



Book	District Policies
Section	5000 Students
Title	STUDENT WELLNESS
Code	5405
Status	Active
Adopted	December 1, 2016
Last Revised	November 14, 2022

Required

Local

Notice

The Greenwood Lake Union Free School District is committed to providing a school environment that promotes and protects children’s health, well-being, and the ability to learn by fostering healthy eating and physical activity. The District has established a Wellness Committee to revise the District’s proposed local wellness policy, making such policy recommendations for review and adoption by the Board of Education. This district’s Wellness Committee includes, but is not limited to, representatives from each of the following groups: parents, students, faculty, food service program, school board, school administrators, and members of the public.

The District Wellness Committee will assess current activities, programs, and policies available in the District; identify specific areas of need within the District; develop the policy; and provide mechanisms for implementation, evaluation, revision and updating of the policy. The Wellness Committee is established to represent the local community’s perspective in developing the wellness policy for the District.

Goals to Promote Student Equity

The New York State Every Student Succeeds Act (ESSA) Plan.

The Greenwood Lake Union Free School District will prioritize providing equitable opportunities and access for every student so they are supported in an environment where all students are valued; respected; and experience academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, national origin, or immigration status. Greenwood Lake Union Free School District has positive, prevention-focused attendance policies and strategies that promote a culture of good attendance. Attendance records are monitored on a regular basis to identify students that fall in the chronic absenteeism percentage of 10% or greater of instructional days. Greenwood Lake Union Free School District is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

1. **Equity in Classrooms:** Equal learning opportunities will be offered to all students through classroom content that is relevant and representative of all students’ experiences. Expanded use of personalized learning approaches are implemented to meet the unique needs of each student.

Culturally responsive and linguistically relevant classroom materials are utilized to better reflect student backgrounds and languages. Gaps in performance will be addressed through providing students with needed resources.

Fairness and inclusion will be fostered through the involvement of universal design for learning concepts in test development. ELLs will have their progress towards their individual progress targets assessed on the NYS English as a Second Language

Achievement Test (NYSESLAT). Academic progress will be measured on state and local assessments in ELA, math, and science. Advanced coursework, including access to Regents classes, will be offered to eligible students.

2. **Equity in Educator Access and Resources:** Educators will have equitable access to classroom content and materials that are relevant and representative of students' experiences. Effective educators will be assigned where they are most needed within the district. Educators have access to professional development to build understanding of anti-bias, multi-cultural and culturally responsive pedagogies. Access to non-academic services such as social-emotional, behavioral, mental health, and social services will be available to ensure that the school has the needed resources to succeed.

Resources

The documents and resources developed by the New York State Education Department (NYSED or "the Department") are informed by non-regulatory guidance issued by the United States Department of Education in order to provide accurate and complete information about both programmatic and fiscal topics of interest to district and school leaders, private school administrators, parents, and community stakeholders.

Title I, Part A

- [Parent and Family Engagement](#) - June 2019
- [Comparability of Services](#) - September 2018
- [Identification and Selection of Public School Attendance Areas and Allocation of Title I Funds to Those Areas and Schools](#) - June 2018
- [Supplement – Not Supplant](#) - Updated July 2019
- [Transferability](#) - September 2018
- [District Level Parent and Family Engagement Policy Checklist](#)
- [School Level Parent and Family Engagement Policy Checklist](#)
- [Title I Schoolwide Program Plan Checklist](#)

USDE Guidance:

- [Providing Equitable Services to Eligible Private School Children, Teachers, and Families](#)
- [\(link is external\)](#)
- October 2019
- [Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#)
- [\(link is external\)](#)
- September 2016

Title I, Part C (Migrant Education)

- [Office of Migrant Education Program \(OME\)](#)
- [\(link is external\)](#)
- [Migrant Education Program \(MEP\)](#)

- [\(link is external\)](#)
- [MEP Non-Regulatory Guidance \(March 2017\)](#).
- [\(link is external\)](#).

The guidance materials below are intended to build the capacity of local education agencies (LEAs) as part of the Every Student Succeeds Act (ESSA) in order to administer programs effectively in coordination and collaboration with local [Migrant Education Tutorial and Support Services \(METS\)_program center](#)

- [New York State Migrant Education Program \(NYS-MEP\)](#).
- [\(link is external\)](#).
- [NYS-MEP Resources for School Districts](#)
- [\(link is external\)](#)

Title II, Part A (Supporting Effective Instruction)

USDE Guidance:

- [Non-Regulatory Guidance for Title II, Part A](#)
- [\(link is external\)](#).
- - September 2016
- [Federal Presentation on ESSA Evidence Levels](#)
- [\(link is external\)](#).

Title IV, Part A (SSAE)

- [Title IV Part A: Student Support and Academic Enrichment](#)
 - [Well-Rounded Educational Opportunities Companion Guide to the Title IV Part A: Student Support and Academic Enrichment](#) - August 2018
 - [Effective Use of Technology Companion Guide to the Title IV Part A: Student Support and Academic Enrichment](#) - August 2018
 - [Safe and Healthy Students Companion Guide to the Title IV Part A: Student Support and Academic Enrichment](#) - August 2018

USDE Guidance:

- [Non-Regulatory Guidance for Title IV, Part A](#)
- [\(link is external\)](#).
- [Non-Regulatory Guidance on selecting evidence-based interventions](#)
- [\(link is external\)](#).
- -September 2016

Rural Education Achievement Program (REAP)

- [Title V, Part B: Rural Education Achievement Program](#)

USDE Guidance:

- [ESEA/ESSA Text](#)
- [\(link is external\)](#).
- (see Sections 5201-5225)
- [REAP Guidance](#)
- [\(link is external\)](#).
- [What LEAs Need to Know in FY 2019 USDE Presentation](#)

- ([link is external](#)).

McKinney-Vento Homeless Education

- [The McKinney-Vento Act: Education of Children and Youth Experiencing Homelessness](#)
- August 2019
- [New York State Education Law Section 3209, Education of Homeless Children](#)
- ([link is external](#)).
- - April 2017
- [Commissioner's Regulations Section 100.2\(x\) Updates](#) - April 2017

USDE Guidance:

- [Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)
- ([link is external](#)).
- - Updated August 2018
- [McKinney-Vento Homeless Education Assistance Act, Reauthorized by Title IX, Part A of the Every Student Succeeds Act \(ESSA\)](#).
- ([link is external](#)).

Equitable Services for Private Schools

- [Equitable Services to Non-Public Schools Consultation](#) - July 2018

Goals to Promote Student Wellness

Taking into account the parameters of the School District (academic programs, annual budget, staffing issues, and available facilities) as well as the community in which the District is located, the Wellness Committee recommends the following District goals relating to nutrition education, physical activity and other school-based activities.

Social Emotional Learning/Mental Wellness

The Greenwood Lake Union Free School District recognizes that New York has set standards for Social-Emotional Learning (SEL) implementation with the goals of supporting student mental health, improving school connectedness, and fostering better learning environments. SEL is essential to creating schools that effectively prepare all young people to succeed in school and in life. All students in the district will have access, as needed, to certified school counselor(s) or school psychologist(s) to prepare students to participate effectively in their current and future educational programs as age appropriate. In an effort to promote positive emotional health and well-being, the district will support:

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1. **Classroom teaching:** Social emotional learning and skill building for mental wellness will be integrated into classroom teachings to continue to build and maintain a supportive classroom climate. A supportive classroom climate helps students to feel emotionally safe, part of a community of learners, motivated, and challenged. This

type of environment creates a strong foundation for students to engage fully and take academic risks.

Social-emotional learning competencies are the specific skills, habits, and mindsets that fall under the umbrella of social-emotional learning. These skills are varied, but the following SEL competencies are prioritized based on student needs: self-awareness, self-management, social

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awareness, relationship skills and responsible decision making. In elementary school, topics that may be covered include understanding emotions, coping skills, self-esteem, social skills, self-regulation, communication skills, and conflict resolution. During middle school years, these topics may be expanded to include stress reduction, communication skills, personal goal setting, anxiety management, test taking/study skills, peer pressure, bullying/harassment, suicide prevention and identification of support systems.

2. **Positive Behavior Intervention and Supports (PBIS):** PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum. The Greenwood Lake Union Free School District has a school-wide PBIS approach in each school building to assist students in making them aware of the behavioral expectations in each area of the school environment (including but not limited to the classroom, hallways, restrooms, offices, cafeteria, playground/school grounds etc.). PBIS is a team-based, systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Each school building will hold PBIS Committee meetings as needed throughout the school year to assess the effectiveness of the program.

3. **Communication & Outreach:** The district website and district social media platforms will consistently convey the value and importance of emotional well-being and mental wellness. Upon request, local resources to support social/emotional and mental wellness will be made available following administrative approval.

4. **Staff & Teacher Training:** Staff and educators will be given the opportunity to participate in ongoing professional development in social emotional learning and mental wellness provided by the district. Each building shall identify the staff members who are responsible for mental health awareness, education, and identifying/providing mental health resources. The district will provide them with the opportunity to participate in professional development to help effectively create a school climate that supports the social emotional wellbeing and mental wellness of students. Professional development opportunities shall provide information on coping skills, stress management, suicide prevention, conflict resolution and accessing mental health resources. Staff and teachers will also be given the opportunity to participate in social engagement opportunities that focus on district-wide relations, mental wellbeing, and self-care.

5. **Parent Training:** Parents and guardians will have the opportunity to participate in trainings and workshops focused on social emotional learning and mental wellness. These opportunities shall provide information on coping skills, stress management, suicide prevention, conflict resolution and accessing mental health resources.

Resources:

- National Assembly on School-Based Health Care: Using Coordinated School Health to Promote Mental Health for All Students by Laura Hurwitz, LCSW and Karen Weston, PhD July 2010
- Staff Training in Suicide Prevention and Mental Health Awareness provided Orange County Department of Mental Health
- Center for School Mental Health Assistance, Crisis Intervention: A guide for school-based clinicians. (2002)
- Youth Mental Health First Aid- 8 hour course that teaches you how to help someone who is developing mental health problems.
- SafeTALK 3hour training that prepares anyone over age 15 to identify person with thoughts of suicide and connect them to resources.
- <http://www.nasbhc.org/atf/cf/%7Bcd9949f2-2761-42fb-bc7a-cee165c701d9%7D/white%20paper%20csh%20and%20mh%20final.pdf>
- <http://csmh.umaryland.edu/Resources/ResourcePackets/files/crisisintervention.pdf>
- <http://www.pbis.org/>
- <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- <https://www.panoramaed.com/blog/guide-to-core-sel-competencies>
- Youth Mental Health First Aid- 8 hour course that teaches you how help someone who is developing mental health problems.
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- Center for School Mental Health Assistance, Crisis Intervention: A guide for school-based clinicians. (2002)
<http://csmh.umaryland.edu/Resources/ResourcePackets/files/crisisintervention.pdf>
- <http://www.pbis.org/>

Personal Safety and Wellness:

Internet Safety and Netiquette:

All students are provided with internet safety instructions that include safe and responsible use of the internet including appropriate online behavior. A district approved safety management system will manage student safety on school-provided technology. The district will provide education on internet safety and "netiquette" to facilitate responsible use of technology both in and out of school and will establish the following standards for:

1. **Classroom teaching:** Internet safety and netiquette topics will be integrated within comprehensive, standards-based cross curricular and interdisciplinary education in grades K through 8. It will be taught by staff who are adequately prepared and who participate in professional development activities in order to deliver an effective program. Student internet use will be monitored in the classroom through district-approved software that supports management of student devices and ensures internet safety, including but not limited to accessing appropriate websites, protecting personal information, knowing whom students are communicating with online, public vs private profiles, and social media safe practices. Internet safety education shall be designed to help students learn netiquette related skills and digital citizenship, including but not limited to participating in electronic communication in a positive fashion.

2. **Communication and Outreach:** Consistent internet safety messages will be taught throughout the school, classrooms, home, community, and media. Linkages will be established between school, home, and mobile environments.
3. **Teacher training:** Schools will provide ongoing professional development and education for teachers and other staff. Staff members who are responsible for internet safety education will be adequately prepared and regularly participate in professional development opportunities to effectively deliver this education program as planned. Preparation and professional development activities shall provide basic knowledge of internet safety and netiquette, combined with skill practice in program specific activities and instructional techniques and strategies designed to promote the safe use of computer technology in school and the home.
4. **Administrator Training:** Schools will provide ongoing professional development and education opportunities for administrators. Administration will provide and make resources available to facilitate professional development for faculty and staff to enable them to work with students.
5. **Parent Training:** Parent information sessions will be made available on Cybersafety, proper internet use, and Social Media. When possible, partnerships with law enforcement and outside agencies will be utilized for maximum impact.

Nutrition Education

The District will provide nutrition education to facilitate the voluntary adoption of healthy eating habits and other nutrition-related behaviors conducive to health and well-being by establishing the following standards for:

1. **Nutrition Education:** Topics will be integrated within comprehensive, standards-based health education programs in grades K through 8. It will be taught by staff who are adequately prepared and who participate in professional development activities in order to deliver an effective program. Nutrition education shall be designed to help students learn.
 - a. Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, principles of healthy weight management, assessing one's personal eating habits, and eating disorders.
2. **Communication and Outreach:** Consistent nutrition messages will be taught throughout the school, classrooms, cafeteria, home, community, and media. Linkages will be established between health education, school meal programs and related community services.
3. **Teacher training:** Schools will provide ongoing professional development and education for

teachers and other staff. 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.

4. **Administrator Training:** Schools will provide ongoing professional development and education for administrators. Administration will provide and make resources available to facilitate professional development for faculty and staff so as to enable them to work with students.
5. **Parent Training:** Parent information sessions will be provided as needed and information will be provided on the district's website.

Food Induced Anaphylaxis/Food Allergies

To protect the health and safety of each individual child, the school district recognizes its role and responsibility in supporting a healthy learning environment for all students, including those who have or might develop life-threatening food induced allergies. Food allergies, food safety, and student health are taken very seriously. Although the district is not a nut free, milk free or allergen-free environment, the district will create a management plan for any student who requires it to limit their exposure to allergens in school.

1. **Faculty and Staff:** When a student is diagnosed by the child's medical doctor as having the potential for food-induced anaphylaxis, the school nurse will ensure that all school staff will work cooperatively with the student to allow full participation in school activities. The School Nurse will review the Emergency Care Plan (ECP) with all appropriate staff. An Emergency Care Plan (ECP) will be kept in each child's health record and will include a recent photo of the student along with information about the food allergen and signs and symptoms of the child's possible reaction to known allergens from the child's doctor. The school nurse will provide staff training regarding each student's food allergy.
2. **Parent and School Nurse:** When the parent submits a written medical diagnosis for their child of the presence of a life threatening food allergy, the parent, the school nurse, the child's teacher, and other appropriate personnel will develop an individualized health-care plan (IHP) to guide prevention and response. An IHP is a written document that outlines how children will receive health care services at school and is developed and used by a registered nurse.
 - To effectively manage food allergies, a Food Allergy Management and Prevention Plan (FAMPP) will be implemented. The plan will include strategies and actions needed to manage food allergies in the school setting. Although the district is not a nut free, milk free or allergen-free environment, the district will create a management plan for any student who requires it to limit their exposure to allergens in school.
 - In the event that a child has a written order from a doctor that includes accommodations (peanut free table), he or she will be referred for a 504 Plan.

Nutrition Guidelines

The district Wellness Committee will recommend which nutrition standards will be established for all foods available on school campus during the school day. School day is defined as from midnight the night prior to 30 minutes after the end of the school day for each respective building. In addition, the Committee will recommend standards for all after school activities that offer and/or sell food. This includes all items offered for sale through: Cafeteria, Vending Machines, Student Stores, Snack Bars, Concession Stands.

Nutrition Standards

Reimbursable school meals served at school will meet the program requirements and nutrition standards of the National School Lunch program, found on the website for the USDA Food and Nutrition Service Department:

Link to Nutritional Standards:

<http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

The Healthy Hunger-Free Kids Act of 2010 (HHFKA) directed the United States Department of Agriculture (USDA) to establish nutrition standards for all foods and beverages sold to students in school during the school day, including foods sold through school fundraisers. Section 10 of the Child Nutrition Act of 1966, 42 USC 1779, as amended by the HHFKA, requires that all food and beverages sold outside of the school meals programs, on the school campus at any time during the school day must meet the nutrition standards set forth in the interim final rule titled, "National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010". This interim final rule, also known as "Smart Snacks", was published on June 28, 2013 and is effective July 1, 2014.

The rule can be accessed online at: <http://www.gpo.gov/fdsys/pkg/FR-2013-06-28/pdf/2013-15249.pdf>. Or <https://www.gpo.gov/fdsys/pkg/FR-2014-02-26/pdf/2014-04100.pdf>

The summary of the interim final rule on competitive food standards can be accessed online at:

<http://www.gpo.gov/fdsys/pkg/FR-2013-06-28/pdf/2013-15249.pdf>

In accordance with Section 210.11(b)(4), the New York State Education Department (SED) is electing to establish a policy that no fundraising exemptions may be granted and is prohibiting any food related fundraisers that do not meet the nutritional standards from being held during the school day. This approach supports the intent of the HHFKA and the Smart Snacks nutrition standards to ensure the development of healthier school environments. Implementing consistent nutrition standards throughout the school building will enhance the learning environment and contribute to the overall health and well-being of all students. In addition, consistently providing healthier foods and beverages everywhere on the school campus will build on the great strides being made in the cafeteria.

USDA has defined a fundraiser as any activity where currency/tokens/tickets, etc., are exchanged for a product in support of the school or school-related activity. For example, giving away food but suggesting a donation would be considered a fundraiser, since funds would be raised as a result.

The goal is to encourage healthy lifelong eating habits by providing foods that are high in nutrients, low in fat and added sugars, and of moderate portion size.

School Dining Environment:

The district will provide a clean, safe meal environment for all students. Space will be provided to ensure that all students have access to school meals. Based on the needs of the student population, allergen free tables will be available. Potable water stations are available at each school so that students may access water throughout the school day. The district will encourage students to participate in school meals/cafeteria programs and secure the identity of students that access reduced/free meals.

Parties, Celebrations, Food-related Fundraising, and Food Rewards/Punishments:

Whenever possible, nutritious and appealing foods, such as fresh fruits and vegetables, low-fat and non-fat dairy foods, whole grain and low fat products shall be available where food is offered at school.

School sponsored events shall meet nutritional standards and other guidelines set by the District.

Vending machine items offered or sold from 30 minutes after the end of the school day until midnight:

- Items offered through vending machines, student stores, snack bars, concession stands or after-school care programs will make a positive contribution to children's health.
- Whenever possible, these options will include healthy choices such as fruits and vegetables, low fat milk, fat-free milk, and water as well as whole grain and low-fat products.
- The district will provide a list of healthy snack and beverage items to teachers, after-school program personnel, and parents.

Rewards

- Schools will be discouraged from using foods or beverages, especially those that do not meet the nutrition standards for foods and beverages, as rewards for academic performance or good behavior. Similarly, schools will not withhold food or beverages, including food served with school meals, as a punishment. The District will provide information regarding appropriate rewards to teachers.

Celebrations

- It is recommended that each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually. The District will provide a list of healthy party food and beverage items to parents and teachers.
- The District will be mindful of allergies in terms of celebrations. Parents will be notified if there are students in their child's homeroom that have food allergies. Parents may send in ONLY store-bought, individually pre-wrapped items with ingredient labels affixed. Homemade snacks or baked goods are prohibited.

Fundraising activities

- To support students' health and school nutrition-education efforts, the District will discourage school fundraising activities that involve food.

- Fundraising organizers will be encouraged to only use foods that meet the District's nutrition and portion size standards for foods and beverages sold individually.
- The District will encourage fundraising activities that promote physical activity.
- The school district will make available a list of ideas for fundraising activities.

School-Sponsored Events (such as performances, athletic events, dances, etc.)

- Whenever possible, foods and beverages offered or sold at school-sponsored events outside the school day will meet the above nutrition standards for meals or for foods and beverages sold individually.

Assurance

- Guidelines for reimbursable school meals shall not be less restrictive than applicable federal regulations and guidance issued pursuant to the Child Nutrition Act, as those regulations and guidance apply to school.

Physical Activity

The Greenwood Lake Union Free School District 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. The Wellness Committee has determined that the following standards are necessary to achieve this goal.

1. **Physical Education:** The New York State Education Department requires all students in grades K through 12 to attend and participate in a physical education program. New York State Learning Standards for Physical Education are used as a guideline for the district physical education program.

All pupils in grades K-5 shall attend and participate in physical education two times per week. All pupils in grades 6-8 shall attend and participate in physical education for no less than three times per week in one semester, and no less than two times per week in the other semester.

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, or the Individuals with Disabilities Education Act, and Article 89 of the New York State Education Law.

2. **Staff training/certification for physical education:** All K-8 physical education teachers are required to hold a valid New York State Teaching Certificate. 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.
3. **Physical activity outside of physical education classes:** Physical activity outside physical education classes will include but not be limited to:

Students having outdoor recess on a daily basis, weather permitting. In the event that indoor recess is necessary, it will be offered in a place that accommodates moderate to vigorous physical activity. Whenever appropriate, teachers will incorporate movement and physical activity into daily classroom routines and lessons. Teachers are encouraged to incorporate kinesthetic learning approaches into core learning subjects when possible so as to limit sedentary behavior during the school day. Eligible students are encouraged to participate in school sponsored clubs, intramural sports, interscholastic athletics and local recreation programs.

4. **Physical Activity and Punishment:** Recognizing the importance of periodic activity breaks during the school day, school personnel will not use loss of recess as punishment (unless serious safety issues to self or others exists or at the discretion of the building administrator based upon individual situations). Conversely, physical activity (running laps, push-ups) will not be used for punishment.

5. **Medical Excuses from Physical Education:** A parent or guardian note to excuse a student from PE due to minor illness or injury will be accepted for 1-2 days. At the discretion of the school nurse, participation may be modified to "as tolerated". A doctor note must be presented to excuse a student from PE for 3 days or longer. The school nurse has the right to discuss the injury or illness with the student, parent and/or doctor for further clarification. Extended medical releases may be modified to "as tolerated" by the school nurse after approval from the doctor. A student who is excused from PE may not participate in recess, intramurals, or interscholastic sports.

Other School-based Activities

The District wishes to establish a school environment that presents consistent wellness messages and is conducive to healthy eating and physical activity for all. In order to present a coordinated school approach where District decision-making related to nutrition and physical activity encompasses all aspects of the school, the Wellness Committee has determined that the following standards are necessary to achieve this goal.

1. Federal School Meals

- a. All schools in our district will participate in the federal school meal programs (National School Breakfast Program and National School Lunch Program). Food served through these programs will meet all applicable standards.

- b. The District will ensure that food service directors, managers and staff are provided with annual professional development in the areas of food and nutrition consistent with USDA Professional Standards for State and Local Nutrition Programs. District food service staff

will meet with students in grades 4 and up twice annually to solicit feedback on the school breakfast/and/or school lunch programs.

2. Access to School Nutrition Programs
 - a. All students will have access to free/reduced price meals in a non-stigmatizing manner and the District will work to prevent the overt identification of students who are eligible for free and reduced-price meals.
3. After-school programs for our students will be encouraged to incorporate nutrition related components, healthy snacks, and physical activity.
4. Whenever possible, the District will provide facility access to students, families, staff, and the community for physical activity. The District will provide links to fitness related clubs and activities as needed.
5. Activities to promote staff wellness will be developed and implemented at each school building.
6. Activities to promote student wellness will be developed and implemented at each school building. These will include information germane to nutrition, as well as non-nutrition related activities and will be age appropriate activities by grade level.

Implementation and Evaluation of the Wellness Policy

The District will continue to ensure school and community awareness of this policy through various means. Further, professional development activities for staff and student awareness training will be provided, as appropriate, on the goals of the District's wellness program, including activities/ programs for the development of healthy eating habits and the incorporation of physical activity as part of a comprehensive healthy lifestyle.

The District shall establish an implementation and evaluation plan for the wellness policy in order to monitor the effectiveness of the policy and the possible need for further modification over time. Accordingly, the Superintendent shall designate one or more staff members within the District or at each school to have operational responsibility for ensuring that the District meets the goals and mandates of its local wellness policy. Designated staff members may include, but are not limited to, the following personnel: administrators; school health personnel including the school nurse, guidance counselor, school psychologist and/or physical education teachers; and the District's food service director.

These designated staff members shall annually report to the Superintendent on the District's compliance with the wellness policy (or, if done at the building level, to the School Principal) and the Superintendent shall inform the Board of such findings. The Superintendent/designee shall prepare a summary report on District-wide compliance with the District's wellness policy based on input from schools within the district. That report will be provided to the school board and also distributed to the Wellness Committee, parent-teacher organizations, building principals, and school health services personnel within the

District. The report shall also be available to community members upon requests. The report shall also be available on the district's website to facilitate open communication with the community at large

These designated school officials will also serve as a liaison with community agencies in providing outside resources to help in the development of nutrition education programs and physical activities.

Evaluation and feedback from interested parties, including an assessment of student, parent, teacher, and administration satisfaction with the wellness policy, is essential to the District's evaluation program. Further, the District shall document the financial impact, if any, to the school food service program, school stores, or vending machine revenues based on the implementation of the wellness policy.

District schools will provide nutrition education and physical education, with an emphasis on establishing lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Communication with and training for teachers, parents, students and food service personnel will be an integral part of the District's implementation plan.

To the extent practicable, students and parents shall be involved in the development of strategies designed to promote healthy food choices in the school environment; and the school cafeteria will provide a variety of nutritionally sound meals and beverage choices. The school will encourage students' active, age appropriate participation in decisions regarding healthy lifestyles and choices. Positive reinforcement such as letters of recognition and acknowledgement will be utilized as a means to encourage healthy eating patterns among the student population. In addition, the school will share information about the nutritional content of meals with parents and students upon request. Such information may be made available on our district's website, cafeteria menus, and/or other "point-of-purchase" materials.

Assessments of the District's wellness policy and implementation efforts may be repeated on an annual basis, but it is recommended that such assessment occur no later than every three (3) years, to help review policy compliance, assess progress, and determine areas in need of improvement. The District will coordinate with the Orange County Department of Health to facilitate this assessment, should it be deemed appropriate. The District and individual schools within the District, will, as necessary, revise the wellness policy and develop work plans to facilitate its implementation and communication.

Child Nutrition and WIC Reauthorization Act of 2004
Public Law Section 108-265 Section 204
Richard B. Russell National School Lunch Act
42 United State Code (USC) Section 1751 et seq.
Child Nutrition Act of 1966
42 United States Code (USC) Section 1771 et seq.
7 Code of Federal Regulations (CFR) Section 210.10
Healthy, Hunger-Free Kids Act of 2010

National School Lunch Act, 42 USC§ 1758(b)
National School Lunch Program and School Breakfast Program regulations, 7 CFR § 210.J I

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010; 79 FR 10693 Education Law § 915
8 NYCRR § 135.4

Adopted: 12/1/16; Revised: 11/14/22