

STUDENT WELLNESS

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community.

- (cf. 0000 – Vision)
- (cf. 020 – Goals for the School District)
- (cf. 3513.3 – Tobacco-Free Schools)
- (cf. 3514 – Environmental Safety)
- (cf. 5131.6 – Alcohol and Other Drugs)
- (cf. 5131.61 – Drug Testing)
- (cf. 5131.62 – Tobacco)
- (cf. 5131.63 – Steroids)
- (cf. 5141 – Health Care and Emergencies)
- (cf. 5141 – Health Care and Emergencies)
- (cf. 5141.23 – Infectious Disease Prevention)
- (cf. 5141.3 – Health Examinations)
- (cf. 5141.31 – Immunizations)
- (cf. 5141.32 – Health Screening for School Entry)
- (cf. 5141.6 – Student Health and Social Services)
- (cf. 5142 – Safety)
- (cf. 5146 – Married/Pregnant/Parenting Students)
- (cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Education)
- (cf. 6142.8 – Comprehensive Health Education)
- (cf. 6164.2 – Guidance/Counseling Services)

District and School Wellness Committees

The Board's policy related to student wellness shall be developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives, and members of the public. (42 USC 1751)

The Superintendent or designee may appoint a school health council or other committee consisting of representatives of the above groups. The council or committee may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

- (cf. 1220 – Citizen Advisory Committees)
- (cf. 9140 – Board Representatives)

STUDENT WELLNESS (continued)

To achieve the above goal, the school health council or committee shall assist with policy development and advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charges may include planning and implementing activities to promote health within the school or community. The Superintendent or designee will establish a District Wellness Committee and direct all principals to form Site Wellness Committees.

Nutrition Education and Physical Activity Goals

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

- (cf. 6010 – Goals and Objectives)
- (cf. 6011 – Academic Standards)
- (cf. 6143 – Courses of Study)

Nutrition education shall be provided as part of the health education program in grades K-12 and, as appropriate, shall be integrated into core academic subjects and offered through before- and after-school programs.

- (cf. 6142.8 – Comprehensive Health Education)

All students in grades K-12 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before- and after-school programs, and other structured and unstructured activities.

- (cf. 6142.7 – Physical Education)
- (cf. 6145 – Extracurricular and Cocurricular Activities)
- (cf. 6145.2 – Athletic Competition)

The Superintendent or designee shall encourage staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees.

Professional development shall include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

- (cf. 4131 – Staff Development)
- (cf. 4331 – Staff Development)

STUDENT WELLNESS (continued)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1113 – District and School Web Sites)
(cf. 6020 – Parent Involvement)

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

(cf. 1325 – Advertising and Promotion)

Nutrition Guidelines for Foods Available at School

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district’s food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

(cf. 3312 – Contracts)
(cf. 3550 – Food Service/Child Nutrition Program)
(cf. 3554 – Other Food Sales)
(cf. 5148 – Child Care and Development)
(cf. 6300 – Preschool/Early Childhood Education)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students’ academic performance, accomplishments, or classroom behavior.

(cf. 1230 – School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district’s nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by eliminating foods or beverages that do not meet nutritional standards. Class parties or celebrations shall be held after the lunch period when possible.

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Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

(cf. 3553 – Free and Reduced Price Meals)

Program Implementation and Evaluation

The Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the district and at each school who is charged with operational responsibility for ensuring that the school sites implement the district's wellness policy. (42 USC 1751)

The Superintendent or designee shall recommend for Board approval specific quality indicators that will be used to measure the implementation of the policy districtwide and at each district school. These measures shall include, but not be limited to, an analysis of the nutritional content of meals served; student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers or other venues outside the district's meal programs; and feedback from food service personnel, school administrators, the school health council, parents/guardians, students, and other appropriate persons.

The Superintendent or designee shall report to the Board annually on the implementation of this policy and any other Board policies related to nutrition and physical activity.

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

STUDENT WELLNESS (continued)

Legal Reference:

EDUCATION CODE

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49560 Meals for needy students

49565-49565.8 California Fresh Start Pilot Program

49570 National School Lunch Act

51222 Physical Education

51223 Physical education, elementary schools

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:

1751 Note Local wellness policy

1771-1791 Child Nutrition Act, including:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1 – 220.21 National School Breakfast Program

Management Resources:

CSBA POLICY BRIEFS

The New Nutrition Standards: Implications for Student Wellness Policies, November 2005

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Healthy Children Ready to Learn, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

STUDENT WELLNESS (continued)

Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 1994

CENTERS FOR DISEASE CONTROL PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Health Services: <http://www.mch.dhs.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.boards@nasbe.org>

National School Boards Association: <http://www.schoolhealth@nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture: http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

Policy

Adopted: November 1, 2005

Revised: March 21, 2006

HEMET UNIFIED SCHOOL DISTRICT

Hemet, California

STUDENT WELLNESS**I. PURPOSE**

To define and outline a comprehensive District Wellness program designed to promote the health and well being of students and to promote a lifelong healthy lifestyle with a focus on *Health, Physical Education and Nutrition*. The Governing Board recognizes the relationship between students' nutrition/health status and their ability to learn.

II. DEFINITIONS DISTRICT WELLNESS

Comprehensive School Health Program – School affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students. A state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity.

The Comprehensive District Wellness Program shall incorporate the following seven components within a single framework:

1. A *school environment* that is safe, that is physically, socially and psychologically healthful and which promotes health-enhancing behaviors;

(cf. 5137 – Positive School Climate)

2. A sequential *health education curriculum* designed to motivate and help students maintain and improve their health, prevent disease, and avoid health-related risk behaviors; taught by highly qualified and supported teachers;

(cf. 6142.8 – Comprehensive Health Education)

3. A sequential *physical education curriculum* which involves moderate to vigorous physical activity; that teaches knowledge, motor skills, and positive attitudes, promotes activities and sports that all students enjoy and can pursue throughout their lives, that is taught by highly qualified and supported staff, and that is coordinated with the comprehensive health education curriculum;

(cf. 6142.7 – Physical Education)

4. A child *nutrition program* that employs qualified staffs who efficiently serve appealing choices for nutritional foods. A sequential program of nutrition instruction will be integrated within the comprehensive school health education curriculum and coordinated with the child nutrition program. The school environment will encourage students to make healthy food choices;

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5. A *school health services program* that is designed to ensure access or referral to primary health care services, foster appropriate use of health care services, prevent and control communicable disease and other health problems, provided by highly qualified and supported health professionals;

(cf. 5141.6 – Student Health and Social Services)

6. A *psychological services and social services program* that is designed to ensure access or referral to assessments, interventions, and other services for students. Mental, emotional, and social health services are provided by highly qualified and supported professionals;

7. Integrated *family and community involvement activities* that are designed to engage families as active participants in their student’s education support the ability of families to support students’ school achievement, and encourage collaboration with community resources and services to respond more effectively to the health-related cultural needs of students.

(cf. 6171 – Title I Programs)

Quality and Effective Health Education – helps students develop health literacy as defined in the Health Framework for California Public Schools Kindergarten through Grade Twelve.

Health Literacy. The capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing. The purpose of school-based health education is to develop health literate individuals. The four unifying ideas of health literacy are:

- *Acceptance of personal responsibility for lifelong health.* Health-literate individuals acknowledge that they have some control over their health, incorporate health-related knowledge into everyday behavior, and make a lifelong commitment to healthy living.

- *Respect for and promotion of the health of others.* Health-literate individuals understand and acknowledge the effects of personal behavior on the health and well-being of others. In addition, they understand the influence that people have on the environment and the way in which elements within the environment affect the health of groups and individuals. They translate this understanding into concern for the health of others in the family, school, peer group, and community.

STUDENT WELLNESS (continued)

- *An understanding of the process of growth and development.* Health-literate individuals understand and acknowledge the aspects of physical, mental, emotional, and social growth and development common to all people as well as those aspects that are unique to individuals. They respect the dignity of all individuals and recognize that people continue to develop throughout their lives.

- *Informed use of health-related information, products, and services.* Health-literate individuals select and use available health-related information, products, and services carefully and wisely. Being health literate involves the ability to think critically about health-related information and be a selective consumer of health-related services and products.

Health education includes the development, delivery, and evaluation of a planned, sequential curriculum for students in kindergarten through grade twelve and for parents and school staff and is designed to influence positively people's knowledge, attitudes, skills, and behaviors related to health. Health education addresses the four unifying ideas of health literacy and the following nine content areas: personal health; consumer and community health; injury prevention and safety; alcohol, tobacco, and other drugs; nutrition; environmental health; family living; individual growth and development; and communicable and chronic diseases.

Health Framework for California Public Schools Kindergarten Through Grade Twelve (2003) includes Expectations and Content, by Grade Level: Kindergarten through Grade Three, Grades Four through Six, Middle School, High School and Scope and Sequence of Health Instruction.

The Expectations by Unifying Idea are as follows (they are specified in developmentally-appropriate format by grades K-3, 4-6, middle school and high school in the Health Framework)

1. Acceptance of personal responsibility for lifelong health

Expectations:

- A. Students will demonstrate ways in which they can enhance and maintain their health and well-being.
- B. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.
- C. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

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2. Respect for and promotion of the health of others

Expectations:

- A. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.
- B. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

3. An understanding of the process of growth and development

Expectations:

- A. Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.
- B. Students will understand and accept individual differences in growth and development.

4. Informed use of health-related information, products, and services

Expectation:

- A. Students will identify information, products, and services that may be helpful or harmful to their health.

(cf. 5131.6 – Alcohol and Other Drugs)

Quality Physical Education Program – exposes students to the skills necessary to perform a variety of physical activities, ensures that students participate regularly in physical activities, teaches the benefits of involvement in physical activities, and emphasizes the value of physical activity and its contributions to a healthful lifestyle.

Physical Education is a multifaceted process that teaches a wide range of skills and activities with the aim of the students becoming physically educated, physically fit, able to enjoy a variety of physical activities and committed to lifelong health and physical wellbeing. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviors. (*Physical Education Framework, for California Public Schools Kindergarten through Grade Twelve.*)

It is important to make Physical Education a positive experience for all students. The purpose of positive Physical Education is to guide students in the process of becoming physically active and healthy for a lifetime.

There is a distinct relationship between academic achievement and the physical fitness of California's public school students: Students achieve best when they are physically fit.

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The healthy, physically active student is more likely to be academically motivated, alert and successful.

Quality Physical Education

- Elementary school
 - o Development of basic motor skill competence
 - o Competence leads to confidence
 - o Skill Theme Approach
- Middle School
 - o Introduction to many movement forms
 - o Emphasis on discovering personal tendencies
- High School
 - o Development of personal physical fitness program
 - o Specialization in few movement forms

Physical Education: K-12 program is designed to encourage students to be physically active by introducing them to a variety of movement forms in a positive safe environment. All students are encouraged to support their peers, practice sportsmanship and recognize the need for athletic opportunities for members of both genders. Competition equates with making the most of one's physical potential and capabilities in a positive, meaningful way.

The California Physical Fitness Test (PFT) will be administered to grades five, seven, and nine. The PFT is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscular strength, endurance and flexibility. The PFT provides information that can be used by students to assess and plan personal fitness programs; teachers to design the curriculum of physical education programs; and parents and guardians to understand their children's fitness levels.

After school sports and programs that support physical activity are to be supported at the school site and within the community. Information and resources regarding programs shall be made available to parents/guardians.

Physically active students become physically active adults because they are physically competent, enjoy physical activity, understand sport/activity protocols, understand and accept their tendencies and preferences and have participated in a plethora of activities.

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(cf. 6142.7 – Physical Education)

The Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve represents the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. *Education Code* section 51210 requires 200 minutes of physical education every 10 school days for students in grades one through six, and *Education Code* section 51222 provides for 400 minutes of physical education every 10 school days for students in grades seven through twelve.

The Physical Education Model Content Standards establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

There are five overall model content standards for elementary and middle school children. They are:

- Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Standard 3: Assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

For high school youth, there are only three overall model content standards. They are:

- Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies to perform a variety of physical activities.

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Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

To fulfill the requirement for high school graduation, students must take two years of physical education in high school.

Integrating Physical Activity into the Classroom Setting – For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Recess – All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. (NOTE: This period cannot count as physical education).

Schools should discourage extended periods (i.e., periods of two or more hours or “block”) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School – All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range

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of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special healthcare needs.

Physical Activity and Punishment – Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Nutrition

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Promoting nutritional integrity in school will be a cooperative effort between child nutrition professionals, teachers, staff, administrators, parents, community and students.

Schools are encouraged to:

- Create an environment which supports healthy eating practices and allows adequate time for food consumption. To the extent possible, students should have at least 10 minutes to eat after sitting down for breakfast, and 20 minutes after sitting down for lunch.
- Maintain dining areas that are pleasant, clean and inviting places to eat school meals.
- Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program.
- Establish a greater collaboration between Nutrition Services Department and the classroom, including nutrition education for parents, staff and students.
- Develop and practice good nutrition. All school activities including fund raising, classroom parties and incentive awards, should reflect the same sound nutritional education practices that are taught in the classroom and implemented by the Nutrition Services Department.
- Comply with safety and sanitation requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-114455 as outlined in Attachments A, B, & C.
- Comply with California Education Code, State and Federal law regarding food as outlined in Attachments A, B, & C.

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- Maintain nutritional integrity. Nutritional integrity is a guaranteed level of performance that assures that foods available in schools for children are consistent with the recommended dietary allowances and dietary guidelines, and when consumed, contributes to the development of life-long, healthy eating habits. Nutritional standards are outlined in Attachments A, B, & C.
- Encourage all children to have breakfast, either at home or at school.
 1. Schools will, to the extent possible, operate the School Breakfast Program.
 2. Schools will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, including promotion of service breakfast in the classroom, “grab-and-go” or “second chance” breakfast, or breakfast during morning break, recess, or passing periods.
 3. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
 4. Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
- Free and Reduced-Price Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income (Provision II sites); promote the availability of school meals to all students, including field trips; and/or promote nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Nutrition Services is committed to:

- Providing children with a wide variety of high quality foods to choose from, with a strong emphasis on fresh and healthful foods.
- Maintaining nutritional integrity in all programs as defined by the U.S.D.A.
- A strong emphasis on customer service.
- Monitoring student meal preference on an on-going basis.
- Creating a cafeteria that is viewed as a learning environment.
- Supporting professional development for Nutrition Services staff.
- Develop systems that encourage student and parent involvement in areas such as menu and recipe development.
- Recognize the cultural diversity of the student population.
- Marketing school meal programs through a wide variety of school resources such as youth advisory councils, wellness committees, and parent groups.

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- Working with all stakeholders to make available to them a variety of nutritional education information.
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
- Work with industry to develop and provide healthful food and beverage options.

Parents are encouraged to:

- Support the District's nutrition education efforts by adhering to nutritional integrity when selecting any snacks, foods, or beverages which they may donate for approved school events.
- Consider nutrition when selecting snacks, lunches and beverages brought from home.

Qualifications of School Food Service Staff – Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, the district will provide continuing professional development for all nutrition professionals in schools. The district recognizes the cultural diversity within the student population and will include as a part of staff development to reflect the diversity of healthy food traditions in the student population. Staff development programs should include appropriate certification and/or training programs for nutrition services directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages – Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies, disease transmission and other restrictions on some children's diets.

Fundraising Activities – The district administration expects the sale of nutritious foods and beverages. Therefore, all fundraising activities involving the sale of food must be in conjunction with all State and Federal regulations regarding child nutrition. Parent organizations must plan food sales for after school hours so that there is no interference with the school's breakfast or lunch programs. Attachments A, B, & C clarify what is permissible in the district's schools. Student and parent organizations may contract with Nutrition Services for acquisition of food to be sold on campus for the purpose of fundraising after school.

(cf. 1321 – Solicitation of Funds From and By Students)

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Snacks – Snacks served in after-school or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations.

- Food Services will offer snacks to sites with after school enrichment programs.
- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the United States Department of Agriculture.

Rewards/Punishment – Schools, to the extent possible, will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment. See attachments A, B, & C.

Celebrations – Celebrations and classroom parties offering food and/or beverages may not occur more than once per month, and must be held after the end of the lunch period. Items offered must be commercially prepared, and stable at room temperature.

Nutrition Standards:

Attached are the Hemet Unified School District Nutrition Standards. The attached standards will not supercede the law. If a law conflicts with the attached nutrition standards, the law will take the place of nutrition standards. See attachments A, B, & C.

STUDENT WELLNESS (continued)

Legal References:

Health and Safety Code

113700-114455 Health and Safety Code

Federal Regulations Definition

210.11 Federal Register

Code of Regulations, Title 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

United States Code, Title 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title 1 programs

United States Code, Title 42

1751-1769 National lunch Programs

1771-1791 Child Nutrition

1773 School breakfast program

Code of Regulations, Title 5

15500-15501 Food Sales by student organizations

15500 Food sales in elementary schools

15501 Sales in high schools and junior high school

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast program

Education Code

Ed Code Sec. 204 of S. 2507 Local Wellness Policy

E.C. 38080-38103 Cafeteria, establishment and use

E.C. 38085-Sale of specified food items

E.C. 45103.5 Contracts for management consulting services; restrictions

E.C. 48931 Authorization and sale of food

E.C. 49430-49436 Pupil Nutrition, Health, Achievement Act of 2001

E.C. 49490-49493 School Breakfast and lunch programs

E.C. 49500-49505 School meals

E.C. 49510-49520 Nutrition

E.C. 49530-49536 Child Nutrition Act

E.C. 49547-48548.3 Comprehensive nutrition services

E.C. 49550-49560 Meals for needy students

E.C. 49570 National School Lunch Act

Ed Code Sec. 51210 Course of study, Grades 1- 6

Ed Code Sec. 51220 Course of student, grades 7- 12

Ed Code Sec. 511220 Physical Education

E.C. 51520 School premises; prohibited solicitations

Policy

Adopted: March 21, 2006

HEMET UNIFIED SCHOOL DISTRICT

Hemet, California

Wellness Policy 5030: Food and Beverages Sold or Served in Elementary Schools

Issue	Standards	Rationale
General Statement: District Non-Profit Food Service Program	<ul style="list-style-type: none"> ○ Items sold a la carte by the food service program are intended to supplement meals from school and/or home, and not to compete with the reimbursable meal. ○ Beverage sales shall be limited to 100% juice, milk, and unflavored water, with no beverage larger than 12 oz., except water. Beverages of minimal nutritional value or containing artificial sweeteners may not be sold. ○ Dairy and whole grain food items may be sold if the following standards are met: <ul style="list-style-type: none"> ○ Not more than 35% of its total calories shall be from fat. ○ Not more than 10% of its calories shall be from saturated fat. ○ Not more than 35% if its total weight shall be composed of sugar, including naturally occurring and added sugar. ○ Exemptions are nuts, nut butters, seeds, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes. 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte. Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965 7 CFR S.B. 12</p> <p>The caloric standard for elementary students is 498 calories for breakfast and 664 calories for lunch. Caloric needs for individual students may vary. Snacks are intended to supplement the school meal or the meal brought from home.</p>
Food and beverage sales outside the District Non-Profit Food Service Program	<ul style="list-style-type: none"> ○ Fundraising sales of food or beverages may only occur off campus, or ½ hour after the end of the school day. ○ <i>Sales not approved by the Wellness Committee may not occur at any time on school campuses.</i> 	<p>Title 5, Calif. Code of Regulations 7 CFR S.B. 12 & 965 Ed Code 39876</p> <p>Extra calories can result in overeating.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>

<p>Other food and beverages used outside District meal programs</p>	<ul style="list-style-type: none"> ○ Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations. ○ Celebrations and classroom parties offering food and/or beverages may not occur more than once per month, and must be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above. ○ Items offered must be commercially prepared, and stable at room temperature. 	<p>Extra calories can result in overeating and the rejection of meal items.</p> <p>Using non-nutritious foods for rewards can lead to poor life-long eating habits.</p> <p>Food Safety</p>
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Attachment B

5/10/2006

Wellness Policy 5030: Food and Beverages Sold or Served in Middle Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program. ○ All snack and beverage items offered outside the meal program may not exceed 250 calories. ○ Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, with no beverage larger than 12 oz., except water. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold. ○ Snacks offered for sale, except food served as part of the USDA meal program, shall meet all the following standards: <ol style="list-style-type: none"> 1. Not more than 35% of its total calories shall be from fat. 2. Not more than 10% of its calories shall be from saturated fat. 3. Not more than 35% if its total weight shall be composed of sugar, including naturally occurring and added sugar. 4. Exemptions are nuts, nut butters, seeds, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes. ○ Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories. 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ ASB's may sell up to 3 snack and/or beverage items each day, including vending, providing that: <ul style="list-style-type: none"> ○ Items selected for sale must meet the nutritional standards outlined above for snacks and beverages. ○ Have approval from the Wellness Committee prior to the sale. 	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to life long healthy eating habits.</p>

	<ul style="list-style-type: none"> ○ The items offered for sale are intended to supplement the meal program or meals brought from home. ○ Not be offered for sale by the district food service program. ○ All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature. ○ Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: <ul style="list-style-type: none"> ○ The sale is approved by the Wellness Committee. ○ The items selected for sale meet the nutritional requirement outlined above. ○ The school cafeteria staff is given a minimum of two weeks notice. ○ All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day. ○ Sales not approved by the Wellness Committee may not occur at anytime on school campuses. ○ “Sold” is defined as any item exchanged for cash, token or voucher. 	<p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>
<p>Other food and beverages used outside District meal programs</p>	<ul style="list-style-type: none"> ○ Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations. ○ Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above. ○ Items offered must be commercially prepared, and stable at room temperature. 	<p>Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.</p>

Wellness Policy 5030: Food and Beverages Sold or Served in High Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program. ○ All snack and beverage items offered outside the meal program may not exceed 250 calories. ○ Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, and electrolyte replacement beverages containing no more than 42 gms. of added sweetener per 20 oz. serving. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold. ○ Snacks offered for sale, except food served as part of the USDA meal program, shall meet all the following standards: <ul style="list-style-type: none"> ○ Not more than 35% of its total calories shall be from fat. ○ Not more than 10% of its calories shall be from saturated fat. ○ Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. ○ Exemptions are nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes. ○ Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories. 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ ASB's may sell up to 3 categories of snack and/or beverage items each day, including vending, providing that: <ul style="list-style-type: none"> ○ Items selected for sale must meet the nutritional standards outlined above for snacks and beverages. ○ Have approval from the Wellness Committee prior to the sale. 	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to life-long healthy eating habits.</p>

	<ul style="list-style-type: none"> ○ The items offered for sale are intended to supplement the meal program or meals brought from home. ○ Not be offered for sale by the district food service program. ○ All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature. ○ Categories may include eligible fruit drinks, isotonics, waters, grain products, confections, dairy, and nuts & seeds. ○ Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: <ul style="list-style-type: none"> ○ The sale is approved by the Wellness Committee. ○ The items selected for sale meet the nutritional requirement outlined above. ○ The school cafeteria staff is given a minimum of two weeks notice. ○ All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day. ○ Sales not approved by the Wellness Committee may not occur at anytime on school campuses. ○ “Sold” is defined as any item exchanged for cash, token or voucher. 	<p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>
<p>Other food and beverages used outside District meal programs</p>	<ul style="list-style-type: none"> ○ Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations. ○ Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above. ○ Items offered must be commercially prepared, and stable at room temperature. 	<p>Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.</p>