

Wellness Plan

Campbell-Savona Central School District

I. Purpose

This is our district strategy to fulfill the NEW York State Public Law 108-265, Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

1. In doing so, a Wellness Committee will be formed and comprised of community member (s), student(s), staff, and administration.

2. The charge of this Wellness Committee is to set district standards for nutritional education, campus meals and snack offerings, promotion and the setting of a policy for a variety of healthy lifestyle choices, and offer a wide selection of physical activities and opportunities through physical education classes, clubs, and sports

II. Nutritional Quality of Foods and Beverages Sold and Served On Campus

The Campbell Savona Central School Food Service Management Program is making a concentrated effort to offer choices to children that give them the opportunity to follow the 2005 Dietary Guidelines for Americans and the NSMP (Nutrient Standard Menu Plan) Menus that the USDA recommends school meal programs follow. Following are techniques the Food Service Program is using to further healthy eating for our students:

1. Our recipes have been adjusted to reduce salt by 50%. No salt is added to French Fries where they are available. No salt is added to cooked vegetables. Salt shakers are available in the elementary school cafeteria upon request of the customer. They are available at the secondary schools on the line.

2. Many of the recipes for desserts have been updated to use less sugar and fat.

3. All scratch-made ground beef entrees are prepared with 80/20 quality beef. Cooked ground beef is well drained of fat and rinsed before using in casseroles and meat fillings.

4. All deli meats are very lean and trimmed of all visible fat.

5. All foods used in the program are baked, not fried. French Fried Potatoes are limited to 1 - 2 times per week at the middle schools & 2 - 3 times weekly at the high schools. They are available in the elementary schools on a limited basis. Oven baked or mashed potatoes are often available the other days, especially at the high school level.

6. Butter or margarine is not added to cooked vegetables and significantly less is used on grilled cheese sandwiches, just enough to get them to brown nicely.

7. School cooks have been trained in low-fat cooking techniques and use the methods learned in meal preparation.

8. Meal-type salads and/or small salads are offered daily at all schools. A variety of high fiber vegetables and fruits are offered daily. Low fat salad dressing choices are available at all schools.

9. Reduced fat mayonnaise is used exclusively in salad dressings and as a condiment.

10. Fresh fruits, canned fruits in light syrup or natural juice, and fresh vegetables are offered daily as choices to students selecting a school lunch and there is greater variety available now than ever before.

11. 100% fruit juice choices are offered at all schools on a daily basis.

12. Another drink choice offered at many secondary schools is a 50% fruit juice drink that contains 100% of the daily Vitamin C requirement. These provide a minimum 4 oz juice or 8 oz total.

13. At least three milk choices are available: skim milk, 1% white milk and 1% chocolate milk.

14. All a la carte / snack items offered are also healthy selections. All meet the New York State School Food Service Association "Choose Sensibly Guidelines" which are 7 grams total fat, 2 grams saturated fat, 15 grams sugar and 360 milligrams of sodium. Bottled water, granola bars, pretzels, popcorn reduced fat and baked chips, reduced fat and sugar ice cream and fruit roll ups are offered daily in most school cafeterias. Sodas are not offered for sale in the school cafeterias. Water is not flavored, carbonated or sweetened.

15. All entrees utilized in the program can be combined with a variety of fruits, vegetables and low fat beverages that make an average week's meals fall within the 30% fat guidelines set by USDA for school meal programs.

16. All breads and rolls served in the schools are at least 50% whole grain including the new whole white wheat breads to meet the 2005 Dietary Guidelines goal of children eating at least half of their grains as whole grain. 100% whole wheat breads are also available in all schools.

17. Pizza served is made with low moisture, part skim mozzarella cheese and a crust that contains at a minimum 50% whole grain flours in the elementary and middle schools. Some high schools have also made the move to all whole grain crusts but at a minimum they are available as a choice in all high schools.

18. Breakfast is offered daily at all District schools. Studies confirm the educational benefits of the School Breakfast Program. These studies show that children who have access to breakfast at school have a higher achievement than children who do not. Other studies have shown that people who eat breakfast have fewer problems with weight gain.

19. Those students that participate in the school lunch program on a regular basis can be assured that the meals are planned to provide one-third the Recommended Dietary Allowances (RDA) for key nutrients and calories.

20. The prices for meals are reasonable and are set to encourage students to purchase the best bargain, which is the complete meal. Prices of a la carte items are priced higher to further encourage the purchase of the complete meal.

21. Portion sizes meet the guidelines and are not larger than those recommended by the federal school meal program.

The Food Service Program's main goal is to provide nutritious meals at a reasonable cost to the students. Menus are planned for the average healthy child and reflect the preferences of the school community to encourage students to eat nutritious meals. If healthy children are the aim of society, then we also need the parent's help in encouraging children to eat properly and to get adequate exercise. The schools, parents, and the community all need to be part of the team that takes an active interest in the well-being of our children. Each of us needs to be a role model of healthy lifestyles.

Campbell-Savona Central School District Diet/Healthy Activities Wellness Committee

Recommendations to the Board of Education

Healthy eating and activities are essential for students to achieve their full academic and physical potential, mental growth, and lifelong health and well being. Schools are a great place to influence students' eating and physical activity patterns.

The Campbell Savona Central School District Wellness Committee on Diet/Healthy Activities has divided the following recommendations into four components.

1. Quality School Meals:

Healthy school meals provide energy and nutrients children need for sound minds and bodies. Studies confirm what parents and teachers have said for years- children who are not well nourished have difficulty learning. The variety of healthy foods offered in school meal programs allows children to learn to enjoy different foods and develop healthy eating patterns.

Recommendations:

1.1 Continue to emphasize meals that meet nutrition standards Established by the U.S. Department of Agriculture, conform to good menu planning principles, and feature a variety of healthy choices that are tasty, attractive and of excellent quality.

1.2 Continue to use food preparation techniques to provide school meals that are lower in saturated fats, sodium, and sugar. Emphasize healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk. Locate these choices where they are readily accessible to students.

1.3 A la carte options should emphasize a variety of choices of tasty, nutritious foods and beverages that are low in fat and sugar and high in fiber such as fruits, vegetables, whole grains, and low-fat or non-fat dairy products. Locate these choices where they are readily available to students.

1.4 A printout of the nutritional value of entrees offered in the school cafeteria will be available in the cafeteria office. Investigate the option of providing this information on the school district website.

1.5 Adequate time will be allowed for students to eat their meals, preferably after a recess period in the elementary schools. The National Association of State Boards of Education recommends that students be provided adequate time to eat, at least 10 minutes at breakfast and 20 minutes at lunch, from the time the student is seated.

1.6 Bus schedules and morning breaks should be coordinated to allow students ample time before class to eat if they haven't eaten at home.

1.7 Students will be encouraged to start each day with a healthy breakfast.

1.8 Students should be reminded to wash their hands before eating, to prevent the spread of germs and reduce the risk of illness.

2. Nutrition guidelines for all foods served on campus:

The quality of the school nutrition environment depends on the quality of all foods and beverages sold or served at school. Foods that provide little nutrition compete with healthy school meals and send mixed messages to students. This undermines nutrition education efforts and discourages healthy eating. School nutrition practices should address all foods and beverages sold or served during the school day to students. This includes foods and beverages sold in vending machines. Decisions about the sale of competitive foods should be based on nutrition goals for students, not on profit-making.

Recommendations:

2.1 School staff should consider using only healthy snacks during school parties or celebrations, not low nutritional value foods. This would include any rewards for students.

2.2 Schools should encourage parents to provide a variety of nutritious foods for children who bring bag lunches from home.

2.3 Schools should encourage organizations to sell non-food items or nutritious food items for fund-raisers, rather than candy or other low nutritional value food as the fund-raiser item of choice.

2.4 In all schools, replace carbonated beverages in all vending machines accessible to students with more nutritious, non-carbonated drinks, such as low sugar, or 100 percent fruit juices, water, milk, and lemonade.

2.5 Consider applying the same guidelines to foods sold in concession stands and at school stores, which will not be available during the school day so as not to compete with the school lunch program.

2.6 Replace low-nutrition foods in all vending machines with more nutritious foods, i.e., fruit bars, granola bars, and trail mix.

2.7 Over a two-year period, eliminate the sale of all a la carte items that do not meet the "Choose Sensibly Guidelines". There will be a review of the impact of these changes at the end of year one of the two-year period.

3. Diet/Healthy Activities Education:

Building nutrition knowledge and skills help children make healthy eating and physical activity choices. To make a difference, nutrition and physical fitness education for children should be appropriate for the students' ages, reflect their cultures, and provide opportunities for them to practice skills and have fun.

Recommendations:

3.1 Provide to parents, via the school's monthly newsletter, "helpful hints" relating to childhood obesity, diet and health activities.

3.2 Display information posters in each school building and cafeteria that illustrate concerns associated with obesity, diet and healthy activities.

3.3 Offer to parents the choice of having the school nurse provide a confidential height/weight and nutritional assessment/status report for their child.

3.4 Consider integrating nutrition and healthy activities into core curriculum areas such as math, science and language arts and social studies. The nutrition education should be incorporated during classroom snack times, not just in specific classes.

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

3.6 The physical education curriculum should be coordinated with the health education curriculum.

3.7 Consider placing additional emphasis on diet/healthy activities in the health classes and Consumer and Family Science classes currently offered in district schools. The use of outside sources, such as dietitians from local hospitals and the American Heart Association should be considered.

3.8 After school program will encourage physical activity and healthy habit formations.

3.9 Schools shall facilitate students' participation in physical education in accordance with New York State Commissioner's Regulations.

4. Commitment to other Healthy Activities:

Healthy physical activity is essential for students to achieve their full potential and maintain a healthy body. Schools are a great place to influence students' physical activity patterns. In a healthy community environment, daily physical activity should have top priority.

Recommendations:

4.1 Each Parent Teacher/Booster organization should consider developing a family-based healthy activities program. This could include such activities as family track time at the high schools, a "pedometer program" for walking, or providing incentives for walking certain distances, i.e., shirts, medals, etc.

4.2 In the future, consider offering physical education classes every day for all the students.

4.3 Consider intramural sports at the high school level.

4.4 Investigate the possibility of the YMCA offering reduced rates to GST BOCES Component School District families.

5. Measurement and Evaluation:

It is critical for the success of this effort that each set of goals be evaluated, and corrections made that will have the positive effect on the health and wellness of each student that is desired. Prior to implementing new health and wellness guidelines, school districts should conduct evaluations of student health. The results of these assessments should assist in identifying and prioritizing needs, shaping new policies, and providing as basis for formative and summative assessments of student health before and after implementation of the new policies.

Recommendations:

5.1 To satisfy the requirements of the Child Nutrition Reauthorization Act of 2004, the local Wellness Committee should monitor the schools implementation of the wellness policy and evaluate student health and activities. Such monitoring will help gauge whether or not the policies have in fact been implemented, whether or not they are effective, and their overall impact on the students' health. The results may also further highlight areas in need of further change and help shape future policy. The

Wellness Committee should meet at least once or twice each year and provide evaluation data to assess whether or not the policies are remaining effective in improving student health. Progress reports should be shared with district-wide audiences at least every 3 years.

III. Nutritional and Physical activity Promotion and Food Marketing

1. Physical Activity

All students in grades K – 12 will participate in physical education classes for the entire school year (exception: 3 sport option detailed in Section IV, #3).

These classes will be taught by a certified physical education teacher.

All elementary students will have daily recess time in addition to their physical education classes. Vigorous physical activity will be encouraged during that time.

Students will have the opportunity to join extra activities such as walking club, work out club, after school sports programs, etc.

2. Nutrition Education

Nutrition education will be available to students through health education classes, home and careers curriculum, the state education Think Breakfast curriculum (grades 4 – 6) and during other classroom instruction whenever possible.

Through this education we will promote healthy food choices and encourage the consumption of fruits, vegetables, whole grain products, low fat and fat free dairy products and healthy food preparation.

3. Staff Wellness

Encourage staff to set a good example for students by maintaining a healthy lifestyle.

Plan and implement activities and education that support staff wellness i.e. annual wellness clinic, “biggest loser” weight loss competition.

IV. Physical Activity Opportunities and Physical Education

1. The Physical Education Department is dedicated to the well being of our students. This is done through activities that address both exercise and learning. Exercise is the immediate need for a healthy body, and lifetime learning is necessary to develop a healthy lifestyle. Starting with the youngest grades, we have a program that goes from gross motor learning, to fine motor learning, to sports, and finally to lifetime activities for our High School students.

2. In addition, in the Elementary School and throughout the Junior and Senior High, students' fitness is evaluated every year. They are evaluated in these categories: cardiovascular endurance, upper body strength, abdominal strength, flexibility, and body composition (% body fat). After completion the results are then sent home for parents and children to see. Along with the results, suggestions to improve areas of weakness are recommended. Scores and evaluations are kept confidential to each family.

3. For those students who seek to excel, our Junior and Senior High students can choose from a wide variety of modified, JV or varsity sports. There is also a 3 Sport Option for students in the 10th grade or higher. In this case, three sport athletes who demonstrate a sound knowledge of the high school curriculum, and possess acceptable scores on the physical fitness test can opt out of physical education classes. Students enrolled in the 3 sport option shall receive a grade of "pass" or "fail" on their report card for their physical education credit