

Cornwall Central School District Wellness Policy

Table of Contents

<u>Introduction</u>	2
<u>Wellness Committees</u>	3
<u>Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement</u>	5
<u>Nutrition</u>	8
<u>Physical Activity</u>	14
<u>Other Activities that Promote Student Wellness</u>	19
<u>Glossary</u>	21

Cornwall Central School District Wellness Policy

Introduction¹

The Cornwall Central School District (hereto referred to as “CCSD”) is committed to providing a school environment that promotes and protects children’s physical, mental, emotional and social well-being by fostering positive health behaviors.

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.^{2,3,4,5,6,7,8} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{9,10,11} In addition, students who are physically active through active transport to and

¹ The CCSD Wellness Plan meets the minimum Federal standards for local school wellness policy implementation under the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program “Bronze”-level recognition criteria, and minimum best practice standards accepted in the education and public health fields.

² Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents’ Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

³ Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

⁴ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁵ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁶ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁷ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁸ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁹ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

¹⁰ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹¹ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{12,13,14,15}

Taking into account the parameters of CCSD (academic programs, annual budget, staffing issues, and available facilities) as well as the community in which CCSD is located, the Wellness Committee recommends the following District goals relating to activities that promote and protect children’s physical, mental, emotional and social well-being by fostering positive health behaviors. This policy establishes goals and procedures to ensure that:

- Students in CCSD 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;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of CCSD in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CCSD establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all CCSD students, staff, and schools.

- CCSD will coordinate the wellness policy with other aspects of school management, including CCSD’s School Improvement Plan, when appropriate.
- CCSD may also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

¹² Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹³ Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹⁴ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁵ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

15 Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.

I. **Wellness Committees**

Committees' Role and Membership

CCSD established a District Wellness Committee (hereto referred to as the "DWC") to develop CCSD's proposed local wellness policy, making such plan recommendations for review and adoption by the Board of Education (Board). The DWC efforts will be managed by the District Wellness Committee Coordinator (hereto referred to as the "DWC Coordinator").

DWC Meeting Schedule. The DWC will meet monthly during the updating of the plan. Once the plan is completed, the DWC will meet at least every other month for three years until the next triennial assessment. During this period of bi-monthly meetings, an implementation plan will be developed and key programmatic elements will be put into place. Thereafter, the DWC shall meet a minimum of four times per year. The DWC Coordinator shall convene and lead DWC meetings.

DWC Role. The DWC will assess current activities, programs, and policies available in CCSD; identify specific areas of need within CCSD; develop the updated plan; and provide mechanisms for implementation, evaluation, revision and updating of the plan (hereto referred to as the "wellness policy").

DWC Reporting. The DWC shall report pertinent findings and information to the Assistant Superintendent of Instruction; the Assistant Superintendent of Instruction shall inform the Superintendent; the Superintendent shall inform the Board.

DWC Membership. The DWC membership will represent all school levels (elementary and secondary schools) and, to the extent possible, will represent the local community's perspective in developing the wellness policy for CCSD. The DWC will include, but will not be limited to, the following stakeholders: parents and caregivers, students, members of the public, food service program personnel, school board, school and District administrators, nurses, and teaching staff, including physical education teachers and health educators.

SWC. Each school within CCSD will establish an ongoing School Wellness Committee (hereto referred to as the "SWC") that convenes to review school-level issues, in coordination with the DWC. Each CCSD school principal shall designate SWC members for her/his respective school as well as a School Wellness Committee Coordinator (hereto referred to as the "SWC Coordinator"). The SWC shall be established within one month of the adoption of the wellness policy. The SWC Coordinator will ensure compliance with the wellness policy within her/his respective school.

SWC Reporting. The SWC shall report to the respective school principal. The school principal shall report to the DWC Coordinator.

Leadership

The Superintendent or DWC Coordinator will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The names, titles, and contact information of these individuals are:

Name	Title	School	Email address	Role
Terry Dade	Superintendent	CCSD	tdade@cornwallschools.com	Superintendent
Megan Argenio	Assistant Superintendent for Instruction	CCSD	margenio@cornwallschools.com	Assistant Superintendent for Instruction
Amy Bishopp	Food Services Director	CCSD	abishopp@cornwallschools.com	DWC Coordinator
Robert German	Principal	CES	rgerman@cornwallschools.com	SWC Coordinator
Sara Bayne	School Nurse		sbayne@cornwallschools.com	SWC Coordinator
Darren Corsetti	Principal	COHES	dcorsetti@cornwallschools.com	SWC Coordinator
Pam Glynn	School Nurse		pglynn@cornwallschools.com	
Jennifer Nissen	PE Teacher	WAES	jnissen@cornwallschools.com	SWC Coordinator
Jeanne Alessi	School Nurse		jalessi@cornwallschools.com	
Mary Farrell	PE Teacher	CCMS	mfarrell@cornwallschools.com	SWC Coordinator
Brianne Tesseyman	Health and PE Teacher	CCHS	btesseyman@cornwallschools.com	SWC Coordinator

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

In accordance with the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of [Public Law 108-265](#)), CCSD's wellness policy was established by July 1, 2006.

CCSD shall establish by January 1, 2017 an implementation and evaluation plan for the updated wellness policy in order to manage and coordinate the execution of this wellness policy as well as monitor the effectiveness of the plan and the possible need for further modification over time. Evaluation and feedback from interested parties, including an assessment of student, parent, teacher, and administration satisfaction with the wellness policy, is essential to the wellness policy's evaluation.

The implementation plan shall delineate roles, responsibilities, actions, and time lines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. The Superintendent, together with the respective school principals, shall designate one or more staff members within CCSD and at each school, when applicable, to have operational responsibility for ensuring that CCSD meets the goals and mandates of its local wellness policy. Designated members may include, but are not limited to, the following stakeholders: SWC Coordinator, parents and caregivers, students, members of the public, food service program personnel, school board, school and District administrators, nurses, and teaching staff including, physical education teacher and health educator.

The DWC shall identify a school level assessment to be used to assess school health. Potential assessment tools include the [Healthy Schools Program online tools](#) (based on the Centers for Disease Control and Prevention's School Health Index), WellSAT, and Fuel Up to Play 60. The assessment will be used by the DWC to create an action plan that fosters implementation, and generate an annual progress report. This wellness policy and the progress reports can be found at: <http://www.cornwallschools.com/>

Recordkeeping

CCSD will retain records to document compliance with the requirements of the wellness policy at District's Assistant Superintendent of Instruction Office and/or on District's Assistant Superintendent for Instruction's webpage. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;

- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The DWC will compile and publish an annual report to the Assistant Superintendent for Instruction. The report shall share basic information about the wellness policy and report on the progress of the schools within CCSD in meeting wellness goals. The Assistant Superintendent for Instruction shall prepare a summary report that will be made available to the Superintendent. The Superintendent shall make the summary report available to the board and all stakeholders. This annual report will be published around the same time each year on July 1, and will include information from each school within CCSD. The complete annual report will be available upon request.

This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English and Spanish.

Individual schools will actively notify households/families of the availability of the annual report.

The DWC, in collaboration with SWCs, will establish and monitor goals and objectives for CCSD's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

- To the extent possible, CCSD will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school

climate measures. CCSD is encouraged to collaborate with local research institutions and universities.

- CCSD will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.

Triennial Progress Assessments

At least once every three years, CCSD will evaluate plan compliance, assess progress made in attaining the goals of CCSD's wellness policy, and determine areas in need of improvement for CCSD and individual schools.

The DWC Coordinator shall be responsible for managing the triennial assessment.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

Each CCSD school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District 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.** CCSD and individual schools, will, as necessary, develop work plans to facilitate implementation of updated policy.

Community Involvement, Outreach, and Communications

CCSD is committed to being responsive to community input, which begins with awareness of the wellness policy. CCSD will actively communicate ways in which representatives of the DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate to CCSD and individual schools. CCSD and its individual schools 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. CCSD and schools will use electronic mechanisms, such as email or displaying notices on CCSD's and individual school's websites. Individual schools will also use 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. CCSD will ensure that communications are culturally and linguistically appropriate to the community.

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

III. **Nutrition**

School Meals

CCSD is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meet 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. As such, CCSD will meet or exceed the nutrition standards set by CCSD, local, state, and USDA guidelines.

All schools within CCSD participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). CCSD also operates additional nutrition-related programs and activities including school gardens, Back Packs for Friends, and as available, locally grown produce. All students will have access to free/reduced price meals in a non-stigmatizing manner and CCSD will work to prevent the overt identification of students who are eligible for free and reduced-price meals.

All schools within CCSD are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (CCSD offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#) and CCSD innovations:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names

- Daily vegetable options are bundled into all grab and go meals available to students
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
- White milk is placed in front of other beverages in all coolers
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
- Student artwork is displayed in the service and/or dining areas
- Daily announcements are used to promote and market menu options
- Serving foods at their appropriate temperature to enhance flavor
- The school will share information about the nutritional content of meals with parents and students. Such information may be made available on menus, CCSD website, such other “point-of-purchase” materials, or the Food Services Department.
- School meals are administered by a team of employees trained in child nutrition.
- CCSD child nutrition program will accommodate students with special dietary needs.
- To the extent possible, lunch will follow the recess period to better support learning and healthy eating.
- 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
- CCSD will implement at least four of the following five Farm to School activities:
 - Local and/or regional produce are incorporated into the school meal program regularly.
 - Messages about agriculture and nutrition are reinforced throughout the learning environment;
 - School hosts a school garden;
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products and Farms.

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and

“school day” are defined in the glossary). CCSD will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Competitive Foods and Beverages

CCSD 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 (i.e., “competitive” foods and beverages) will meet or exceed current nutrition requirements established by local, state, and 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 are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.¹⁶

To support healthy food choices and improve student health and well-being, whenever possible, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* and in after-school care programs, will meet or exceed the current nutrition requirements established by local, state, and USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, student stores, and snack bars . CCSD will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the current nutrition requirements established by local, state, and USDA Smart Snacks in School nutrition standards including through:

¹⁶ The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

1. Celebrations and parties. Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually. CCSD will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.¹⁷
2. Classroom snacks brought by parents. CCSD will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. Schools will be discouraged from using foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior. Schools will not withhold food or beverages (including food served through school meals) as punishment. CCSD will provide teachers and other relevant school staff a list of alternative ways to reward children.

Fundraising

To support children's health and school nutrition-education efforts, CCSD will discourage school fundraising activities that involve food. CCSD will make available a list of ideas for acceptable fundraising activities.

- Fundraising organizers will be required to use only foods that meet or exceed the USDA Smart Snacks in Schools nutrition standards for fundraisers on the school campus during the school day.
- CCSD will encourage fundraising activities that promote physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

Nutrition Promotion

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

CCSD 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:

¹⁷ Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#), “Wellness Wake-up Call” during morning announcements; and
- Promoting foods and beverages that meet the current nutrition requirements established by local, state, and USDA Smart Snacks in School nutrition standards.¹⁸

Nutrition Education

CCSD aims to teach, model, encourage, and support healthy eating by students by facilitating the voluntary adoption of healthy eating habits and other nutrition-related behaviors conducive to health and well-being. Nutrition education topics will be integrated within comprehensive, standards-based health education and family and consumer science programs in grades K through 12. It will be taught by staff who are adequately prepared and who participate in professional development activities in order to deliver an effective program. Schools will provide nutrition education and engage in nutrition promotion that:

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

Essential Healthy Eating Topics in Health Education

¹⁸ Additional possible promotion techniques that CCSD and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

CCSD will include in the health education curriculum a minimum of 5-10 of the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Assessing one's personal eating habits
- Food guidance from [MyPlate](#)
- Understanding and using USDA's food labels; critically evaluating nutrition information
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Safe food preparation, handling, and storage
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

CCSD wishes to establish a school environment that presents consistent wellness messages and is conducive to positive healthy behaviors for all in order to protect children's physical, mental, emotional and social well-being throughout the school day while minimizing commercial distractions. CCSD 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 District property that contains messages inconsistent with the health information CCSD is imparting through nutrition education and health promotion efforts. It is the intent of

CCSD 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 CCSD's wellness policy.

Only those foods and beverages that meet or exceed the current nutrition requirements established by local, state, and USDA Smart Snacks in School nutrition standards are permitted to be marketed or promoted to students on the school campus* during the school day*.

Food advertising and marketing is defined¹⁹ as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by CCSD.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. **Physical Activity**

CCSD will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity, and to understand the short-term and long-term benefits of a physically active and healthy lifestyle. New York State Learning Standards for Physical Education are used as a guideline for our physical education program in grades K through 12.

19

CCSD will strive to engage children and adolescents in 60 minutes of daily physical activity participation. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).²⁰

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. CCSD will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

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

Whenever possible, CCSD will provide facility access to the community for physical activity.

Physical Education

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

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

New York State Education Law 803 requires all students in grades K through 12 to attend and participate in a physical education program. Instructional time requirements for elementary schools, middle schools, and high schools follow below. All times listed are exclusive of changing, showering, and dressing times.

²⁰ Schools can participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

- K-4 students²¹ must participate in physical education classes at least 120 minutes per week. Grades K-3 shall participate in physical education classes on a daily basis. Grade 4 shall participate in physical education classes no less than three times per week.
- Middle school students²² in grades 5-8 must participate in physical education classes in every semester throughout middle school for not less than three times per week in one semester, and not less than two times per week in the other semester. Physical education time/periods are equivalent to other instructional classes.
- High school students²³ must participate in PE throughout high school. Students shall participate in physical education classes for not less than three times per week in one semester, and not less than two times per week in the other semester, for a minimum of 90 minutes per week for eight semesters. Students entering 9th grade until graduation must earn the equivalent of two units of credit in physical education to be eligible to receive a diploma.²⁴ Students may not accelerate in physical education.
- Adapted physical education may be provided to any child who has a unique need in physical education. Adapted physical education addresses those students that have an individualized education program under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, and Article 89 of the New York State Education Law.

CCSD 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.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- Staff development is recommended for physical education teachers and athletic coaches to learn and improve upon current academic and athletic trends to better meet the students' needs.
- Waivers, exemptions, or substitutions for physical education classes will not typically be granted.

²¹ New York City Department of Education, Office of School Wellness Programs. (2015). *Elementary School Physical Education Requirements*. Retrieved from http://schools.nyc.gov/NR/rdonlyres/C7D11638-1215-4D03-9E81-57A74C26FEFD/0/WQRSPEESRequirements_2014.pdf.

²² New York City Department of Education, Office of School Wellness Programs. (2015). *Middle School Physical Education Requirements*. Retrieved from http://schools.nyc.gov/NR/rdonlyres/B830DB93-496F-4704-8AF7-EB42A7EEF3C0/0/WQRSPEMSRequirements_2014.pdf.

²³ New York City Department of Education, Office of School Wellness Programs. (2015). *Middle School Physical Education Requirements*. Retrieved from http://schools.nyc.gov/NR/rdonlyres/EF999026-DBE1-482D-8011-03CA77F57C55/0/WQRSPEHSRequirements_2014.pdf.

²⁴ ¼ credits are earned per semester for a total of eight semesters (grades 9-12). This accumulates to 2 units of credit necessary to receive a diploma.

Essential Physical Activity Topics in Health Education

CCSD will include in the health education curriculum the following essential topics on physical activity when health education is taught.

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

Recess (Elementary)

New York State Department of Education has no state policy for recess or recess before lunch. CCSD has instituted recess on a daily basis for students in elementary grades. All elementary schools are offered at least **15 minutes of recess** on all or most days during the school year. This policy may be waived on early dismissal or late arrival days. As recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating; students would be required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above the “real feel” temperature of 28°F and below the “real feel” temperature of 93°F (air quality dependent),

inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Below find a sampling of indoor recess ideas promoting physical activity:

- Balloon volleyball
- Back to back
- Charades
- Yoga / stretching
- Freeze dance party

Fifteen (15) minutes of classroom or large space area recess.

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

Physical Activity Breaks (Elementary and Secondary)

New York State Department of Education has no state policy for physical activity breaks. CCSD recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Whenever appropriate, teachers will incorporate movement and physical activity into daily classroom routines and lessons, such as Brain Breaks. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. CCSD recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

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

Active Academics

CCSD will approach using active academics as an additional learning approach which will be provided at beginning of each school year. To the extent possible, 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.

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

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

Before and After School Activities

CCSD offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. CCSD will encourage students to be physically active before and after school through *clubs, physical activity in aftercare*, intramural sports, interscholastic athletics, and local recreation programs.

Active Transport

CCSD will support active transport to and from school, such as walking or biking. CCSD will encourage this behavior by engaging in *four or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and/or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

CCSD wishes to establish a school environment that presents consistent wellness messages and is conducive to positive healthy behaviors for all. CCSD will take a coordinated school approach to decision-making related to protecting children's physical, mental, emotional and social well-being. CCSD will integrate wellness activities across the entire school setting, not just in the

cafeteria, other food and beverage venues, and physical activity facilities. CCSD will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in CCSD are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or CCSD's curriculum experts.

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

All school-sponsored events will adhere to the wellness policy.

Promoting and Protecting Children's Mental, Emotional, and Social Well-being

CCSD's Wellness Plan has established a comprehensive and holistic approach to promoting and projecting children's physical, mental, emotional, and social well-being through nutrition and physical activity plan recommendations. CCSD will further advance the efforts found within this Wellness Plan through CCSD's Guidance Plan (2014-2015). The Guidance Plan is incorporated herein as Attachment A. It's goals include, but are not limited to:

- Preparing students to participate effectively in their current and future educational programs;
- Helping students who exhibit any attendance, academic, behavioral, or adjusting problems;
- Encouraging parental involvement;
- Helping students develop the ability to correctly identify his or her academic ability and achievement levels and relate this to future educational and career plans;
- Instruction at each grade level to help students learn about various career, career planning, and postsecondary education opportunities;
- Increase student awareness of child sexual, physical, and emotional abuse;

Community Partnerships

CCSD will develop, enhance, and continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

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

As described in the “Community Involvement, Outreach, and Communications” subsection, CCSD will use electronic mechanisms (such as email or displaying notices on CCSD’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 opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

SWCs will, to the greatest extent possible, focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

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

Professional Learning

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

Staff responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program specific activities and instructional techniques and strategies designed to promote healthy eating habits.

Glossary:

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, 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 - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Bimonthly – every two months.