

OACSD Wellness Policy

WELLNESS POLICY

Our District culture will support and reinforce the health and wellbeing of each student and staff member. Our District will set realistic goals for student and staff health that are built on accurate data and sound science.

*Regular physical activity can improve the health and quality of life of people of all ages (HealthyPeople.gov, n.d.); however, only 17 percent of high school students currently meet the recommended daily amount (Eaton et al., 2010).

* Over the past three decades, childhood obesity rates in the United States have tripled. Today nearly one third of U.S. children are overweight (U.S. Centers for Disease Control and Prevention, 2008), and almost 17 percent of children and adolescents are obese (Ogden, Carroll, Kit, & Flegal, 2012).

* Improved health can also improve attendance at school. Higher rates of absenteeism have been reported for those students who are overweight; suffer from asthma; or have poor health status, diet, or lack of sleep. Studies have also shown that health-related absenteeism can be reversed by increasing access to services and increasing physical activity. (Basch, 2010)

* Neuroscience illuminates the effects of nutrition and physical activity on learning. The brain is malleable when responding to biological and environmental factors, which proves an important attribute for learning. Research indicates the quality of foods children eat impacts cognition — with poor nutrition linked with absenteeism, hunger symptoms and psychosocial problems. Brain-imaging studies show that the brains of aerobically fit children may exhibit superior executive-function control. Physical activity, regardless of whether it's during recess, in the classroom or in physical education class, may improve school performance and achievement. (http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The_Wellness_Impact_Report.pdf)

The Owego Apalachin Central School District Board of Education recognizes that the wellness of students plays a crucial role in their ability to learn. The Board understands that wellness encompasses a broad range of program areas; nutrition education, physical activity and physical education, health education, medical care, and psychosocial health, among others. The Board of Education believes that it has a responsibility to provide students with the skills, knowledge and support they need to establish healthy behaviors that may serve them well for the rest of their lives. The Board of Education recognizes its responsibility to foster citizenship through education, and in this context accepts its responsibility to help reduce overall healthcare costs and the risk of preventable diseases. The District envisions every school day as one where each student enters school healthy and learns about practicing a healthy lifestyle.

The 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 develop the District's proposed local wellness policy, making such policy recommendations for review and adoption by the Board of Education. The District's wellness committee includes, but is not limited to, representatives from each of the following groups:

- a) Parents and/or Members of the public
- b) Students;

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- c) Physical Education Staff, Health Education and/or Family Consumer Science
- d) The District's food service program
- e) The School Board
- f) School administrators
- g) Health Services
- h) Grounds and Maintenance

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.

I. District Wellness Team

The local school food agency must convene a wellness team to develop, implement, assess and review its wellness policy. The most effective wellness policy is one that utilizes input from stakeholders in the community.

- Administrator
- Classroom educator
- Community member/parent
- Physical Education teacher
- School board member
- School food authority and/or food service representative
- School health professional
- Student

For optimal effectiveness, a team may also include:

- Dietitian and/or dietary manager
- Local business representative
- Medical professional and/or health care professional
- Nutrition and/or Health Education teachers
- School counselor
- School nurse
- School support staff
- Local representations of organizations interested in children, nutrition, education, health and physical activity

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II. Foods and Beverages Available in School

Our District supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for staff and students.

The Owego Apalachin Central School District Board recognizes that a nutritious, well-balanced, reasonably-portioned diet is essential for student wellness. To help students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the district shall ensure that all foods and beverages available in school promote good nutrition balance. The district shall ensure that reimbursable school meals meet or exceed the program requirements, portion size, and nutrition standards found in federal regulations. The district shall encourage professional development in the area of food and nutrition provided for food service managers and staff.

To accomplish this, the Board directs that the district food services serve healthy and appealing foods and beverages at district schools, following current state and federal nutrition guidelines (see reference section at end of Policy), as well as safe food preparation methods. These guidelines are expected to enhance the diet and health of our students and help mitigate the childhood obesity trend.

School Meals

- The district will make every effort to offer school breakfast to every student in every school
- Encourage the consumption of and choice of nutrient-dense foods; fresh fruits, vegetables, whole grains, and low fat items.
- Encourage students to try new or unfamiliar items though providing the opportunity to have input on local, cultural, and ethnic favorites
- Make efforts to ensure that families are aware of need-based programs for free or reduced-price meals encourage eligible families to apply, and district will utilize Community Eligibility/ Direct Certification.
- Schools are encouraged to make available locally grown produce and agriculture products to students for school meals and food items sold outside the reimbursable meal program
- Access to free, fresh and safe drinking water throughout the school day and at locations where meals are served.

Meal Scheduling

Students and staff will have adequate space to eat meals in clean, safe, pleasant surroundings and will have adequate time. It is recommended that full day students are permitted a daily lunch period. The district recommends that all students have at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.

Foods and Beverages sold individually during the school day (a la carte and vending) must be:

- "whole grain rich" grain product; or
- have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or.
- be a combination food that contains at least ¼ cup of fruit and / or vegetable; or
- Contain 10% of the Daily Value of one of the nutrients of public concern in the 2010 Dietary

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Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber)

- foods and beverages must meet the mandated nutritional requirements as outlined in the USDA "All Foods Sold in Schools" standards.
- school stores are prohibited from selling food and beverages during school hours

Fund Raising Activities

Will strive to promote healthy food items, non-food items, or activities / events (physical or otherwise).

Celebrations and Rewards

- will focus on activities, rather than food
- Model the healthy use of nutrient dense food as a natural part of celebrations

III. Physical Activity

Our district's physical activity opportunities and physical education schedule, curriculum and instruction will support and reinforce the health and wellbeing of each student by addressing lifetime fitness knowledge, attitudes, behaviors and skills.

Physical activity is an important factor in staying healthy and being ready to learn. The Board of Education encourages every student to develop the knowledge and skills necessary to perform a variety of physical activities, to regularly participate in physical activity, and to appreciate and enjoy physical activity as an ongoing part of a healthy lifestyle. In addition, staff, families, and community are encouraged to participate in and model physical activity as a valuable part of daily life. The district's Physical Education program shall adhere to the curricular requirements of the Commissioner of Education and the New York State Learning Standards.

Physical Education

District will follow the state and board approved physical education program plan to engage Students in physical education for at least the minimum number of hours or days per week. All students in grades K-3, will receive physical education (120 minutes/5 days a week for elementary school students, grades 4-6 receive 120 minutes/week, minimum 3 days per week, and approximately 105 minutes/every other day for middle and high school students) for the entire school year. All physical education will be under the guidance of a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- Physical Education classes will meet the appropriate NYS Learning Standards.
- PE classes will promote, teach and provide opportunities to practice activities that students enjoy and can pursue throughout their lives (e.g., yoga, fitness walking, step aerobics).
- Physical activity shall not be used or withheld as a form of discipline or punishment.

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Recess and Transitional Time

- All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoor, during which students are encouraged (verbally and through the provision of space and equipment) to engage in moderate to vigorous physical activity.
- When feasible, recess will occur prior to lunch to ensure appropriate healthful food and beverage intake.
- Extended periods of inactivity, two hours or more, are discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.
- When appropriate, physical activity should be encouraged during transition, break, and free time.

Physical Activity in the Classroom

- Promote the integration of skill and age appropriate physical activities, in collaboration with the Physical Education staff, in the classroom when appropriate.
- Physical activity are regularly incorporated into other subject areas (e.g. math, language, arts, science, and social studies), but not used as a substitute for Physical Education class.
- Designated physical activity time should not be used for the purpose of individual lessons, classes, and/or therapies or scheduling said events.

Extracurricular Opportunities for Physical Activity

- Promote clubs and activities that meet the various physical activity needs, interests, and abilities of all students (e.g., walking, hiking and climbing, snowshoeing). Enrichment activities will, when feasible, include physical activity

IV. Nutrition Education and Wellness Promotion

Our district will integrate health and wellbeing into the schools' ongoing activities, professional development, curriculum, and assessment practices.

Our district health education curriculum and instruction support and reinforce the health and wellbeing of each student by addressing the physical, mental, emotional, and social dimensions of health.

The Board believes that nutrition promotion and education is a key component in introducing and reinforcing healthy behaviors in students. Nutrition promotion and education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition promotion and education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition promotion and education shall be appropriately certified and trained. The district's broader Health Education program shall Achieve New York State Learning

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Standards. All staff are encouraged to model healthy eating and physical activity as valuable part of daily life. Examples could be:

- Integrate nutrition education as part of not only health education classes, but also classroom instruction.
- Include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens and use of the cafeteria as a learning lab.
- Promote and label healthy food items such as fruits, vegetables, whole grain products, low fat dairy products, so students know which optimum choice is.

V. Other School-Based Activities

Our District facility and environment support and reinforce the health and wellbeing of each student and staff member.

Our district will facilitate student and staff access to health, mental health, and dental services.

The district will seek out funding and evidence based programs supporting wellness initiatives that implement goals set forth in this policy. The District will implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach, employee health and wellness activities, limiting the use of food as a reward, reviewing food marketing and advertising in school, hosting or promoting community-wide events, and offering wellness-related courses in the district's adult education program.

Implementation

Each school district is required to designate one or more district officials, as appropriate, to ensure each school complies with the districts wellness policy. In addition, each school will have one or more school personnel to facilitate implementation and compliance within each school. The local agency is required to inform (e.g. newsletters, social and mass media, conferences, school functions and school web site) and update the public (including parents, students, staff, and others in the community) about the content and implementation of the Wellness Policy. The Wellness Policy should be reviewed (updated if required), and reported to community every 3 years at minimum.

Notification - possible channels include, but are not limited to:

Newsletter (printed, electronic, Student Folders, etc...); School Marque (electronic), Social Media (Facebook, Twitter, district website, etc.); Media (newspaper, radio, TV); Parent Events (PTA/PTO, Parent-Teacher conference, etc.); Bulletin Board, Email, Teacher training/professional development, School Board meetings, Year-end reports, School event (sports/theatre/concert programs, brochures, etc.)

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Possible Content of Notification:

Overview of wellness policy, Purpose, Relevance for our district, List of school wellness council members, Role of member on the council, list effects of school wellness policy on families, Where to go for questions and resources.

What is being done, What will be done, School board members contact information for questions, Where to find actual policy (email attachment, handout, web-site, see above), Inform community of requirements for complying with the 2010 Healthy Hungry Free Kids Act.

Monitoring and Review

Our district will collaborate with parents and the local community to promote the health and wellbeing of each student.

Parents, students, food service professionals, physical education teachers, school health professionals, school administrators and the school board shall participate in the development, implementation and periodic review and update of this wellness policy. The Wellness Committee will meet at least twice annually to review nutrition and physical activity policy compliance, establish evidence on student health impact, and identify effective programs and program elements. The District Health and Wellness Coordinator shall report biannually to the Superintendent evaluating the implementation of the policy and regulations and include any recommended changes or revisions. The Wellness Committee will provide annual report to the Board and the public on the content implementation and effectiveness of this policy as directed by the HHFKA 2010. Every two years, the District Health and Wellness Coordinator, in consultation with appropriate personnel and advisory committees, shall monitor and review the district's wellness activities to determine whether this policy is having a positive effect on increasing student wellness and decreasing childhood obesity in the district. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

The district shall monitor and review the implementation and effectiveness of this policy by conducting a variety of surveys, data collections, etc. which might include several of the following:

- Periodic informal surveys of Building Principals, classroom staff, and school health personnel to see the progress of wellness activities and their effects.
- Periodic checks of the nutritional content of food offered in the cafeterias for meals and a la carte items, and sales or consumption figures for such foods.
- Periodic checks of the nutritional content of food available in vending machines, and sales or consumption figures for such foods.
- Periodic checks of the amount of time students spend in Physical Education classes, and the nature of those activities.
- Periodic checks of extracurricular activities of a physical nature, in the number of offerings and rates of participation by students.
- Periodic checks of student mastery of the nutrition education curriculum.
- Periodic review of data currently collected by the district, including:
 - attendance data, particularly absences due to illness;
 - physical education scores on flexibility, endurance, and strength (i.e., fitness test results);
 - student BMI (Body Mass Index) statistics, as collected in accordance with the State Department

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- o of Health efforts;
- o Revenues generated from vending machines and a la carte food items.
- Periodic surveys of student/parent opinions of cafeteria offerings and wellness efforts.
- Periodic review of professional staff development offered which focuses on student wellness.

Implementation of Wellness Policy

The local agency is required to inform (e.g. newsletters, social and mass media, conferences, school functions and school website) and update the public (including parents, students, staff, and others in the community) about the content and implementation of the Wellness Policy. Assessment of the Wellness Policy needs to be reviewed, updated, and reported to community every 3 years.

Healthy Hunger Free Kids Act, Child Nutrition and WIC Reauthorization Act of 2010, Public Law 111-296

Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265 Section 204

Richard B. Russell National School Lunch Act, 42 United States 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