

**SMITHTOWN CENTRAL SCHOOL DISTRICT
WELLNESS PLAN**

In support of Policy# 5405



2024

Smithtown Central School District
Board of Education
2024

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[Appendix I: Building Wellness Goals 2023-2024](#)

The District Wellness Committee (herein referred to as the DWC or work within an existing school health committee) meets at least 4 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 the district-level wellness policy and wellness plan.

Parts of this Wellness Plan were made using the Model Wellness Policy provided by the Alliance for a Healthier Generation.

Section I: Program Rationale

Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. It may encompass emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual health and well-being.

Vision

Smithtown Central School District's wellness mission is to provide a safe, joyful, and inclusive environment that fosters life-long social, emotional, and physical wellness. We empower one another through self-awareness, empathy, and knowledge. We encourage one another through a shared commitment to personal growth and inclusiveness. In partnership with the community, our goal is to help students reach their full potential by living a balanced and purposeful life.

The Wellness Committee of Smithtown Central School District believes that all students can:

- Develop the skills necessary to make lifelong healthy choices.
- Demonstrate an awareness of the importance of good decision making in relation to interpersonal and intrapersonal skills.
- Display a positive attitude toward the health and wellbeing of every individual.
- Lead fuller, healthier, and more productive lives through sound nutritional and physical activity and decision making.
- Develop an understanding of the health and wellness skills to create balance in life.

Mission Statement

The mission of the Smithtown Wellness Committee is to promote and support initiatives that encourage the development of lifelong healthy lifestyle habits. The district will:

- Raise awareness about the impact of having a healthy mind and body.
- Encourage habits of all aspects of wellness.
- Support individuals in making informed decisions about their social, emotional, physical as well as mental health.
- Empower individuals to model and promote wellness.

- Provide the resources to meet wellness goals.
- Give students the knowledge and ability to create and maintain a safe and healthy environment.
- Give students the understanding and skills necessary to manage their personal and community resources.

Using the Wellness Policy 5405 as the basis of this Wellness Plan, the committee will strive to go beyond the minimum standards set by the [Healthy Hunger Free Kids Act](#) and state standards. (See Appendix A Wellness Policy 5405.)

Section II: Program Goals and Objectives

The District Wellness Committee (DWC) will review, finalize and present an updated policy 5405 with the Healthy, Hunger-Free Kids Act Final Rule (9/2016) to the school community via administrative meetings and PTA meetings. Along with the policy, the DWC will present this wellness plan with tools and resources available to the School Wellness Committee (SWC).

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; physical education teachers; health education teachers; school health professionals; mental health and social services staff; school administrators; and school board members. To the extent possible, the DWC will include representatives from each school building to reflect the diversity of the community.

Each school within the district will identify a team that convenes to review school-level issues in coordination with the DWC.

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.

The first step to attaining the goals of the Wellness Plan is to complete a school assessment for each building. These will highlight the existing wellness programs in place and successes already attained. Using the assessments and district-planned goals, each school team will develop school goals.

Part 1: Nutrition Promotion and Education

Part 1A: 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. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using the [Smarter Lunchroom Scorecard](#) such as:
 - Focus on the Fruit
 - Vary the Vegetables
 - Highlight the Salad
 - Boost Balanced Meals
 - Lunchroom Atmosphere
 - [Smarter Lunchrooms Scorecard](#)
 - Student Involvement
 - School Community Involvement
- Promoting foods and beverages that meet the current nutrition requirements

established by local, state, and USDA Smart Snacks in School nutrition standards via cafeteria signage and school-sponsored social media outlets (see Appendix A).

- Smarter Lunchroom Scorecard can be found at https://www.smarterlunchrooms.org/sites/default/files/documents/SLM-Scorecard 2.0_5.pdf

Specific goals for Nutrition Promotion and Education will be determined by building School Improvement Teams annually.

Part 1B: Nutrition Education

Nutrition Education

The district aims to teach, model, encourage, and support healthy eating by students by facilitating the voluntary adoption of healthy eating habits and other nutrition related behaviors conducive to health and well being. Nutrition education topics will be integrated within comprehensive, standards-based health education and family and consumer science programs in grades K through 12. It will be taught by staff who are adequately prepared and who participate in professional development activities in order to deliver an effective program. 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, class presentations, 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);
- Food preparation and presentation (bright, cooked adequately).
- 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.

Essential Healthy Eating Topics in Health and Family and Consumer Science Education

The district will include in the curricula at least ten of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention.
- Relationship between healthy eating and academic performance.
- Food guidance from tools such as Harvard Healthy Eating Plate ([Healthy Eating Plate – The Nutrition Source](#))
- 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 a balanced breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- 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 healthy
- Resisting peer pressure related to unhealthy dietary behaviors
- Influencing, supporting, or advocating for others' healthy dietary behavior

Part 2: Physical Activity

The district will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity, and to understand the short term and long term benefits of a physically active and healthy lifestyle. New York State Learning Standards for Physical Education are used as a guideline for our physical education program in grades K through 12.

The district will strive to engage children and adolescents in 60 minutes of daily physical activity participation. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. Schools will ensure that these varied opportunities are in addition to, and not a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day should not be withheld as punishment. Loss of recess or playground privileges will be at principal's discretion and kept to a minimum. This does not include participation on sports teams that have specific academic requirements.

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.

Physical Education

New York State Education Law 803 requires all students in grades K through 12 to attend and participate in a physical education program. 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.

The district physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Fitnessgram Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions
- Staff development is recommended for physical education teachers and athletic coaches to learn and improve upon current academic and athletic trends to better meet students' needs.
- All physical education classes are taught by licensed teachers who are certified to teach physical education
- Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

The district will include in the health education curriculum the following essential topics on physical activity when health education is taught:

- 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 and screen time
- Opportunities for physical activity in the community
- Options for non-competitive physical activity (see Appendix F)
- 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.
- Need to hydrate before and after physical activity
- Understanding nutrition adjustments for various activity levels

Daily Recess (Elementary)

The district has instituted recess on a daily basis for students in elementary grades. All elementary schools are offered at least **15 minutes** of recess on all or most days during the school year. This policy may be waived on early dismissal or late arrival days. As recess can be 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; students would be 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. 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 while maintaining safety.

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. Whenever appropriate, teachers will incorporate movement and physical activity into daily classroom routines and lessons, such as Brain Breaks and Go Noodle activities. 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. 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 USDA

[Physical Activity | SNAP-Ed](#) and the [Alliance for a Healthier Generation](#).

Active Academics

The district will approach using active academics as an additional learning approach that can be utilized by teachers. To the extent possible, 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, as well as making available background material on the connections between learning and movement.

Before and After School Activities

The district offers opportunities for students to participate in physical activity before and/or after the school day through a variety of methods. The district will encourage students to be physically active before and after school through clubs, physical activity in before/aftercare, interscholastic athletics, and local recreation programs.

Suggested goals for building-level wellness teams:

- Extending recess
- Increasing movement throughout the school day by incorporating:
 - brain breaks
 - physical activity apps and videos from companies like Go Noodle
 - classroom yoga

- 8-minute walks
- Supplying standing desks or alternate seating that optimizes student performance
- Participating in movement contests / incentives such as the Suffolk County ZONE Get Moving contest
- Hosting programs
- Sharing research related to the physical, psychological and social benefits of physical activity provided by educational groups such as the New York State Association for Health, Physical Education, Recreation, and Dance

Part 3: Other School-Based Activities that Promote Student Wellness

Community Partnerships

The district will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses and coordinators, etc.) in support of this wellness plan implementation.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches to healthy eating and physical activity throughout the school year. We will work to make connections to promote the mental and social well being of the students. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

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.

Building-level wellness committees can establish goals for a policy for all events. This should include food options that optimize healthy food, with a variety of choices and selections 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 throughout the school (e.g., utilizing and incorporating all the learning styles eg. visual, auditory, kinesthetic). 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.

Section III. Nutrition Guidelines

Part 1. Nutritional Guidelines for All Foods And Beverages Sold on Campus During the School Day

Our school district is committed to serving children healthy meals with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; serving meals moderate in sodium, low in saturated fat, and with zero grams trans fat per serving; and meeting the nutritional and caloric needs of school children. The school meal program aims to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating, and, ultimately, support the development of lifelong healthy eating patterns.

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP). The high schools participate in the School Breakfast Program (SBP). All students will have access to free/reduced price meals in a non-stigmatizing manner and the district will work to prevent the overt identification of students who are eligible for free and reduced priced meals.

School Meals

The district shall:

- Ensure the school meal program is accessible to all students
- Encourage students to increase their consumption of healthy foods during the school day

- Create an environment that reinforces the development of healthy eating habits, including offering healthy foods that comply with the USDA Healthy, Hunger Free Kids Act and the USDA Smart Snacks in School nutrition standards
- Provide a variety of fresh produce to include those prepared without added fats, sugars, refined sugars, and sodium
- Provide a variety of vegetables daily to include specific subgroups as defined by dark green, red/orange, legumes, and starchy
- Provide whole grain produce
- Provide fluid milk that is fat-free (unflavored and flavored) and low-fat (unflavored)
- Provide the gradual reduction of sodium to meet the guidelines set forth in the food guidelines
- Provide meals designed to meet specific calorie ranges for age/grade groups. The age groups are as follows: K-5, 6-8, and 9-12
- Require students to have a fruit or vegetable as part of a complete reimbursable meal
- Post menus on the District website.
- Provide nutrient content and ingredients upon request
- Create menus reviewed by the School Lunch Director
- Accommodate students with special dietary needs.
- Promote participation in Federal child nutrition programs among students and families to help ensure that families know what programs are available in their children's school.

Suggested farm-to-school goals for building-level wellness teams:

- 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 search for training that meets their learning needs.

Free and Reduced-Priced Meals

- The Free and Reduced price meal program is offered yearly to parents.
- Free meals are provided at no cost to the student. Reduced price meals cost .25 cents per meal.
- Parents/Guardians can find the application for Free and Reduced Priced Meals on the district website under Departments > Child Nutrition > Meal Applications.
- Applications are available in English, Spanish, Urdu, Chinese (simplified), Arabic, and Farsi.

Foods Sold Outside the School Meal (e.g. vending machines, a la carte, school stores)

The District is committed to ensuring that all foods and beverages available and sold 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 healthful 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: [Healthier School Day Tools](#)

Part 2. Nutritional Guidelines for All Foods and Beverages Available (but not sold) on Campus During the School Day

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

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 Alliance for a Healthier Generation ([Celebrations | Alliance for a Healthier Generation](#)) and from the [USDA](#), and are not restricted by this plan. (See appendices B, D, and E.)

School-sponsored parties will restrict food to healthy items that are prepackaged or provided by the school nutrition program. (See Appendix E)

Occasional exceptions may be made for administrator-approved curriculum-related activities (such as a heritage or world cultures event).

2. Daily elementary classroom snacks sent by parents. The District will provide to parents a list of foods and beverages that are nutritious and recommended for school.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be withheld as punishment for any reason, such as for performance or behavior. Foods and beverages will be used sparingly as a reward and must conform to the Healthy, Hunger Free Kids nutrition guidelines.

Water Access

Safe, unflavored, drinking water is available throughout the school day at no cost to students. Students are allowed to bring filled water containers to class.

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 (see Appendix C).

Schools will encourage non-food fundraisers, particularly those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

Requirements for building-level teams:

- Distribute required and suggested food guidance to all parents
- Distribute food allergies/restrictions for the class as needed
- Distribute non-food party activities and rewards as needed

Part 3. Nutritional Guidelines for All Foods and Beverages Available on Campus outside of school hours

The district strongly encourages all organizations utilizing the school facilities after school hours to follow the guidelines in force during the school day. (See appendices B, C, D & E for suggestions for healthy snacks and non-food options.)

Section IV. 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. The District intends to protect and promote students' health by permitting advertising and marketing only for those foods and beverages permitted to be sold on the school campus and consistent with the District's wellness policy.

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

The school district shall:

- Provide food and beverage marketing and advertising only of those foods and beverages that meet the Smart Snacks in School nutrition standards.
- Promote healthy food and beverage choices using the following Smarter Lunchroom techniques
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students in grades 3-12.
 - Daily vegetable options are bundled into all grab-and-go meals available to students at the middle and high school level.
 - 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.
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.

Suggested goals for building-level teams:

- Whole fruit options are displayed in attractive bowls or baskets
- All available vegetable options have been given creative or descriptive names.
- Healthiest entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

Section V. Mental Health

The District's Mental Health education efforts will include the following:

1. Continue to educate and inform students about mental health and wellness.
2. Develop ways to provide students with resources and strategies to assist with managing social and educational needs.
3. Educate the students on the signs and symptoms of mental health disorders as well as the cultural attitudes about mental illness.

4. Ensure the continued work towards decreasing the stigma related to mental illness.
5. Educate students on management of mental health and the difference between positive and negative coping skills.
6. Continue to teach social and emotional skills that are age appropriate. As well as emotional intelligence and emotional regulation. Discuss risk factors and protective factors for mental wellness.
7. Provide access to community resources to parents and staff.

Resources:

[Mental Health Education Literacy In Schools: Linking To A Continuum Of Well- Being Comprehensive Guide](#)

School Mental Health Resource and Training Center:

<https://www.mentalhealthdnys.org/>

Mental Health Resources for Employees

[Tri-State National Employee Assistance Program](#)

Section VI. Plan for Implementation

The District Wellness Committee will continue to meet regularly to develop and execute initiatives put forth herein. The committee values community involvement, including input from parents, students, school food service, the school board, school administrators, educators, and the public in the development of the school wellness policy.

The wellness policy can be found at: [Policy #5405 Wellness Policy](#)

The district will retain records to document compliance with the requirements of the wellness policy at the office of the Superintendent of Schools and/or his/her designee..

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

Annual Notification of Policy

The district will inform families and the public each year of basic information about this plan, including its content and how the public can get involved. The district will make this information available via the district website and/or district-wide communications.

The Superintendent, and/or his/her designee shall serve as the District Wellness

Coordinator, will lead and coordinate the District 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;
- A description of the progress made in attaining the goals of the district's wellness policy.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the 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.

Appendices

Appendix A: References & the Smithtown Wellness Policy 5405

The Board of Ed approved the latest update to our policy May 14, 2024.

The policy can be found here: [Policy #5405 Wellness Policy](#)

WELLNESS POLICY 5405

Given the documented connection between proper nutrition, adequate physical activity and educational success, the Board of Education adopts the following goals and authorizes the following actions to provide district students with a school environment that promotes student health and wellness and reduces childhood obesity.

For the purposes of this policy, “school campus” means all areas of district property accessible to students during the school day; “school day” means the period from the midnight before to 30 minutes after the end of the official school day; and “competitive food” means all food and beverages other than meals reimbursed under federal food programs available for sale to students on the school campus during the school day.

I. Foods and Beverages Available to Students on School Campus During the School Day

The 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, and reasonable portion sizes. The district shall ensure that all foods and beverages available for sale to students on the school campus during the school day meet or exceed the program requirements and nutrition standards found in federal regulations.

To accomplish this, the Board directs that the district serve healthy and appealing foods and beverages at district schools, following state and federal nutrition guidelines, as well as safe food preparation methods.

School Meals – the district shall:

1. Include fruits, vegetables, salads, whole grains, and low fat items at least to the extent required by federal regulations.
2. Encourage students to try new or unfamiliar items.
3. Make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and encourage eligible families to apply.
4. Consider serving produce and food from local farms and suppliers.
5. Make free drinking water available at locations where meals are served.

Meal Scheduling – the district recommends:

1. Provide adequate time to eat.
2. Schedule lunchtime between normal lunch hours to the extent possible.

Foods and Beverages Sold Individually (e.g., a la carte, vending machines, schools stores) – the district shall:

1. Ensure that all such items meet the nutrition standards set in federal regulations for competitive foods regarding whole grains, fruits, vegetables, calories, fat, saturated fats, trans fats, sugar, sodium, and caffeine.
2. Permit the sale of fresh, frozen or canned fruits and vegetables, if processed pursuant to federal regulations, as exempt from the nutrition standards.
3. Work with existing vendors or locate new vendors that will comply with nutrition standards.

Fund-Raising Activities – the district shall

1. Ensure that all fundraisers selling food or beverages to students on school campus during the school day meet the competitive foods nutrition standards set in federal regulations for whole grains, fruits, vegetables, calories, fat, saturated fats, trans fats, sugar, sodium and caffeine.
2. Promote non-food items to sell, or activities (physical or otherwise) in which to participate.
3. Student groups conducting fundraisers which take place off the school campus or outside the school day must be aware of and are encouraged to follow this policy.

4. Outside organizations (e.g., parent groups, booster clubs) conducting fundraisers which take place off the school campus or outside the school day are encouraged to follow this policy.

School and Class Parties, Celebrations, and events where food and beverages are provided, but not sold :

This section applies to all school and classroom parties, snacks which have been brought in for the class or school, celebrations, food provided to learn about cultures or countries, and other events where food is provided but not sold.

1. Abide by the guidelines established in the District Wellness Plan for the frequency and content of classroom and school-wide celebrations where food is served.
2. Model the healthy use of food as a natural part of celebrations.

Marketing of Foods and Beverages

1. Any food or beverage that is marketed on school grounds during the school day must meet at least the federal nutrition standards for competitive items.
2. This restriction applies to all school buildings (interior and exterior), school grounds, school buses and other vehicles used to transport students, athletic fields, structures, parking lots, school publications, and items such as vending machines, equipment, posters, garbage cans, or cups.
3. Marketing includes all advertising and promotions: verbal, written or graphic, or promotional items.
4. This restriction does not apply to personal opinions or expression, or items used for educational purposes.
5. This restriction applies to all purchases and contracts made after the effective date of this provision.

II. Physical Activity

Physical activity is an important factor in staying healthy and being ready to learn. The Board 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

1. Students shall engage in physical education for at least the minimum number of hours or days per week under State requirements.
2. Physical Education classes shall incorporate the appropriate NYS Learning Standards.
3. Promote, teach and provide opportunities to practice activities that students enjoy and can pursue throughout their lives (e.g., yoga, fitness walking, step aerobics).
4. The performance or withholding of physical activity shall not be used as a form of discipline or punishment.

Recess

1. Maintain scheduled daily allotment of recess time for elementary school.
2. The Smithtown Central school district strongly supports physical activity throughout the school day. Loss of recess or playground privileges will be at the principal's discretion.
3. Permit scheduling recess before lunch.
4. Recess will be held outdoors whenever possible, and indoors during the most inclement weather, at the discretion of the Building Principal.

Physical Activity in the Classroom

1. Promote the integration of physical activity in the classroom, both as activity breaks and as part of the educational process (e.g. kinesthetic learning).
2. When the district is under severe time or space constraints, consider meeting the state requirements for Physical Education through collaborative and integrative in-classroom activity, under the supervision of a Physical Education teacher.

Extracurricular Opportunities for Physical Activity

1. Promote clubs and athletic program activities that meet the various physical activity needs, interests, and abilities of all students (e.g., walking, hiking and climbing) including before and after school activities.
2. Offer accommodating space for youth programs.
3. Where safe, promote students walking/biking to school (with proper storage of bicycles), safe routes to school, and “walking” school buses.
4. The setting of extracurricular activity eligibility participation requirements does not constitute withholding opportunities.

III. Nutrition Promotion and Education

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.

The district’s broader Health Education program shall incorporate the appropriate New York State Learning Standards.

The Board’s goals for nutrition promotion and education include that the district will:

1. Include nutrition education as part of not only health education classes, but also classroom instruction in other subjects.
2. Include enjoyable developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste testing, farm visits and school gardens.
3. Promote fruits, vegetables, whole grain products, low fat dairy products, safe and healthy food preparation methods, and health enhancing nutrition practices.
4. Educate about caloric balance between food intake and energy expenditure.
5. Teach media literacy with an emphasis on food marketing where appropriate.



IV. Other School-Based Activities

The district may 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.

V. Implementation

The Board shall designate the Superintendent, and/or his/her designee, will be responsible for ensuring that the provisions of this policy are carried out throughout the district. The Board may also designate one person in each building to ensure that the wellness activities and actions are being implemented at the building-level.

VI. Monitoring and Review

The Superintendent, and/or his/her designee shall report every three years to the Board and the public on the implementation and effectiveness of this policy. Every three years, the District Wellness Coordinator, in consultation with appropriate personnel and advisory committees, shall monitor and review the district's wellness activities to determine the extent 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.

Parents, students, food service professionals, physical education teachers, school health professionals, school administrators, the general public, and the school board shall be provided with the opportunity to participate in the development, implementation and periodic review and update of this wellness policy. To do this, the district shall establish an advisory committee and invite participation via staff and student announcements, and outreach to school-associated organizations interested persons and those with valuable expertise.

The district shall inform and update the public (including parents, students and others in the community) about the content and implementation of this wellness policy by posting this policy (and any updates) on the district website, and providing information about new and ongoing wellness policy activities to parents, staff and students via established communication channels.

The district shall monitor and review the implementation and effectiveness of this policy by conducting:

1. Periodic checks with Building Principals, classroom staff, and school health personnel to assess the progress of wellness activities and their effects.
2. 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.
3. Periodic checks of the nutritional content of food available in vending machines, and sales or consumption figures for such foods.
4. Periodic checks of the nutritional content of food available in the school stores.
5. Periodic checks of the amount of time students spend in Physical Education classes, and the nature of those activities.
6. Periodic checks of extracurricular activities offered of a physical nature in schools.
7. Periodic review of the nutrition education curriculum.
8. Periodic completion of relevant portions of the CDC School Health Index.
9. Periodic check of student/parent opinions of cafeteria offerings and wellness efforts.
10. Periodic review of professional staff development offered which focuses on student wellness.

VII. Recordkeeping

The district shall keep records as required by federal regulations, including documentation of the following: this policy; the district's community involvement activities described above; that the policy is made available to the public; the assessments done every three years; how the public is informed of the assessment results; and when and how the policy is reviewed and updated.

Reference Section below to be updated per NYSSBA Sample

Ref: P.L. 111-296 (The Healthy, Hunger-Free Kids Act of 2010)
P.L. 108-265 (Child Nutrition and WIC Reauthorization Act of 2004)
42 USC § 1758(f)(1); 1766(a) (Richard B. Russell National School Lunch Act)
42 USC § 1779 (Child Nutrition Act)
7 CFR §210.10; 210.11; 210.11a (National School Lunch Program participation requires
- standards for lunches, snacks, and competitive foods)
7 CFR § 220.8 (School Breakfast Program participation requirements - nutrition standards
8 NYCRR Part 135 (Health and Physical Education curricular requirements);
§114.1 (School Breakfast Program Requirements)
Appeal of Phillips, 37 EDR 204 (1997) (dec. no 13,843)
Appeal of Williams, 32 EDR 621 (1993) (dec. no 12,934)

Smart Snacks References:

[School Nutrition](#)

[Tools for Schools: Focusing on Smart Snacks | Food and Nutrition Service](#)

[Alliance for a Healthier Generation](#)

Appendix B: Healthy Snack and Beverage Ideas

(from the [Alliance for a Healthier Generation](https://www.healthiergeneration.org))

<https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/smart-snacks-in-school>

- Water
- 100% fruit juice with no added sugar
- Fat-free or low fat milk
- Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
- 100% fruit juice or slushies with no added sugar
- Fresh fruit – trays, salads or kabobs
- Fresh vegetables – trays, salads or kabobs
- Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
- Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
- Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frosty fruits – freeze your own fruit (frozen grapes make a great summer treat!)
- Dried fruit with no added sugar
- Nut or seed butter (serve with fruit or whole grain crackers)
- Nuts or seeds
- Trail mix made of nuts or seeds and dried fruit with no added sugar
- Whole grain crackers
- Low-fat cheese (serve with fruit or whole grain crackers)
- Hummus (serve with vegetables or whole grain crackers)
- Small whole grain waffles or pancakes topped with fruit or nut or seed butter
- Whole grain pretzels (soft or crunchy)
- Low-fat or air-popped popcorn (no added butter or salt)
- Graham crackers
- Nut or seed butter and jelly sandwiches on whole grain bread
- Small whole grain bagels or English muffins with nut or seed butter or jelly
- Pizza (on whole grain crust with low fat cheese and lean protein or vegetable toppings)
- Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, nut or seed butter and jelly or vegetables)
- Fat-free or low fat pudding
- Bean quesadillas or burritos made with whole grain tortillas with salsa

- Whole grain cereal bars
- Baked whole grain tortilla chips with salsa or bean dip
- Baked chips (small portions)

Appendix C: Healthy Options for Celebrations

Must be prepackaged and meet the USDA Smart Snacks in school nutrition standards
OR be provided by the school nutrition program*

(*Items with an asterisk are available through the school nutrition office. Call ahead for invoicing and to confirm items are available.)

- Popcorn*
- Brownie Bar*
- Boxed raisins*
- 100% Fruit snacks*
- Graham cookies*
- Fruit cup*
- Granola bars*
- Baked chips*
- Cheese Sticks*
- Pudding*
- Muffins*
- Whole-grain crackers*
- Chortles Mini Choc Chip Cookies*
(A favorite)
- Baked tortilla chips*
- Salsa*
- Yogurt /regular *
- Water*
- Flavored waters*
- Shape Up 100% Fruit Juice Ice*
- Rips Slush Ice 100% Juice*
- Baked Pretzels* (HS/MS)
- Whole Grain Pizza Wedge*

Appendix D: Suggestions for Non-Food Fundraisers

(from the [Alliance for a Healthier Generation](#))

https://www.healthiergeneration.org/search?search_api_fulltext=fundraisers

- School spirit supplies
- Wrapping paper, small gifts, candles
- Flower sales (plants and bulbs)
- Ornaments, wreaths, etc.
- Baskets (theme)
- Calendars
- Decals or bumper stickers
- Craft sales
- Live or silent auctions
- Car washes (pre-sell tickets or certificates or use as a gift).
- Locker gear
- Kiss a Pig (or Pug) Contest
- Auction (members are auctioned off to do work for buyers, such as household chores, yard work, etc.)
- Raffle tickets
- Jewelry
- Magazine sales
- Flea market
- Community garage sale
- 5K walk for nutrition and wellness
- Bike-a-thon
- Bowling Night
- Carnival
- Celebrity Basketball Game
- Magic show
- Recycle cans/paper/ink cartridges
- Singing telegrams
- Skate night
- Treasure Hunt

- Walk-a-thons
- Workshop/classes

Appendix E: Ideas for Non-food Rewards

- Coupons
- Homework passes
- Pencils/pens
- Privileges, certificates, recognition in class
- Reward board (photos, etc.)
- Stickers
- Classroom auction/raffle
- Class store (students earn points for purchases)
- Movie tickets
- Extra recess time
- Nature walk

Appendix F: Non-Competitive Activities

- Recreation League Sports (possible partnership with local rec. centers)
 - Basketball
 - Soccer
 - Flag football
 - Softball
 - Hockey
 - Volleyball
- Hacky sack
- Roller blading
- Walking/ Hiking club
- Croquet / Bocce ball
- Golf
- Frisbee or Ultimate Frisbee
- Tennis
- Swimming
- Weight lifting
- Yoga / Pilates

- Dance
- Aerobics / Jazzercise
- Sand Volleyball
- Badminton
- Kickball

Appendix G: Web Page Design Suggestions

- Health tips
- Local activities (5K Run/Walk)
- Links to nutritional sites
- Attach lists of healthy choices for parties/celebrations
- Links to healthy recipes
- School lunch menu with one healthy tip for each month

Appendix H: Action Plan Templates

SCHOOL WELLNESS GOAL SETTING TEMPLATES

Step 1: Set Goals and Do a Baseline Evaluation (Required)

GOAL (Samples)	Not In Place	Partially In Place	Fully in Place or Exceeds Expectations
Nutrition Promotion: Increase healthy food signage in cafeterias		x	
Nutrition Promotion: Offer free healthy food samples weekly	x		
Physical Activity: Add one club or course that promotes physical activity		x	

Step 2: Create an Action Plan (Optional Template)

GOAL and ACTION STEPS	Timeline	Person(s) Responsible	Evaluation Plan	Budget	Status/Notes
Goal 1: Create an active wellness team to lead wellness efforts					
Identify team members					
Develop Action Plan					
Create Calendar and Share with Staff					
Meet 4 Times					
Evaluate Progress					

Step 3: Evaluate your Progress by May (Required)

GOAL (Samples)	Not In Place	Partially In Place	Fully in Place or Exceeds Expectations
Nutrition Promotion: Increase healthy food signage in cafeterias			x
Nutrition Promotion: Offer free healthy food samples weekly		x	
Physical Activity: Add one club or course that promotes physical activity			x

Step 4: Submit your Progress to the District Wellness Committee – Due by May 10

Revision Date: June 5, 2024