

The Enlarged City School District of Middletown Wellness Policy

Table of Contents

[Preamble](#)2

[School Wellness Committee](#)3

[Wellness Policy Implementation, Monitoring,
Accountability, and Community Engagement](#)6

[Nutrition](#)8

[Physical Activity](#)14

[Other Activities that Promote Student Wellness](#)18

[Glossary](#)21

[Appendix A: School Level Contacts](#)22

The Enlarged City School District of Middletown Wellness Policy

Note: This “Basic” district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the [Healthy, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.

Preamble

The Enlarged City School District of Middletown (herein referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District 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;

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

- 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 the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District 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 students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

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

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (herein referred to as the DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

- Each school within the District will establish an ongoing School Wellness Committee (SWC)

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

that convenes quarterly to review school-level issues, in coordination with the DWC.

Leadership

The Superintendent or designee(s) 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 designated official for oversight is (Director for Physical Education, Health & Athletics, David Coates, Middletown High School, 24 Gardner Ave. Ext., Middletown, NY 10940 david.coates@ecsdm.org (845) 326-1533.

Name	Title / Relationship to the School or District	Email address	Role on Committee
Paul Sciucco	Community Member	pinseeker52@frontiernet.net	Assists in the evaluation of the wellness policy implementation
Jane Sciucco	Community Member	pinseeker52@frontiernet.net	Assists in the evaluation of the wellness policy implementation
Lauren Burr	Interim Director FNS	Lauren.burr@ecsdm.org	Nutritional Services
Jillian Crawford	Director of Personnel & Inclusion	jillian.crawford@ecsdm.org	Personnel Services
Linnette Chillino	Director of Benefits	linnette.chillino@ecsdm.org	Benefits Services
Stacey Atlas	Mentor Coordinator for new educators and MTA VP	stacey.atlas@ecsdm.org	Mentor Services

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

Justin Sturge	Dept. Chair for Physical Education and Health	Justin.sturge@ecsdm.org	MHS Phys. Ed. & Health Education
Barbara Kura	District School Nurse Practitioner	barbara.kura@ecsdm.org	District Health and Wellness Services
Craig Olejniczak	Athletic Trainer	Craig.olejniczak@ecsdm.org	Athletics, Concussion Management, APP, Mixed Competition
Kevin Witt	Community Liaison	Kevin.witt@ecsdm.org	Community relations and communication
Kevin Gleason	Events Coordinator	kevin.gleason@ecsdm.org	Coordinator of District events
Kaitlyn Diana	Maple Hill Physical Education Teacher	Kaitlyn.diana@ecsdm.org	Physical Education instruction
Brian McDevitt	High School Physical Education Teacher	Brian.mcdevitt@ecsdm.org	Physical Education instruction
Carrie Greenberg	WAC 5 th grade Classroom Teacher	Carrie.greenberg@ecsdm.org	General Education
Justine Schwab	Orange County ADAC	jschwab@abacinfo.com	Community Partner
Stephanie Blumberg	Executive Director YMCA Middletown	stephanieblumberg@middletownymca.org	Community Partner

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

David Cordero	Cornell Cooperative Extension		Community Partner
Raelynn Bertholf	MDTN Recreation Department. Superintendent	raelynn@middletown-ny.com	Community Partner
Lauren Buda	Orange County Department of Health Healthy Orange Schools and Communities	budal@orangecountygov.com	Community Partner
Danielle Moser	Orange County Department of Health	DMoser@orangecountygov.com	Community Partner
Jenny Sanchez	Community Relations Manager, Mental Health Assoc.	jsanchez2@mhaorangeny.com	Community Relations Manager
J. Brittany Ray	Smiling Bellies Health Consulting	smilingbelliesjb@gmail.com	Community Partner
Stefanie Hubert	Cornell Cooperative Extension	sh379@cornell.edu	Community Partner
Angela Jo Henze	Mental Health Association	ahenze@mhaorangeny.com	Community Partner
Erica Dawn Dahl	Cornell Cooperative Extension SNAP-ED	Edd58@cornell.edu	Community Partner
Sara Flores-Amper	Cornell Cooperative Extension	sf639@cornell.edu	Community Partner

	SNAP-ED		
Alexis Michael	MHS Student	MichaelA20103@middlepride.org	
Hailey Rodriguez	MHS Student		
Alissandra Soto	MHS Student	SotoA38017@middlepride.org	

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

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

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines 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. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report. [Elementary Assessment](#)
[Middle-High School Assessment](#)

This wellness policy and the progress reports can be found at:
<http://www.middletowncityschools.org/>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Director for Physical Education, Health and Athletics Office, MHS Office # 182 and on the District's central computer network.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District official leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and

- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is David Coates, CMAA, Director for Physical Education, Health and Athletics

David.coates@ecsdm.org (845) 326-1533

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

The District 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 School Health Index 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.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District 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. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are

culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

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

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), and Summer Food Service Program (SFSP). The District also operates additional nutrition-related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, *and* After School Snack Program. All schools within the District 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. (The District 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](#):

- Whole fruit options are displayed in attractive bowls or baskets (instead of chafing 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.
-
- *Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.*
 - *Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.*
 - *School meals are administered by a team of child nutrition professionals.*
 - *The District child nutrition program will accommodate students with special dietary needs.*
 - *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).*
 - *Students are served lunch at a reasonable and appropriate time of day.*
 - *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. Applications will be made available on the District website when applicable.*
 - *The District should take steps to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way.*
 - *It is prohibited for students with unpaid balance to be shamed in any way, including by announcing their names, using hand stamps, the use of a different serving line, or sending home clearly marked notices that they have*

an unpaid balance.

- *The District will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):*
 - *Local and/or regional products are incorporated into the school meal program;*
 - *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.*

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). The District will make drinking water available where school meals are served during meal times.

- 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 and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods

and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: [USDA Smart Snacks Guide](#) The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [Smart-Food-Planner Food Planner - Calculator](#)

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. **CACFP standards shall be followed for before and after school programs.** 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, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet the USDA Smart Snacks in School nutrition standards. We will encourage and educate all staff, parents and students to consider healthy food options for celebrations, recognitions, incentives and awards. Full implementation goal by 2020.

1. **Celebrations and parties:** The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Healthier Generation](#) and from the [USDA healthy-celebrations](#)
2. **Classroom snacks brought by adults:** **Snacks should be factory sealed.** The District will provide to families a list of foods and beverages that meet Smart Snacks nutrition standards. [Healthy Snack and Beverage Ideas](#)
3. **Rewards and incentives:** The District will provide teachers and other relevant school staff a list of alternative ways to reward children. [Healthy Celebrations Guide](#) Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA healthy-fundraising](#)].

- Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)

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, teachers, parents, students and the community.

The District 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:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom Techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at [Smart-Food-Planner](#)

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. 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;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that All health education teachers will provide opportunities for students to practice omeets state and national standards.
- Rehearse the skills taught through the health education curricula.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- 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
- Food safety
- 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

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District 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 the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. 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 replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- 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.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* [Let's Move - Active Schools](#) in order to successfully address all CSPAP areas. Physical activity during the school day (including but not limited to recess, classroom 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. The district will provide teachers and other school staff with a [List of Ideas](#) for alternative ways to discipline students.

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

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). [Change Lab Solutions](#) provides guidance regarding joint- or shared-use agreements.*
- *The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.]*

Physical Education

The District 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). The curriculum will support the essential components of physical education.

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

All District **elementary students** in each grade will receive physical education for at least 120 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education. All District students must take at least 90 minutes per week of physical education in grades 7-12 and requires all schools, including high schools, to provide physical education to all students. At the secondary level, this must be provided at least three times per week in one semester and two times per week in the other semester.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Human Kinetics Fitnessgram Program).

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education teachers in [District] will be required to participate in at least a once a year professional development in education.
- All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education.
- Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The

District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- 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)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. This policy may be waived on early dismissal or late arrival days. If 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 and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into 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/below District-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days,

during storms with lightning 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. 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.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. 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. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [Healthier Generation -physical-activity](#) and the [USDA Physical Activity](#).

Active Academics

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.

The District 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

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by promoting physical activity clubs, intramurals and interscholastic sports.

Active Transport

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

- Designate safe or preferred routes to school
- Promote 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
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District 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 the District 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 the District'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 guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g., Middletown Parks and Recreation, Orange County Health Department, Cornell Cooperative Extension, Orange County Youth Bureau, Mental Health Association of Orange County, Smiling Bellies Health Consulting) in support of this wellness policy 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 Family Engagement

The District 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, the District will use electronic mechanisms (e.g., email or displaying notices on the district’s website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader’s name is Craig Olejniczak.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include walking incentive programs, morning workouts, Middletown Teacher’s Center (MTC) afternoon workout classes, and YMCA 20% membership discounts . The District 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.

- The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math 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.

VI. Social and Emotional Climate

Social and Emotional Climate is the promotion of a safe and supportive learning environment through attention to social and emotional development and psychosocial aspects of the learning experience. A positive social and emotional school climate fosters student engagement in activities, relationships with peers and adults that are respectful, trusting, and caring; and successful learning.

Middletown Enlarged City School District is committed to providing an excellent social and emotional climate through the following:

1. Stakeholders within the District will regularly participate in school climate surveys. Efforts will be made to encourage comprehensive participation in the survey for all grade levels.

2. After completing school climate surveys, administrators are advised to share with relevant stakeholders including families, community members, staff, state and/or District leadership.
3. Each school shall provide a safe and supportive learning environment that fosters student engagement and the development of student connections with faculty, staff, and peers. Teachers will be strongly encouraged to incorporate SEL advisory activities at all grade levels.
4. The District's program requires the development and implementation of a safe school climate plan put forth by the Board of Education to address the existence of bullying in its schools. Board Policy 7550: Dignity for All Students can be found (pg 134) [here](#).
5. The District will always consider the diversity of the student population to ensure that each child's needs are met. This will be accomplished by designing equitable and personalized experiences discovering and affirming our scholars' strengths and focusing on our shared humanity. Scholars of all ages contribute to their learning and voice what they need to become more self-determined and active members of our community. Further information can be found in the [District Strategic Plan](#).
6. The District will review and respond to school climate data as part of the strategic planning committee, which includes a group of steering team members and at least 10 planning and designing sessions over five years.
7. Schools are strongly encouraged to adopt proven school-wide positive and preventative approaches to behavior support practices. (i.e. Breakfast of Champions, etc).
8. Any additional supports that are adopted should build upon our student's strengths, promote success in school, maximize the time spent in the classroom and minimize suspensions, expulsions, and other removals for students with behavioral health challenges. Regulations regarding suspension can be found in Board Policy 7313.
9. Social skills are to be reinforced, extended, and applied to age-appropriate situations at each grade level.
10. In addition to prevention and intervention strategies, administrators, teachers, and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior.

VII. Safe Environment

Safe Environment focuses on the physical school building, the land on which it is located, and the areas surrounding it. A healthy school environment attends to physical conditions during normal operation as well as renovation, and addresses factors such as ventilation, pollution, lighting, noise, and temperature- as well as protecting students from physical threats such as traffic, crime, and hazardous materials and pollution.

The Wellness Committee will periodically review and make recommendations to any concerns regarding necessary updates to Board Policies [5630](#) (pg 66), [5632](#) (pg 71) which address a safe school environment. Committee members will also voice any concern regarding updates to the [School Safety Plan](#).

These policies include information on:

- Cleaning & maintenance of the school buildings
- Prevention and safe removal of mold and moisture in buildings
- Minimization of student and staff exposure to toxins
- Monitoring and addressing air quality
- Monitoring and addressing water quality
- Integrated pest management
- Lighting, noise, temperature during normal hours and construction
- Student and employee involvement in maintaining the school physical environment (e.g., graffiti, littering, recycling)
- Maintenance of facilities and compliance to safety standards
- Physical safety measures (e.g. double entry access, locked doors and windows, etc)
- School safety planning team
- Crisis preparedness and response
- Training for school resource officers in District buildings

VIII. Health Services

School nursing, a specialized practice of nursing, protects and promotes student health, facilitates normal development, and advances academic success. School nurses, grounded in evidence-based and ethical practice, are the leaders who bridge healthcare and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential (ANA & NASN, 2017).

Middletown School Health Services includes a full time registered nurse in each school building. The nursing services provided in Middletown schools are as follows:

- Assessment of health complaints, medication administration, and care for students with special health-care needs. School nurses play a large role in the management of student chronic health conditions, including coordinating care and communicating with the student's family and other health care providers.
- Managing emergent and urgent situations
- Mandated health-screening programs, verification of immunizations, and infectious disease reporting. School health screenings include vision (far/near/color), hearing, and scoliosis screenings. School nurses ensure all students are fully immunized per the Public Health Law of NYS for school attendance. Through coordination of screenings at school and collection of screening data from local health care providers school nurses help identify health conditions that impact learning.
- In addition, school nurses review and make arrangements for school appraisals/physical exams to be conducted by the School Medical Director for students who are not up to date with routine physical exams.
- Identification and management of students' chronic healthcare needs that affect educational achievement. Development and coordination of individual student care plans.
- Emergency preparedness, health education, mental health assessment and support, and healthy environment promotion. School nurses and the District Medical Director in collaboration with a multidisciplinary team composed of special services, administrators, social workers, counselors establish health protocols, programs and practices that reflect the specific needs of students and their families.
- School nurse as care coordinator helps students and families identify, access, and negotiate complex systems, including local healthcare services, financial resources, shelter, food, and health promotion.

Community Engagement

School Health Services will be represented at community events and partner with local agencies such as Lions Club, local Department of Health, hospitals and clinics to provide vision screenings, dental screenings, immunization clinics and community outreach.

Health services staff will work as a liaison between students' families and local healthcare providers, health insurance plans, dental providers and any other resources necessary for managing health and wellness.

Health Counseling

One of the responsibilities of the school nurse includes providing direct health education and health counseling to assist students and families with making decisions on health and lifestyles that affect health to reduce health-related barriers to learning and health related absenteeism thus improving student achievement.

School nurses shall have a planned response to student sexual risk behavior (eg. STI, pregnancy) by ensuring that all students have access to key resources and services that are developmentally appropriate and confidential including counseling, education, and referral to local health agencies for testing, contraception and prenatal care for sexually active youth.

Food allergies

If the District determines that a child has a life-threatening food allergy or chronic health issue, the District and school nurse in consultation with the student, parent/guardian and/or healthcare provider, shall develop an individualized health care plan (IHCP) for the child. This plan will establish strategies for food allergy avoidance by the student and emergency care in the case of an allergic reaction. Food allergies are communicated to the food services team and classroom teachers. Stock Epinephrine shall be available at each school building for immediate administration if anaphylaxis occurs as per School Medical Director standing order.

The risk of accidental exposure or cross-contamination is always present in school, particularly for students with food allergies. The school setting is a high-risk environment for accidental ingestion of a food allergen due to the presence of a large number of students, increased exposure to food allergens, and cross-contamination of tables, desks, and other surfaces.

In an effort to prevent accidental exposure to allergens, the District will monitor the following

high-risk areas and activities:

- Cafeteria
- Food sharing
- Hidden ingredients in art, science, and other projects
- Transportation
- Fundraisers and bake sales
- Parties and holiday celebrations
- Field trips
- Before and after school programs

First aid/emergency response:

School health efforts shall be directed towards detection and prevention of serious health issues and to provide emergency treatment. Each school will ensure that at least one staff member, in addition to the school nurse, is trained in CPR, AED and first aid (ex: security aides, coaches).

Opioid Overdose response:

The School Medical Director shall ensure adequate Naloxone stock and provide an annual renewal of a standing order for administration of Naloxone to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose on school grounds or at a school-sponsored activity.

References

1. 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.
2. 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.
3. Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
4. 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.
5. Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S-813S.
6. 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.
7. Taras, H. Nutrition and student performance at school. Journal of School Health. 2005;75(6):199-213.
8. 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.
9. 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.
10. 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.
11. 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.
12. Singh A, Uijtdewilligen 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.
13. 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.
14. 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>

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

Appendix A: School Level Contacts

School	Name	Title	Email	Role
MHS	Michael Fratto	Dean	Michael.fratto@ecsdm.org	
	John Follansbee	Educator	John.follansbee@ecsdm.org	
	Karina Acevedo	Cohort Principal	Karina.acevedo@ecsdm.org	
	Elissa Schreiner	Cohort Principal	Elissa.schreiner@ecsdm.org	
	Byron Cobo	Security	Bryon.cobo@ecsdm.org	
	Barb Kura	Nurse Practitioner	Barbara.kura@ecsdm.org	
	Jacqueline Vogel	Nurse	Jacqueline.vogel@ecsdm.org	
	Joan Molina	Nurse	Joan.molina@ecsdm.org	
Twin Towers	Nicole Brookins	Principal	Nicole.brookins@ecsdm.org	
	Damon Noland	Dean	Damon.noland@ecsdm.org	
	Wendy Manis	Nurse	wendy.manis@ecsdm.org	
	Deborah Alverson	Trauma Coach	Deborah.alverson@ecsdm.org	
	Danielle Abdullah	Social Worker	Danielle.Abdullah@ecsdm.org	
		Health		

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

	Caitlin Sheldon Kevin Galante	Educator Health Educator	Caitlin.sheldon@ecsdm.org kevin.galante@ecsdm.org	
Monhagen	Jessica Lebron Brittany Mangieri Anna Stampone Emily Belluzzi Gina Sylvester Christopher Van DeWeert Stephanie Galante Thomas Atwell Brittany Garner	Admin Trauma Coach Guidance Counselor Social Worker Educator Educator Educator Educator	Jessica.lebron@ecsdm.org Brittany.mangieri@ecsdm.org Anna.stampone@ecsdm.org Emily.Belluzzi@ecsdm.org Gina.sylvester@ecsdm.org Christopher.vandeweert@ecsdm.org Stephanie.galante@ecsdm.org Thomas.atwell@ecsdm.org Brittany.garner@ecsdm.org	
Presidential Park	Susan Short Mildred Silva Kathleen Wray Laura Iannuzzi Stephanie	Administrator Teacher Teacher	susan.short@ecsdm.org mildred.silva@ecsdm.org kathleen.wray@ecsdm.org laura.iannuzzi@ecsdm.org	

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY
Updated 5/17/2023 TRIENNIAL DISTRICT REVIEW to Reflect the USDA Final Rule

	Humbrecht	Teacher	stephanie.humbrecht@ecsdm.org	
	Judy Stalter	Teacher	judy.stalter@ecsdm.org	
	Frank LaSpina			
	Wendy Rincon	Teacher	frank.laspina@ecsdm.org	
		Teacher	wendy.rincon@ecsdm.org	
WAC	Kathy Jensen	Principal	kathy.jensen@ecsdm.org	
	Melissa Fierro	Educator	Melissa.fierro@ecsdm.org	
	Jessica Hagan	Educator	Jessica.hagan@ecsdm.org	
	Bryan Walsh	Educator	Bryan.walsh@ecsdm.org	
	Mary Abrahams	Educator	Mary.abrahams@ecsdm.org	
	Laura Kinney	Food Service Social Worker	Laura.kinney@ecsdm.org	
	Karen Kolb-Shaw		Karen.kolb-shaw@ecsdm.org	
	Carrie Greenberg	Educator	Carrie.greenberg@ecsdm.org	
Maple Hill + Truman Moon Annex	Kaitlyn Diana	Teacher	kaitlyn.diana@ecsdm.org	