. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
3. Students have opportunities to be physically active before, during and after school;
4. Schools engage in nutrition and physical activity promotion and other activities that promote Student Wellness;
5. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
6. The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
7. The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.
8. This policy applies to all students, staff and schools in the School. Specific measureable goals and outcomes are identified within each section below. The School coordinates the Wellness Policy with other aspects of school management, including the School Improvement Plan, Safety Committee, when appropriate. The policy will also include any relevant data or statistics.

IV. School Wellness Committee (SWC)

A. Committee Role and Membership

1. The School will convene a representative School Wellness Committee (hereto referred to as the SWC) 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 School-level wellness policy (heretofore referred as "wellness policy"). The SWC membership will represent all school levels (FACE, elementary and secondary) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers]; school administrators (e.g.., superintendent, principal), school board members; and community members. Membership will also include the Supplemental Nutrition Assistance Program Education coordinator. To the extent possible, the SWC will include representatives to reflect the diversity of the community. The School will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues.

B. Leadership

1. The Superintendent will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure the school's compliance with the policy. The designated official for oversight is the Superintendent, Jennifer Johnson; 878-7258; jennifermurray@fdlrez.com, Principal, Val Tanner; 218-878-7284; valerietanner@fdlrez.com; the wellness policy is guided, revised, and overseen, by the building K-12 Wellness Coordinator; Dan DuPay, 218-878-7213, danieldupay@fdlrez.com, to ensure compliance with the policy.

Fond du Lac Ojibwe School Wellness Committee

Name	Title/Relationship to the School	Email address	Role on Committee
Jennifer Murray	Superintendent	jennifermurray@fdlrez.com	Compliance assurance & oversight.
Val Tanner	Principal	valerietanner@fdlrez.com	Compliance assurance & oversight.
Dan DuPay	K-12 Wellness Coordinator	danieldupay@fdlrez.com	Compliance assurance & oversight, revision of policy. Assists in the evaluation of the wellness policy implementation in regards to the nutritional, physical, spiritual/cultural and mental health well-being of all students and staff. Liaison between FDL School Linked Mental Health Program and the FDLOS administration and staff. Oversight of Restorative Practices between staff and students in the Turn Around Process.
Tara Wolter	School Nurse	tarawolter@fdlrez.com	Assists in the evaluation of the wellness policy & implementation in regards to the medical well-being of students and staff. Responsible for ANY/ALL medication management and administration for students.
Mace Fonoti	Head Cook	macefonoti@fdlrez.com	Assists with policy implementation & evaluation in regards to the kitchen and nutrition programs for all students and staff.
Nikki Harris	SNAP-Ed	nikkiharris@fdlrez.com	Assists and assesses reporting to appropriate agencies.
John Babineau	Physical and Health Education	johnbabineau@fdlrez.com	Assists with policy implementation and assessment in regards to appropriate activities and level of activities in PE and Health Classes. Also, liaison between community organizations and health programs.
Ashley Clark	School Social Worker	Ashleyclark-terry@fdlrez.com	Assists with policy implementation and assessment in regards to activities relating to students' well-being. Liaison with outside agencies in regards to providing additional supportive services for students.

Maria DeFoe	Schoolwide Activities and After School Coordinator		Assists and assesses with policy implementation in the after-school programs, both academic and physical activities.
TBD	Community Health Nutrition Education (Farm to School)		Assists with nutritional and health education information and implementation of those aspects in conjunction with appropriate teachers/staff.
Lorraine Houle	FACE Coordinator	lorrainehoule@fdlrez.com	Liaison between FACE and the Regular School building for issues and implantation for all FCACE student, Families and Staff.
Patti Jo Fineday	Community/Parent Advisor		Liaison between the community and families to assist the Wellness Committee with implementation of existing and new policy changes.
Kevin Randa	Mental Health Professional and/or Practitioner	kevinranda@fdlrez.com	Coordinate and collaborate with the appropriate appointed/assigned person at FDLOS, any regulations and policies regarding the SLMH Program.
Dawn LaPrairie	Cultural, Language and Curriculum Coordinator	dawnlaprairie@fdlrez.com	Coordinates and oversees implementation and assessment of Ojibwe Cultural, Language, Curriculum and integration of these, into classes for all students.
Tara DuPuis	Assistant Principal	taradupuis@fdlrez.com	Coordinates student attendance, discipline, and write-ups both positive and negative.

V. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

A. Implementation Plan

1. The School develops and maintains a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to the school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online: https://www.healthiergeneration.org/take-action/surveys/healthy-schools-program-web-tool 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 progress reports can be found at: www.*fdlrezk12.com*

B. Recordkeeping

1. The School will retain records to document compliance with the requirements of the wellness policy at the School's Administrative Offices, will be stored on the FDLOS Website. Documentation maintained in this location will include but will not be limited to:
   a. The written wellness policy;
   b. Documentation demonstrating that the policy has been made available to the public; documentation of efforts to review and update the School's Wellness Policy; including an indication of who is involved in the update and methods the School uses to make stakeholders aware of their ability to participate on the SWC;
   c. Documentation to demonstrate compliance with the annual public notification requirements;
   d. The most recent assessment on the implementation of the local school wellness policy;
   e. Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

C. Annual Notification of Policy

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

D. Triennial Progress Assessments

1. At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:
2. The extent to which schools under the jurisdiction of the School are in compliance with the wellness policy;
3. The extent to which the School's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
4. A description of the progress made in attaining the goals of the School's wellness policy. The position/person responsible for managing the triennial assessment and contact information is the Superintendent.
5. The SWC will monitor the school's compliance with this wellness policy.
6. The School will actively notify households/families of the availability of the triennial progress report.

E. Revisions and Updating the Policy

1. The SWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as School 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.***

F. Community Involvement, Outreach, and Communications

1. The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of SWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means.
2. The School 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, and a description of and compliance with Smart Snacks in School nutrition standards.
3. The School will use electronic mechanisms, such as email or displaying notices on the School'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.
4. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the School and individual schools are communicating important school information with parents.
5. The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum.
6. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

VI. Nutritional Wellness

A. School Meals

1. Our school 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 *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.

2. The School will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *the Fresh Fruit & Vegetable Program (FFVP), and the Summer Food Service Program (SFSP).* The School also operates a Journey Garden program in cooperation with the Fond du Lac Resource Management Division. The program incorporates the importance of cultural foods and a healthy lifestyle. The School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that are:
   a. Accessible to all students;
   b. Are appealing and attractive to children;
   c. Are served in clean and pleasant settings;
   d. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet USDA Nutrition Standards. Promote healthy food and beverage choices using at least ten of the following https://healthy-food-choices-in-schools.extension.org/online-resources-for-smarter-lunchrooms-and-smarter-mealtimes-at-smarterlunchrooms-org/:
      i. Whole fruit options are displayed in attractive bowls or baskets.
      ii. Sliced or cut fruit is available daily.
      iii. Daily fruit options are displayed in a location in the line of sight and reach of students.
      iv. All available vegetable options have been given creative or descriptive names.
      v. Daily vegetable options are available in the salad bar.
      vi. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
      vii. White milk is placed in front of other beverages in all coolers.
      viii. Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
      ix. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
      x. Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
      xi. Student artwork is displayed in the service and/or dining areas.
      xii. Menus used to promote and market menu options.
      xiii. Menus will be posted on the School website or individual school websites, and will include nutrient content and ingredients.
      xiv. Menus will be created/reviewed by a certified nutrition professional.
      xv. School meals are administered by a team of child nutrition professionals.
      xvi. The School child nutrition program will accommodate students with special dietary needs.
      xvii. 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.
      xxiii. Students are served lunch at a reasonable and appropriate time of day.
      xiv. Lunch will follow the recess period to better support learning and healthy eating.
      xx. 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.
      xxi. The School will implement at least four of the following five Farm to School activities ***(meets Healthy Schools Program Gold-level criteria to do):***
         1. Local and/or regional products are incorporated into the school meal program;
         2. Messages about agriculture and nutrition are reinforced throughout the learning environment;
         3. School hosts a school garden;
         4. School hosts field trips to local farms; and
         5. School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

B. Extracurricular Meals/Snacks

1. The Kitchen Staff will provide "bag lunches/meals" for teams traveling off campus to events representing the FDLOS, in the event that it has been preapproved, and students/teams are departing during a time that interrupts the normal lunch period.

2. Event Coaches/Chaperones/Staff must provide adequate notification (to be determined by the Kitchen Staff) and requests are made in a reasonable time for the meals/snacks to be prepared for the students.
3. Students will be provided adequate nutritional value bag meals and follow the USDA guidelines.
4. Classroom snacks are provided by the Kitchen Staff for K-6 grades in the afternoon. These snacks consist of fruits and vegetables and are distributed by the classroom teachers to the students.

C. Staff Qualifications and Professional Development

1. All school nutrition program staff will meet or exceed hiring and annual continuing education/training requirements in the https://www.fns.usda.gov/cn/professional-standards
These school nutrition personnel will refer to https://www.fns.usda.gov/cn/professional-standards to search for training that meets their learning needs.

D. Water

1. 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 School will make drinking water available where school meals are served during mealtimes.
2. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
3. All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.
4. Students will be allowed to bring and carry (approved) water bottles filled with only water throughout the day.

E. Competitive Foods and Beverages

1. The School 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: https://www.fns.usda.gov/tn/guide-smart-snacks-school. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks, available at https://foodplanner.healthiergeneration.org/
2. 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.

F. Celebrations and Rewards

1. All foods offered on the school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards through:
    a. Celebrations and parties. The School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/celebrations and *USDA*.
    b. Classroom snacks brought by parents. The School will provide to parents a list of nutrition standards: https://www.healthiergeneration.org/take-action/schools/wellness-topics/smartsnacks/smart-snacks-in-school
    c. Rewards and incentives. The School will provide teachers and other relevant school staff a list of alternative ways to reward children: https://www.healthiergeneration.org/takeaction/schools/wellness-topics/nutrition-services/non-food-rewards
2. 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]*

G. Fundraising

1. 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 School will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation*] *at https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/fundraising and the USDA*.

2. The School will attempt to use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
3. 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.

H. Nutrition Promotion

1. 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.
2. The School 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:
    a. Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using https://healthy-food-choices-in-schools.extension.org/popular-ideas for-student-nutrition-action-committee-events-and-fundraisers/; and,
    b. Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the School and individual schools may use are available at https://foodplanner.healthiergeneration.org/calculator/

I. Nutrition Education

1. The School will teach, model, encourage and support healthy eating by all students.
2. Schools will provide nutrition education and engage in nutrition promotion that:
    a. Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
    b. Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
    c. Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
    d. Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
    e. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
    f. Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services,
    g. Teaches media literacy with an emphasis on food and beverage marketing; and
    h. Includes nutrition education training for teachers and other staff.

J. Essential Healthy Eating Topics in Health Education

1. The School will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:
    a. Relationship between healthy eating and personal health and disease prevention.
    b. Food guidance from https://www.myplate.gov/
    c. Reading and using FDA's nutrition fact labels.
    d. Eating a variety of foods every day.
    e. Balancing food intake and physical activity.
    f. Eating more fruits, vegetables and whole grain products.
    g. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat.
    h. Choosing foods and beverages with little added sugars.
    i. Eating more calcium-rich foods.
    j. Preparing healthy meals and snacks.
    k. Risks of unhealthy weight control practices.
    l. Accepting Body Size Differences.
    m. Importance of water consumption.
    n. Importance of eating breakfast.

o. Making healthy choices when eating at restaurants.
p. Eating disorders.
q. https://www.dietaryguidelines.gov/
r. Reducing sodium intake.
s. Social influences on healthy eating, including media, family, peers and culture.
t. How to find valid information or services related to nutrition and dietary behavior.
u. How to develop a plan and track progress toward achieving a personal goal to eat healthfully.
v. Resisting peer pressure related to unhealthy dietary behavior.
w. Influencing, supporting, or advocating for others' healthy dietary behavior.

K. Food and Beverage Marketing in Schools

1. The School is committed to providing a school environment that ensures opportunities for all students and staff to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.
2. The School 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 School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School 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 School's wellness policy.
3. 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.
4. 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.
5. This term includes, but is not limited to the following:
    a. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
    b. Displays, such as on vending machine exteriors
    c. 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, Schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
    d. 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 School.
    e. Advertisements in school publications or school mailings.
    f. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.
6. As the School/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the School wellness policy.

VII. Physical Wellness

A. 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 School is committed to providing these opportunities. School 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).

B. Classroom Physical Activity Breaks

1. All classroom teachers are encouraged and expected to use physical activity in the classroom as part of the CHAMPS model of classroom management. Furthermore, active breaks are encouraged when

appropriate. Additional resources and ideas are available through *USDA* and the https://www.healthiergeneration.org/app/resources?resources_tags=fitness-break

C. Active Academics

1. 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.
2. The School 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 background material on the connections between learning and movement.
3. Teachers will serve as role models by being physically active alongside the students whenever feasible, including opening and closing ceremony and/or any other educationally or culturally acceptable physical activity.

D. Recess

1. Elementary
   a. All elementary classes will offer at least 20 minutes of recess on all days during the school year, except for early dismissal or late arrival days. If recess is offered before lunch, the school will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the 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 hats/coats/gloves, will be built into the recess transition period/times before students enter the cafeteria.
2. Secondary
   a. All secondary students will have the opportunity to participate in recess at their leisure. Both outdoor, weather permitting, and indoor recess are available with appropriate supervision.
3. Recess will not complement, nor substitute for physical education classes. Recess monitors or teachers will encourage students to be active and will serve as role models by being active alongside the students whenever feasible. (Opening and Closing Ceremonies is an example of staff being active participants alongside the students in an active and cultural way).

E. Outdoor Recess

1. Both Elementary and Secondary Outdoor Recess will be offered when weather is feasible for outdoor play. In the event that the school must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practical.

D. Before and After School Activities

1. The School 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 School will encourage students to be physically active before and after school: The 21st Century Community Learning Center Program provides afterschool physical activities (Walking Club, Super Sports, etc.) throughout the school year.
2. Active Transport:
   a. The School will support active transport to and from school, such as walking or biking. School will encourage this activity by engaging in six or more of the activities listed below; including, but not limited to:
      i. Promote activities such as in Safe Routes to School (SRTS).
      ii. Secure storage facilities for bicycling safety for students.
      iii. Instruction on walking/bicycling safety provided to students.
      iv. Promote safe routes program to students, staff, and parents via newsletter, websites, and local newspapers.
      v. Use crossing guards.
      vi. Use crosswalks on streets leading to schools.
      vii. Use walking school buses.
      viii. Document the number of children walking and/or biking to and from school.
      ix. Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

E. Physical Education Classes

1. The FDLOS will provide students with physical education, using 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.
2. All students will be provided equal opportunity to participate in physical education classes. The school will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
3. Indigenous Games as part of the FDLOS physical education curriculum.
    a. The FDLOS will provide indigenous games quarterly (4 times per school year) to include the physical components, as well as, the traditional importance and history of traditional games. Students will learn and participate in these games, all while continuing to promote physical activity, but also the sportsmanship, cultural importance and significance of the indigenous game itself.
4. All elementary students in each grade will receive physical education for at least 60-89 minutes per week, throughout the school year. *[NOTE: Additional optional policy language substitutions include: All [School] elementary students in each grade will receive physical education for at least 90-149 minutes per week throughout the school year (Meets Healthy Schools Program Silver-level criteria). OR All [School] elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).]*
5. All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.
6. The School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

VIII. Health Education/Wellness

A. Health Education

1. Health Education will be required in all grades (elementary) and the School will require middle and high school students to take and pass at least one health education course. The School will include in the health education curriculum, a minimum of 12 of the essential topics on physical activity:
    a. The physical, psychological, and social benefits of physical activity.
    b. How physical activity can contribute to a healthy weight.
    c. How physical activity can contribute to the academic learning process.
    d. How an inactive lifestyle contributes to chronic disease.
    e. Health related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.
    f. Differences between various physical activity.
    g. Phases of an exercise session that is warm up, workout and cool down.
    h. Overcoming barriers to physical activity
    i. Decreasing sedentary activities, such as TV watching.
    j. Opportunities for physical activity in the community.
    k. Preventing injury during physical activity.
    l. Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active.
    m. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity.
    n. Developing an individualized physical activity and fitness plan.
    o. Monitoring progress toward reaching goals in an individualized physical activity plan.
    p. Dangers of using performance-enhancing drugs, such as steroids.
    q. Social influences on physical activity, including media, family, peers and culture.
    r. How to find valid information or services related to physical activity and fitness.
    s. How to influence, support, or advocate for others to engage in physical activity.
    t. How to resist peer pressure that discourages physical activity.

IX. Other Activities that Promote Student Wellness

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

B. The school will coordinate content across curricular areas that promote student health, such as teaching nutritional concepts in mathematics, with consultation provided by either the school or the school's curriculum experts.

1. All classes, including Math, History, Science, English/Language Arts, Visual Arts, Ojibwe Language…all classes, are encouraged to incorporate not only culturally appropriate materials, but also, wellness components as part of the integrated curriculum to promote well-being.
    a. Spiritual Importance of wellness shall also be considered and be offered school wide. Teachings shall include the historical and cultural importance of *Sage, Tobacco, Cedar, Sweet Grass and Water* and its contributions to overall wellness.
    b. If school staff are unaware of the teachings of cultural materials, non-school staff and/or Elders, may be invited into the building for appropriate education of how the elements and Teachings promote over all wellness, in the Ojibwe Culture.

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

D. 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.

E. Community Partnerships

1. The school will develop and continue relationships with community partners (e.g. hospitals, universities/colleges, local businesses, SNAP-Ed providers, coordinators, counselors, tribal leaders and/or Elders, FDL affiliated entities, etc.) in support of this wellness policy's implementation.
2. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.
3. Community partners include local farms for Farm to School projects, FDL Resource Management, FDL Human Services, the University of Minnesota Extension Service and Carlton County Human services.

F. Community Health Promotion and Family Engagement

1. The school will promote parents/caregivers, families and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year.
2. Families will be informed and invited to participate in school sponsored activities and will receive information about health promotion efforts.
3. As described in the "Community Involvement, Outreach and Communications" subsection, the School will use electronic mechanisms (e.g. email or displaying notices on the school's 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.

G. Staff Wellness and Health Promotion

1. The SWC 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 Fond du Lac Human Services Health Education staff.
    a. The Wellness Committee shall meet at least once per month for creating a monthly school newsletter, creating wellness activities for staff and/or students and for weekly/monthly planning.
    b. The Wellness Committee shall invite members, including students, various staff and the community, to join the committee for input into Wellness activities and functions, as well as input on Wellness Policy changes to be submitted to the FDL School Board and FDL RBC revision and/or approval.
2. The Fond du Lac Band of Lake Superior Chippewa is committed to helping employees achieve their best health. In February 2014 the Human Services Division introduced their wellness program as Live Well

FDL. This unique program has been designed to provide information and resources to help us make healthy living a way of life. This health and wellness program is an important initiative, and all Fond du Lac Reservation staff members are encouraged to participate and share in the benefits of a healthier lifestyle.

3. The School will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of Live Well FDL activities include the Walking Challenge and lunch hour fitness classes. Live Well FDL provides the Wellbeing Insights monthly health information newsletter on its website. http://www.fdlrez.com/staff/livewellfdl.htm. FDLOS advertises and promotes Live Well FDL sponsored events.
4. The School promotes staff 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.

H. Professional Learning

1. When feasible, the School 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 and appropriate school subjects).
2. Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts.

X. Mental Health Wellness

A. Students – FDLOS and FDL Behavioral Health Services have taken great strides to provide opportunities for the students to have their mental health illnesses assessed through our School Linked Mental Health Program (SLMH) and the SLMH Therapists (MHPs). It is the goal that 100% of referred students and staff are seen, diagnosed, and/or linked to the appropriate mental health services for their mental health wellbeing. Referred students will not go unattended and "fall through the cracks."

1. School Linked Mental Health Services**. ALL Mental Health Services are voluntary and must have parental/guardian consent on file (if student is under 18 years of age!**
    a. **Mental Health Professionals (Therapists)** are located in secluded/private offices away from the rest of the building. MHPs are professionally trained to diagnose mental health illnesses and determine the medical necessity for CTSS, whether on an individual skills training (IST), group skills training (GST), or family skills training (FST) level, or any combination of all three. MHPs have also worked with students and staff during times of heightened crisis, or on an individual basis for referral to the FDL Behavioral Services Department.
    b. **Children's Therapeutic Services and Supports (CTSS Practitioners**) in the school, CTSS will be available in the school (observation in classes and when necessary, skills based) and during regularly scheduled appointments. However, the School's "Skills Room" is set up for skills activities, role play, and invivo scenarios with both individual and group appointments, for practitioners to assist students with correcting maladaptive behaviors. These times should be scheduled times so as to not interfere or become a distraction from regular class room attendance. Whenever possible, these CTSS Skills times should focus around specific goals and objectives as listed by the MHP and should also be attempted using educational or academic work as the "activity" to elicit and/or correct maladaptive behaviors.
        i. The Interdisciplinary Team (IDT) (MHPs and Designated School Staff such as the School Social Worker and Wellness Coordinator) meet weekly to discuss any referrals of students made to the school for the SLMH Team. Referrals for Metal Health may be made by anyone; self, teachers, staff, students, community, and parents/guardians. If there are openings at the school, the MHPs begin the process of assigning and scheduling the student for obtaining a Diagnostic Assessment (DA) and the therapy process begins according to their procedures and guidelines. If there are no openings for SLMH, the MHPs refer the student to the FDL Clinic for assignment of an MHP there. It is the belief and practice of BOTH FDLOS and the FDL Behavioral Department, that no student be forgotten, slip through the cracks, or not be referred for services.
        ii. The MHPs complete the DA and create an Individual Treatment Plan diagnosis/treatment/CTSS goals and objectives. ALL Goals and Objectives and any use of CTSS Skills MUST BE MEDICALLY RECOMEMNDED in order to be provided.

c. **Occupational/Sensory Room** has an Occupational Therapist whom schedules students with an OT and/or Sensory goal. This is done on an individual basis as diagnosed through the OT process. However, this room is also available to General Education Students and those in the Therapeutic process, as needed, and not when being used by the OT. Students shall never be in this room unsupervised.

d. **Turn Around Team** are staff members taking the additional responsibility to participate in assisting dysregulated students throughout the day. The Turn Around Team utilizes restorative chats/practices for regulating a student and to initiate a respectful return to the class room. This process ideally takes 10-15 minutes. However, depending upon the student and the severity of heightened emotions, the following may take place:

i. All staff must refer to, and follow the steps listed and approved of, in the Discipline Policy PRIOR to calling for a Turn Around.

ii. Turn Arounds may be called after the classroom teacher has exhausted all means to assist the student in returning to a normal developmental trajectory (the ability to participate in class as usual).

iii. Turn Arounds are also called should a student be unable to make good decisions by following the school rules, (e.g. walking out of class, use of cell phones and other prohibited electronic devices, or when a student is a danger to self or others or property.)

iv. As part of the Turn Around Process, the FDLOS will follow and implement the accommodations as provided by a student's Special Education Teacher and/or the Special Education Coordinator, as part of the student's Individual Education Plan (IEP).

v. As part of the Turn Around Process, the FDLOS will work with the SLMH Therapists to incorporate any recommended positive coping strategies, as part of the restorative process of a Turn Around.

B. Social Emotional Learning – The Wellness Coordinator shall enlist the assistance of appropriate staff members for implementing the SEL Curriculum into all grade levels, K-12. Teachers may incorporate the curriculums into their regular school day, if they choose. Otherwise, the Wellness Coordinator will implement the SEL curriculums for the improvement of the Social Emotional Learning of Staff and Students.

1. K-12 grades Social Emotional Learning Curriculums currently in use:
   a. K-6 is using Second-Step
   b. 7-9 is using SOAR
   c. 10-12 is using Expanding the Circle, with plans in place to implement the same curriculum in 10th through 12th grades in Fall of 2021.
2. Staff SEL Activities are conducted monthly with varied activities planned for staff interaction, sharing, growing and overall contributing to staff well-being.

C. Staff – FDLOS is committed to Staff Wellness and have many opportunities for staff participation in wellness programs described not only in the Health and Benefits insurance package, but also within the school itself.

1. Staff are encouraged to eat lunch with the student body, thus meeting nutritional guidelines.
2. Staff are to eat breakfast prior to 8:00am. Staff may eat breakfast after 8:00am, if they are eating with your class or, if prearranged (with Building Principal). For example, staff may be working and eating with a specific student (1:1-time, behavior management, etc.).
3. Staff are encouraged to seek assistance through the staff Employee Assistance Program (EAP) for personal, physical and mental health needs.
4. Staff are encouraged to participate in cultural events throughout the school year as designed by the Cultural/Curriculum & Language Coordinator, the Wellness Coordinator, Physical Education Teacher, Music Teacher, Master Gardener, and After School Activities Coordinator. Such events are listed below, but not limited to:
   a. Ricing with the students as a cultural and relationship building experience.
   b. Biboon (Winter) Celebration includes a variety of cultural and relationship building activities such as painting, beading, drumming, Drumstick Making, Snow Snake Event, and other traditional and contemporary activities, to name a few.
   c. Ziigwan (Spring) Celebration including a variety of activities (TBD).
   d. The Wellness Committee provides several snacks, treats and goodies throughout the school year at scheduled times. For example, food for staff during Parent/Teacher Conferences, periodic days

throughout the year and during Biboon and Ziigwan. The Wellness Committee also provides a Staff Massage Day (usually scheduled around the holiday Break of the school year).

e. The Wellness Committee also puts out a Wellness Committee Monthly newsletter which includes tips for wellness for all (these newsletters are posted throughout the school for all to read) and are given to the staff both on paper and electronically. Each month the Wellness Committee issues a fun "challenge" of which the first place winner of the challenge is gifted a prize and the second place winner is randomly drawn from the participants. The Wellness Newsletter also contains written or drawn works from the students. These may include, but are not limited to: Letters, Poems, Drawings/Paintings, Stories, etc.

f. A staff lounge is set up for the use of the FDLOS staff. Breaks, phones calls, a refrigerator, microwave, etc. are made available for staff to use to relax, make calls, or use an FDLOS computer.

C. FDL MOBILE CRISIS RESPONSE – Available to ALL members of our Fond du Lac Community 218-655-3669 or 218-655-3668 Monday – Friday 8am-4:30pm. After hours, in partnership with Birch Tree 218-623-1800

1. Mobile crisis interventions are face-to-face, short-term, intensive mental health services provided during a mental health crisis or emergency. These services help the recipient to:
   a. Cope with immediate stressors and lessen his/her suffering
   b. Identify and use available resources and recipient's strengths
   c. Avoid unnecessary hospitalization and loss of independent living
   d. Develop action plans
   e. Begin to return to his/her baseline level of functioning
2. Mobile crisis services are available throughout Minnesota for both adults and children. Hours of coverage vary with most teams providing services after hours and weekends. The Department of Human Services plans to have all teams available 24/7 by 2018.
3. In the event of a CRISIS (defined below) Fond du Lac Human Services provide screening over the phone, referrals to community resources, safety planning; if needed, in person, confidential assessments and stabilizations in the Fond du Lac service area/. A crisis is defined as:
   a. A time of intense difficulty, trouble, or danger;
   b. A time when a difficult or important decision must be made;
   c. The turning point of a disease when an important change takes place, indicating either recovery or death.

XI. Language, Cultural and Spiritual Wellness

A. ***Ojibwemowin –*** Ojibwe Language will be taught in grades K-12, at the appropriate levels of understanding.

B. Ojibwe Culture.

1. The Ojibwe Culture and historic relevance will be integrated and incorporated into all learning areas. Cultural components, opportunities and suggestions, may be found throughout this Wellness Policy. It is the expectation that cultural teachings continue to be incorporated into all learning areas.
   a. If staff are unaware of the Cultural and/or historical significance of the Ojibwe Teachings, outside entities may be utilized for appropriate educational purposes.
   b. Indigenous Games are to be taught in the Physical Education Classes.
   c. Indigenous Foods, Medicines and practices for well-being, are to be taught in the Health Education Classes, as well as all other appropriate classes.

C. Ojibwe Spirituality.

   a. The use of sacred plants, herbs, spices and water, are expected to be utilized in all areas of learning.

XII. Attendance and Its Connection to Wellness

A. Attendance – Per the FDLOS Attendance Policy located on page 10 of the Fond du Lac Ojibwe School Parent/Family/Student Handbook, our goal for student attendance is 100%. However, we realize students will be absent. Parents/Guardians are encouraged to stress the importance of good attendance. While recognizing the importance of good attendance and its direct correlation to

student success and well-being, this Wellness Policy will work in conjunction with the Attendance Office and Officers of the school, to encourage and enforce the Attendance Policy as it is written in the handbook. The Wellness Coordinator will work in collaboration with the personnel in charge of attendance and the families, to re-engage the students to school and classes through the appropriate steps listed in the Attendance Policy.

XIII. Medical Wellness

A. School Medical Professional – All areas requiring the opinion and decision of student and staff medical well-being will be handled by the School's Medical Professional. These decisions shall be communicated to the appropriate building personnel, while keeping in mind the privacy of students and staff.

XI. Fond du Lac Ojibwe School Wellness Objectives

A. Objective 1:

1. **Increase student awareness of where food comes from and of the benefits of locally produced foods by implementing the following activities:**
   a. Hold Farm to School days in the cafeteria with taste tests quarterly.
   b. Hire student workers to collaborate with community groups with school garden production and food preparation.
   c. Summer school berry harvesting trip.
2. Person(s) Responsible: **School-wide Activities Coordinator, FDLOS Cook, FDLOS Master Gardener**

B. Objective 2:

1. **Increase student awareness of and participation in seasonal Ojibwe cultural activities, including tapping maple trees, hunting and processing venison, spearing and netting fish, ice fishing, and harvesting and processing wild rice by implementing the following activities:**
   a. Venison processing or ice fishing demonstration and meal.
   b. Spearing and netting workshop.
   c. Maple sap harvesting and processing demonstration.
   d. Wild Rice gathering and processing.
2. Person(s) Responsible: **Fond du Lac Resource Management Division, FDLOS Teachers, School-wide Activities Coordinator, FDLOS Cultural Coordinator, FDLOS Master Gardener**

C. Objective 3:

1. **Encourage Fond du Lac Ojibwe School administrators, teachers, and students to take on more responsibilities and leadership roles in producing food for the cafeteria.**
   a. Encourage teachers to incorporate more farm to school activities into their curricula using resources from USDA and University of Minnesota.
   b. Recruit and educate interested teachers and students in organic food production.
   c. Assign sections of the demonstration garden to different classes or school groups.
   d. Participate in the formation and activities of the Fond du Lac Agriculture Department.
2. Person(s) Responsible: **School-wide Activities Coordinator, FDLOS Teachers, FDLOS Food Service Staff, Master Gardener.**

D. Objective 4:

1. **Develop the existing demonstration garden to be successful in the face of climate change and the potential for a lack of labor or funding.**
   a. Increase and enhance existing perennial plantings into permaculture or "restoration agriculture" http://www.restorationag.com/ production systems.
   b. Practice no-till agriculture.
   c. Conduct dry farming research.
   d. Save seeds when possible.
   e. Hay bale process.
2. Person(s) Responsible: **School-wide Activities Coordinator, FDL Resource Management Division, Cultural Coordinator, FDLOS Master Gardener.**

E. Objective 5:

1. **Equip the Ojibwe School kitchen with supplies and appliances that will improve the kitchen staff's ability to easily process and preserve locally procured foods.**
   a. Select and purchase needed items.
2. Person(s) Responsible: **FDLOS Cook, FDL Community Health and Nutrition Education Staff.**

F. Objective 6:

1. **The Fond du Lac Ojibwe School will incorporate the goals, objectives and activities of the Fresh Fruit and Vegetable Program (FFVP).**
   a. Students in grades K-6 will receive a mid-afternoon snack consisting of fresh fruit or vegetables, five days per week, during scheduled school days.
   b. Nutritional health promotion will be provided by local partners including the University of Minnesota Extension Service, Carlton County Health Department, local food vendors, and FDL Reservation Human Services.
   c. Nutrition education lessons will be provided in support of FFVP (e.g. "Fun with Food Groups" for grades 1 and 2).
2. Person Responsible: **FDLOS Cook, FDLOS Teachers, FDL Nutrition Education Staff.**

XII. Local Data

Fond du Lac Ojibwe School BMI Data

> 95% BMI Grades K-7	2013-2014	2014-2015	2015-2016
Grades K-7	31%	34%	37%

The Centers for Disease Control Body Mass Index for Age Percentile consider a BMI at the 95th percentile or greater as overweight.

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 and stadiums (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.

FDL – Fond du Lac

FDLOS – Fond du Lac Ojibwe School

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