

# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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## **SUBJECT: WELLNESS**

The District believes in, and is committed to, providing a school environment that promotes and protects students and staff wellness. This includes a coordinated and comprehensive approach sensitive to individual and community needs.

To achieve that purpose, the Board has established a Wellness Committee that shall meet on a ~~an~~ semi-annual basis to establish goals and oversee development of the District's wellness policy. The Director of Athletics, Physical Education, Health and Recreation has been designated the District Wellness Coordinator to convene the committee. The District's Wellness Committee includes but is not limited to parents, students, food service employees, registered nurses, school counselors, school social workers, Board members, teachers, school administrators and community agencies.

Additionally, the District will continue to form unique partnerships with community organizations to provide the district with the resources necessary to promote all aspects of health and wellness for our school district.

The Board believes that children of all ages who are healthy individuals:

- a) Learn more effectively;
- b) Have improved attendance;
- c) Are more likely to complete their formal education.

The Board also believes that healthy staff:

- a) More effectively perform their assigned duties;
- b) Model appropriate wellness behaviors for students;
- c) Enjoy an improved quality of life.

The District's Wellness Policy is firmly rooted in the New York State Standards in Health and Physical Education and the health and physical education standards outlined in the Center for Disease Control (CDC) Coordinated School Health Program model.

## **Goals to Promote Student Wellness**

The District seeks to ensure all of its students obtain the knowledge and skills necessary to make nutritious food selections and enjoy life-long physical activity. To this end, the District sets forth the following goals relating to nutrition promotion, health education, physical activity, and other school based activities.

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### **Nutritional Promotion and Education**

The District will model and encourage healthy eating by all students by engaging in nutrition education and promotion.

- a) Nutrition will be integrated into core curricula (e.g., math, science, language arts).
- b) The District will ensure that staff members who provide nutrition education (e.g., teachers and food service staff) have appropriate training.
- c) Nutritional services (dietary nutritional professionals such as dietitians and nurses) will be available, per faculty request, to support classroom activities that include hands-on applications of good nutrition practices to promote health.

Academic performance and quality of life issues are affected by the choice and availability of healthy foods in our schools.

- a) Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards, will be established for all foods offered by the Lewiston-Porter Central School District's Nutrition Services Department or contracted vendors. Menu and product selection will utilize student, parent, staff and community advisory groups whenever possible.
- b) Nutrition services policies and guidelines for reimbursable meals will not be more restrictive than federal and state regulations require.

### **Goals to Promote Nutritional Wellness**

- a) The District will provide:
  - 1) A clean and safe environment;
  - 2) Adequate time for lunch and schedule student meals at nutritionally and age appropriate times;
  - 3) Encouragement to participate in the Healthy School Meal Programs;
  - 4) Access to free and reduced priced meals in a non-stigmatizing manner for all eligible students;
  - 5) Confidentiality of the identity of all students who participate in the free and reduced meal programs.
- b) The District will prohibit the use of food as a punishment in schools and will limit the use of food as a reward in schools.

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- c) All foods and beverages available on school campuses during the school day will offer nutritious choices. Students' lifelong eating habits are greatly influenced by the types of foods and beverages available in their daily environment. In addition to ensuring that reimbursable school meals meet program requirements and nutritional standards, the District believes it must also establish standards and guidelines to address all foods and beverages sold or served to students on the school campus, including those available outside of the school meal programs.
  - 1) The District will make guidelines based on nutritional goals, not profit making.
  - 2) Foods and beverages sold as part of school-sponsored fundraising activities and/or sold at concession stands on campus will include nutritious food choices.
  - 3) Refreshments served at celebrations and meetings during the school day will include nutritious food choices.
  - 4) Foods and beverages sold through school vending machines will provide options high in fiber, and low in sugar, fat, and sodium.
- d) Students will receive consistent messages about good nutrition across the campus, including in classrooms and cafeterias.

## **Health Education**

The K-12 Health Education Program, within a coordinated school health framework, will provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

The District will provide for an interdisciplinary, sequential, standard-based, skill-driven, student-centered health education program based upon “A Guidance Document for Achieving the New York State Standards in Health Education”, Commissioner Regulations Part 135 and the National Health Education Standards for schools.

- a) In accordance with the NYS Standards and National Health Education Standards for schools, students in the Lewiston-Porter Central School District will receive:
  - 1) Instruction and practice to acquire and develop skills in self-management, relationship management, communication, stress management, goal setting, decision-making, and advocacy that enhance personal, family and community health.
  - 2) Instruction and practice based on three Standards: Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management.

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- 3) Age-appropriate functional knowledge that includes, but is not limited to, the following: instruction in understandings, attitudes and behavior in regard to the several dimensions of health. This instruction relates to alcohol, tobacco and other drugs, safety, mental health, nutrition, dental health, sensory perception, disease prevention and control, environmental and public health, consumer health, first aid and other health-related areas (Commissioner Regulations Part 135).

The Board recognizes that the purpose of the district's sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases, to encourage students to delay sexual activity and to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

The district's curriculum shall be aligned with the state's content standards, based on medically accurate and factual information, and designed to teach students to make healthy choices and reduce high-risk behaviors. The district's program shall comply with the requirements of law, Board policy and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

A parent/guardian may request, in writing, that his/her child be excused from participating in HIV/AIDS prevention or sexual health education. Students so excused by their parents/guardians shall be given an alternative educational activity. A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction (Education Code 135). The instruction of Health Education will be provided as follows:

- a) K-3 by regular classroom teachers;
- b) Grades 4-5 by regular classroom teachers with additional curriculum support provided by appropriately trained professionals;
- c) Grades 6-8, a minimum of a half-year credit by a certified health educator.
- d) Grades 9-12, a minimum of a half-year credit by a certified health educator.

Other wellness curriculum will be provided by classroom teachers in various subjects, including, but not limited to PE, Science, Family and Consumer Science.

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### **Physical Education and Activity**

The District believes that physical education (PE) and physical activity must be an essential element of each school's instructional program. The primary goals for schools' physical activity components are to:

- a) Provide opportunities for every student to develop the knowledge, skills and attitudes necessary for specific physical activities;
- b) Maintain students' physical fitness;
- c) Ensure students' regular participation in physical activity;
- d) Teach students the short- and long-term benefits of a physically active and healthy lifestyle.

The District will ensure that the following standards are met to achieve its goals relative to physical education and physical activity:

- a) The District will have a Board approved Physical Education Plan on file with the New York State Education Department that meets or exceeds the requirements set forth in Section 135.4 of the Commissioner's regulations.
- b) The District recognizes the importance of physical education classes in providing students with meaningful opportunities for physical exercise and development. Consequently, the District will ensure:
  - 1. All physical education classes are taught or supervised by a certified physical education teacher;
  - 2. All physical education staff receive professional development relevant to physical education on a yearly basis;
  - 3. Students in grades K-3 are required to participate in the physical education program on a daily basis;
  - 4. Students in grades 4-5 are required to participate in the physical education program no less than three (3) times per week. The minimum time devoted to such programs will be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing or showering;

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5. Students in grades 6-12 are required to participate in the physical education program no less than three (3) times per week in one (1) semester and two (2) times per week in other semesters;
  6. Students in grades 9-12 are required to complete two (2) full credits for graduation, unless outlined in regulations related to early graduation.
- c) The District will provide a K-12 adapted physical education program to meet the needs of our special education students. In addition to physical education classes, intramural activities, modified sports and interscholastic sports will be offered throughout the year. The District will make every effort to ensure that students are not denied participation in physical activities or recess. Academic curriculum will be integrated into the Physical Education Program whenever practical.
- d) All classroom teachers, and particularly those engaged in the instruction of K-5 students, are strongly encouraged to incorporate into the school day short breaks for students that include physical activity, especially after long periods of inactivity. Teachers are encouraged to incorporate kinesthetic learning approaches into core learning subjects when possible so as to limit sedentary behavior during the school day. All elementary students will be offered a 20 minute recess activity over the course of the day. This requirement will not apply on days where students arrive late, leave early, or are otherwise on campus for less than a full day. Outdoor recess will be offered when weather permits. In the event that indoor recess is necessary, it will be offered in a place that accommodates moderate to vigorous physical activity.
1. Physical activity during the school day, including, but not limited to, recess or classroom activity breaks, will not be withheld for disciplinary action unless the student is a danger to him or herself or others. Classroom teachers will be provided with a list of ideas for alternative ways to discipline students. Every effort will be made to avoid using recess, physical education for instructional or other physical activity for instruction make up time.

### Community Access to District Facilities for Physical Activities

- a) School grounds and facilities will be available to students, staff, community members and organizations, and agencies offering physical activity and nutrition programs consistent with District policy, including provisions regarding conduct on school grounds and administrative approval of use by outside organizations.

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- b) Community Partnerships – the District will build relationships with community partners in support of the implementation of this policy. Existing and new community partnerships will be evaluated to ensure they are consistent with this policy and its goals.
- c) Community Involvement, Outreach, and Communications – the District will use its official website, along with other electronic and non-electronic means, to notify parents and the public, in culturally and linguistically appropriate ways, about the content, implementation of, and updates to this policy as well as how to become involved and support this policy. The District will use these same means to inform the community about the availability of the annual and triennial reports relative to this policy.
- d) Before and After School Activities – the District will offer opportunities for students to participate in physical activity before and/or after the school day through various methods, such as physical activity clubs, intramurals, and interscholastic sports.

## **Health Services**

The District believes an effective health care delivery system that promotes academic achievement by providing a broad scope of services will improve the health and wellness of students and staff.

- (a) Primary coordination of health services will be through a well-trained, well-qualified, registered school nurse in collaboration with the school physician.
- (b) Accessible Health Services provided to students and staff will include but are not limited to:
  - 1) Assessment of students and staff and emergency nursing care for illness, accident or injury;
  - 2) Addressing health concerns/problems of students and staff;
  - 3) Physical examinations, vision, hearing, and scoliosis screening for all students as scheduled for various grades by New York State Public Health Law with referrals to primary health provider as necessary;
  - 4) Communicable disease prevention and control;
  - 5) Maintenance of NYS required health records on all students while preserving confidentiality per the Federal Education Rights and Privacy Act (FERPA) regulations;
  - 6) Development and implementation of Individual Health Care Plans for students with special needs, including alignment and implementation with a 504 plan accommodation as needed;
  - 7) Monitoring of student immunizations mandated by New York State for school attendance;
  - 8) Completion of New York State mandated reporting surveys on immunizations mandated by New York State for school attendance;
  - 9) Completion of New York State mandated reporting surveys on immunizations (yearly) and Body Mass Index of students (as required).

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- (c) CPR/AED training will be provided by the District every two years to all Registered Nurses and CPR/AED/First Aid/Lifeguard training will be provided to physical education staff, coaches and other staff as deemed necessary.

**Pupil Personnel Support Services**

The District is committed to developing and providing support to students and their parents and/or guardians that promotes academic, social and emotional well-being. Each school will provide a supportive environment that includes the services of school counselors, school psychologists and/or social workers. In accordance with NYS regulations, these support services will assist and empower students to develop optimal attendance, behavior and academic performance. Services will facilitate positive student choices in response to normal developmental issues and/or stressors.

**School Counseling Department**

The Counseling Department is committed to nurturing and fostering academic achievement and personal growth. School counselors work cooperatively with administrators, teachers, and parents as it pertains to the needs of the students. School counselors provide support and guidance in the following areas:

- a) Social and emotional counseling
- b) Referral with community agencies and services
- c) Academic counseling
- d) College and career planning
- e) Transitional services
- f) Annual program planning

**School Social Work Department**

School Social Workers are New York State licensed professionals committed to assisting students with social, emotional and behavioral concerns in order to foster academic achievement and personal growth. School Social Workers work cooperatively with administrators, teachers and parents as it pertains to the needs of students. School Social Workers provide services in the following areas:

- a) Mental health services to students eligible for the School Supportive Health Services Program (SSHSP) of New York State
- b) Counseling services to students with Individual Education Programs
- c) Crisis counseling and intervention
- d) Consultation with school staff and parents
- e) Referral and linkage with school programs and services
- f) Referral and linkage with community programs and services

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### **School Psychology Department**

The School Psychology Department is committed to ensuring that the special needs of students are identified and accommodated in order to foster academic achievement and personal growth. School psychologists work cooperatively with administrators, teachers, and parents as it pertains to the needs of the students. School psychologists provide services in the following areas;

- a) Participate on the Student Support Team in all grades
- b) Coordinate or participate in the Response to Intervention process
- c) Assist with the transition process for students with disabilities entering Kindergarten or exiting 12<sup>th</sup> grade
- d) Conduct psycho-educational evaluations in order to determine the nature of the student's learning needs
- e) Act as psychologist member or chair the Committee on Special Education meetings.

### **Family, School and Community Partnership**

The District believes in fostering solid family, school and community partnerships. Long-term, effective family, school and community partnerships positively impact student wellness.

- (a) Community partnerships will be developed and maintained as a resource for District programs, projects, activities and events.
- (b) The diverse, cultural make-up of the school community will be valued in planning and implementing wellness activities.
- (c) The District will actively support the engagement of students, families and staff in community health enhancing activities and events within the District and throughout the community to respond more effectively to the health-related needs of students.
- (d) Each school will encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include family events requiring physical activity.

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- (e) The District will encourage parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
- (f) School buildings will foster interactive programs and projects to enhance collaboration with many students for the preparation of tutoring, mentoring and serving in healthy collaborative relationships across the Lewiston-Porter school community.
- (g) The District will make every effort to keep school or District-owned physical activity facilities open for use by the community outside the regular school hours.
- (h) The District will actively promote a comprehensive web-based communication system for parents and community members.

## **Annual Notification and Record Keeping**

- a) The District's **Wellness Coordinator** will inform families and the general public each year, via the District website and/or District-wide communications, of information about this policy, including, but not limited to, its content as well as any updates. The District will endeavor to share as much information as possible about its schools' nutrition environment, including, a summary of school events or activities relative to this policy implementation. Each year, the District will also publicize how the community may get involved with the wellness committee.
- b) The District's **Wellness Coordinator** will retain records relative to compliance with this policy in the District Office and/or on the District's central computer network. Documentation includes, but is not limited to:
  - 1) Availability to the public;
  - 2) Efforts to review and update the policy;
  - 3) Compliance with the annual public notification requirements;
  - 4) The most recent assessment on the implementation of this policy;

National School Lunch Act, 42 USC § 1758(b)

National School Lunch Program and School Breakfast Program regulations, 7 CFR § 210.11

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010; 79 FR 10693

Education Law § 9158 NYCRR § 135.4

**NOTE:** Refer also to Policy # 5661 - School Food Service Program

Approved: 05/23/2017  
06/17/2014  
07/18/2006

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