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EDUCATION

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Dear County and District Superintendents, and School Food Service Directors:

GUIDANCE FOR THE DEVELOPMENT OF CALIFORNIA SCHOOL WELLNESS POLICIES

The California Department of Education (CDE) is pleased to provide the enclosed *Guidance for the Development of California School Wellness Policies* to assist you in complying with the federal requirement to establish a local school wellness policy by the beginning of the 2006-07 school year. As State Superintendent of Public Instruction Jack O'Connell stated in his January 2005 State of Education address:

"It is time to promote and support a culture of health and fitness in our schools."

The guidance document was developed collaboratively by a diverse group representing public and private organizations throughout California. The recommendations stated in this document reflect the consensus of this collaborative workgroup, composed of representatives from the CDE, California Department of Health Services, California School Boards Association (CSBA), American Cancer Society, California School Nutrition Association, California Food Policy Advocates, California County Superintendents Educational Services Association, California State PTA, California School Nurses Organization, Healthy Eating Lifestyle Principles, Inc. (HELP), and Center for Food and Justice.

As stated in the CDE White Paper, *Healthy Children Ready to Learn*, one of Superintendent O'Connell's top priorities for kindergarten through twelfth grade education is improving student health and the school nutrition environment. Locally developed school policies will promote student health by providing nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and establishing linkages between health education, school meal programs, and related community services. Adoption of school wellness policies support a school environment in which active and well-nourished students are more likely to attend school and are better prepared to learn.

Your policy-drafting process is to be done with a team representing parents, students, school board members, school food service personnel, administrators, and other community leaders. Perhaps your district has a School Health Council or other existing health-related committee that can be utilized for this purpose. The *Guidance for the*

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Development of California School Wellness Policies can help your team draft a policy that fits your district's needs. The document will be posted, with a link to the CDE website, on the California Healthy Kids Resource Center web site at www.californiahealthykids.org.

Legislation recently signed into law, such as Senate Bills 12 and 965, takes significant steps toward facilitating the development of healthier eating habits for students. The nutrition standards for food and beverages established by this new legislation are reflected in the guidance document provided to you. An attachment to the document summarizes the current state and federal regulations, policies, and statutes that are pertinent to the establishment of school wellness policies.

Building on the recommendations in the collaboratively developed guidance document, CSBA is releasing more specific wellness policy guidance to further assist with the development of your district wellness policy in December 2005. CSBA has consistently recommended that districts tailor their wellness policies to fit their local needs and circumstances. District staff should reflect on the policies needed and gather necessary resources and data regarding student wellness. The policy that is ultimately drafted, considered, and adopted should not only reflect local needs, it should also promote student health in a way that supports student learning and achievement.

We at CDE commend and support your policy development and implementation efforts to protect the health of California's students. If you have questions or need further information regarding this subject, please contact Jan Lewis, Nutrition Education Consultant, at (916) 323-7185 or by e-mail at jlewis@cde.ca.gov or Michael Danzik, Nutrition Education Assistant, at (916) 445-7346 or by e-mail at mdanzik@cde.ca.gov.

Sincerely,

Phyllis Bramson-Paul, Director
Nutrition Services Division

William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations Branch

PBP:jk
Enclosures

GUIDANCE FOR THE DEVELOPMENT OF CALIFORNIA SCHOOL WELLNESS POLICIES

Background:

The federal Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265) includes a provision requiring all school districts participating in any federally funded child nutrition program to establish a locally developed school wellness policy by the beginning of the 2006-07 school year. The purpose of this document is to provide guidance in the development of a local school wellness policy.

The federal law requires that, at a minimum, the local school wellness policy include:

- Involvement of parents, students, representatives of school food service, the school board, school administrators, and the community in the development of the school wellness policy. (See page 3.)
- Goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness. (See pages 3-10.)
- Nutrition guidelines for all food available on each school campus during the school day. (See pages 11-13.)
- Assurance that guidelines for reimbursable meals will not be less restrictive than federal regulations and guidance issued by the United States Department of Agriculture (USDA). (See pages 14-17.)
- A plan for measuring the implementation of the local wellness policy and designation of one or more persons in the district or at each school to oversee the implementation of the adopted wellness policy. (See pages 17-18.)

This new federal requirement reinforces many statewide initiatives and actions, including:

- Health priorities identified by State Superintendent of Public Instruction Jack O'Connell in his 2005 State of Education address, with details and strategies provided in the California Department of Education's (CDE's) January 2005 White Paper titled *Healthy Children Ready to Learn*. (<http://www.cde.ca.gov/eo/in/se/yr05healthychildrenwp.asp>)
- A letter dated May 24, 2005, jointly signed by the CDE and the California School Boards Association (CSBA), informing school board presidents and district superintendents of the new federal requirement to establish a school wellness policy.
- The release of a revised policy development tool titled *Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide*, produced by CSBA and California Project LEAN.
- A joint letter from the CDE and the California State Parent Teacher Association (PTA) disseminated to more than 4,000 PTA leaders to inform them of the federal requirement regarding the development, adoption, and implementation of a local school wellness policy.

- The California State PTA’s “Healthy Lifestyles for All Children” resolution supporting physical education and healthier food in schools, including food and beverages served or sold by local PTA members.
- The California Shaping Health as Partners in Education (SHAPE California) comprehensive approach to improving the health and academic success of students, which began in the 1990s and is currently operating in more than 130 school districts in the state.

Core Elements Recommended in a Comprehensive School Wellness Policy:

In developing a local school wellness policy, it is recommended that the policy promote student health and support the reduction of childhood obesity by:

- Acknowledging the relationship between students’ nutrition/health status and their school attendance and ability to learn (<http://www.neahin.org/programs/childhealth/>)
- Complying with federal, state, and local legal requirements
- Providing school environments that promote and protect children’s health, well-being, and ability to learn
- Regularly providing physical education and nutrition/health education to foster lifelong habits of healthy eating and physical activity
- Establishing linkages between health education, school meal programs, physical education, school health services, counseling and psychological services, related community services, and the other components of coordinated school health
- Strengthening the local capacity to protect and promote the health and academic performance of all students
- Addressing students’ vulnerability to overweight and obesity as well as disordered eating
- Addressing issues of hunger and food insecurity that may have an impact on the health and academic performance of students

RECOMMENDATIONS TO MEET LOCAL SCHOOL WELLNESS POLICY REQUIREMENTS

REQUIREMENT I: INVOLVEMENT OF SCHOOL AND COMMUNITY STAKEHOLDERS IN DEVELOPING THE WELLNESS POLICY

The minimum requirement that must be met:

The federal law requires that the local school wellness policy be developed with the involvement of parents, students, representatives of the child nutrition program, school board members, school administrators, and the public.

It is recommended that:

- The school wellness policy be developed within the context of the eight-component model of coordinated school health. *As described in the 2003 Health Framework for California Public Schools, Kindergarten Through Grade Twelve, coordinated school health is an integrated and collaborative approach that includes: health education, physical education, nutrition services, health services, a safe and healthy school environment, parent and community involvement, health promotion for staff, and psychological and counseling services.*
- The school wellness policy be developed by an existing or newly formed school health council that will develop, implement, monitor, review, and, as necessary, revise this policy and others related to school nutrition and physical activity. The council should also serve as a resource to school sites for implementing, monitoring, and reviewing districtwide nutrition, physical education, and physical activity policies. *A school health council consists of representatives of the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, school nurses, health and physical educators and other teachers, health professionals, school counselors, school psychologists, community members, and other representatives of the eight components of coordinated school health.*
- The school wellness policy be developed with the involvement of all members of the school health council, from the initial planning stage through the implementation stage.

REQUIREMENT II: ESTABLISHMENT OF GOALS FOR NUTRITION EDUCATION, PHYSICAL ACTIVITY, AND OTHER SCHOOL-BASED ACTIVITIES THAT PROMOTE STUDENT WELLNESS

Goals For Nutrition Education

California *Education Code (EC)* Section 51210 requires that health education, including nutrition education, be taught in grades one through six. *EC* Section 51890 declares the intent that districts provide comprehensive health education and requires that a variety of health topics be included in middle school and high school curricula.

It is recommended that districts:

- Establish student goals that foster and promote health literacy, defined as “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.”
- Provide a year-long course in health education in both middle school and high school, as stated in the *Health Framework*. Doing so forms the infrastructure for providing quality health instruction, with sufficient time for nutrition education as well as for the other topics of health education (e.g., HIV/STD prevention and alcohol/tobacco and other drugs).
- Reinforce messages on healthy eating by coordinating child nutrition programs/school food service with classroom-based nutrition education and with other components of the coordinated school health system.
- Integrate current, scientifically accurate nutrition content into classroom instruction in such core subjects as science, mathematics, English-language arts, and history-social science as well as into the instruction offered in before and after school programs.
- Encourage instructional strategies that incorporate experiential learning opportunities (such as taste testing, cooking demonstrations, tours of farmers markets, and school gardens) and that engage family members in reinforcing healthy nutrition behaviors.
- Engage students as active participants in developing, advocating, and implementing nutrition-related policies, programs, and services.
- Provide instructional staff with adequate and ongoing in-service nutrition education training that focuses on teaching strategies that assess health knowledge and skills and promote healthy behaviors.

Goals for Student Learning

The ultimate goal of health education is to foster and promote health literacy. Students must comprehend a set of core health concepts and develop skills to apply that knowledge in their own personal behavior and environment. Achievement should be assessed by strategies that measure knowledge, behavior, and skill development and support critical thinking.

It is recommended that the following objectives, which are based on the expectations of what students should know and are able to apply to their nutrition-related behavior, serve as the foundation for all nutrition education offered. Students should:

- Demonstrate ways in which they can enhance and maintain their nutrition-related health and well-being, using knowledge based on current recommendations, goal setting skills, and decision making skills.
- Understand and demonstrate behaviors that prevent disease and speed recovery from illness, based on concepts and self-management skills related to diet, physical activity, and safe food handling.

- Analyze the influence of culture, media, technology, and other factors on their decisions related to nutrition, physical activity, and lifestyle choices.
- Understand and demonstrate how to play a positive, active role in promoting the nutrition-related health, including healthful food and beverage choices, of their families, peers, and the community through advocacy and interpersonal communication skills.
- Understand and accept individual differences in growth and development and the relationship between the human body and nutrition.
- Identify information, products, and services that may be helpful or harmful to their health and demonstrate the ability to access valid nutrition information and health-promoting products and services.
- Explore the various food, agriculture, and nutrition-related careers as vocational options.

Goals for Physical Education and Physical Activity

Schools should provide all students in kindergarten through grade twelve (K-12) the opportunity, support, and encouragement to be physically active on a regular basis through physical education instruction and physical activity programs.

- **Physical education** is a planned sequential program of curricula and instruction that helps students develop the knowledge, skills, and confidence necessary for an active lifestyle.
- **Physical activity** refers to participation in physical activity. Physical activity programs may provide participants with structured activity (games, sports, etc.), unstructured activity (walking programs, dance, etc.), or opportunities to participate in physical activity in the daily routine (walk-to-school programs, etc.).

Physical Education

The minimum requirements for physical education are:

- All K-12 students (including students with disabilities and/or special health-care needs and those in alternative educational settings) will receive physical education instruction as designated (EC sections 51210, 51222, and 51223):
 - A minimum of 200 minutes for every 10 school days for students in grades 1-6
 - A minimum of 400 minutes for every 10 school days for students in grades 7-12
- Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program. (EC Section 51241)
- High school students who are exempt from two years of physical education in grades 10, 11, or 12, per local district policy, must be provided with the opportunity to participate in a variety of physical education elective courses. (EC sections 51222(b) and 51241)

- High school physical education course content will include each of the following areas: (1) effects of physical activity on dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythm and dance; (7) team sports; and (8) combatives. (*California Code of Regulations (CCR), Title 5, Section 10060*)
- Physical education instruction is delivered by a teacher credentialed to teach physical education. (*EC Section 44203*)
- Class size is consistent with the requirements of good instruction and safety. (*CCR, Title 5, Section 10060*)
- School districts will administer a physical fitness test annually to all students in grades five, seven, and nine during the months of February, March, April, or May. (*EC Section 60800*)
- Students will receive their individual fitness test results upon completing the test. (*EC Section 60800*)
- Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. (*EC Section 49001*)

It is recommended that:

Physical Education Course Credit

- Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports, marching band, ROTC, drill team, etc.) should not be substituted for meeting the physical education requirement.

Curriculum and Instruction

Instruction in physical education should be based on the physical education content standards and should include the following:

- Full inclusion of all students
- At least 50 percent of instructional time spent in moderate-to-vigorous physical activity
- Maximum participation and ample practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out-of-school assignments that support learning and the practice of learned skills
- Appropriate discipline and class management
- Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child

- Fitness education and assessment to help students understand, improve, and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness

Facilities for Physical Education Instruction

- School personnel should minimize the use of physical education facilities for non-instructional purposes during the school day.

Assessment of Student Learning

- School districts should require that each student's physical fitness test results be sent to parents and guardians.
- In addition to the required physical fitness test, assessment of student learning and accurate reporting of progress should be an ongoing process in physical education.

Professional Development

- Teachers assigned to deliver physical education instruction should receive focused, ongoing professional development related to curriculum, instruction, and assessment in physical education.

Goals for Student Learning

The CDE's 2004 *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* outlines the essential skills and knowledge that all students need for maintaining a physically active lifestyle.

The five overarching standards state that students should:

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

Physical Activity

It is recommended that:

Daily Recess

- All elementary school students should have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate-to-vigorous physical activity, including the provision of space and equipment.

Integrating Physical Activity into the Classroom

- Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. For example, when activities such as mandatory schoolwide testing necessitate that students remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Opportunities for Physical Activity Before and After School

- Schools should offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
- All elementary, middle, and high schools should offer extracurricular physical activity programs, such as physical activity clubs, intramural programs, and special events that focus on physical activity. High schools and middle schools should offer interscholastic sports programs, as appropriate.
- After school child care and after school enrichment programs should provide and encourage daily periods of moderate-to-vigorous physical activity for all participants, including the provision of space and equipment.

Safe Routes to School

- The school district should assess and, if necessary, improve students' ability to safely walk and bike to school. When appropriate, the district should collaborate with local public works, public safety, and/or police departments to achieve safe routes for walking and biking to school.
- The school district should explore the availability of federal "safe routes to school" funds, administered by the State Department of Transportation, to finance such improvements.
- The school district should encourage students to use public transportation when available and appropriate for travel to and from school and should work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours

- School facilities and open spaces at school should be made available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacation periods. School facilities and open spaces also should be made available to community agencies and organizations that offer physical activity and nutrition programs.
- Schools are encouraged to develop joint-use agreements or memoranda of understanding with civic and community partners to implement formal agreements for the use of school facilities. Joint-use agreements should include clauses that provide for care and maintenance of the school facilities.

Student Safety During Physical Activity

- The school/district should establish rules and procedures concerning safety for students and staff and assign responsibility for these rules and procedures appropriately.
- The school/district, working in collaboration with community health officials, should establish local standards for weather and air quality regarding students' participation in outdoor physical activity.
- The school/district should ensure that students and staff have access to appropriate hydration (e.g., water or other fluids).
- The school/district, in conjunction with a credentialed school nurse, should develop an emergency response system to expedite aid to students and/or staff who are injured or become ill at school. The emergency response system should be communicated to the school community, and the necessary training and practice should take place on a regular basis.
- Facilities and equipment used for physical activity should be properly monitored and maintained to ensure participants' safety.
- School staff should receive training in first aid and cardiopulmonary resuscitation (CPR).
- School staff should receive notification and be trained, as allowed by law, in the use of any necessary medications that students are authorized to carry and/or use.
- The school/district, in conjunction with a credentialed school nurse, should develop policies that outline guidelines for student participation in physical activity at school when they have a medical condition. These policies should be communicated to all members of the school community and be designed to protect students' well-being and provide for maximum participation of students in physical activity, at an appropriate level.

Physical Activity for School Staff

- The school/district should plan, establish, and implement activities to promote physical activity among staff and provide staff with convenient opportunities to engage in regular physical activity.

Goals for Other School-Based Activities

It is recommended that:

- All students should have daily access to a credentialed school nurse or a designated staff member who has current certification in CPR and first aid and is supervised by, and has physical or electronic access to, the school nurse or another duly qualified supervisor of health.
- Students have access to credentialed school counselors and psychologists who provide students with support and assistance in making healthy decisions, managing emotions, and coping with crises. (Disordered eating behaviors, including obesity, are often related to mental, emotional, and social problems, and overweight students may suffer from low self-esteem and/or be the target of bullying.)
- Schools provide a safe and healthy school environment that supports health literacy and successful learning and ensures that students and adults are physically and emotionally safe. In addition to physical safety, the school environment should reflect a sense of community and mutual support among staff and students.
- All school-based before and after school programs should be aligned with the health and wellness policies adopted by the district.
- Parent/guardian outreach efforts should emphasize the relationship between student health and academic performance and address the need for consistent health messages between the home and the school environments.
- Consistent health education, including but not limited to, nutrition and physical activity, should be provided to parents and families through the school/district newsletter, informational handouts, parent meetings, the school/district Web site, and other venues.
- School districts should participate in the SHAPE California network and the USDA's Team Nutrition initiative.
- Staff wellness programs should support employees' efforts to improve their personal health and fitness so they can serve as role models and promote the health of others, including students.

**REQUIREMENT III: NUTRITION GUIDELINES FOR FOOD AND BEVERAGES
(AVAILABLE OUTSIDE THE SCHOOL MEAL PROGRAMS)**

The minimum requirements that must be met:

- Individual food items sold outside the federal reimbursable meal programs shall meet local, state, and federal requirements. *(See Attachment A.)*
- The term “sold” refers to any food or beverages provided to students on school grounds in exchange for money, coupons, or vouchers. The term does not refer to food brought from home for individual consumption.
- Schools shall follow the nutrition standards for kindergarten through grade twelve, including before and after school programs, indicated in the shaded box below.
- Food or beverages sold for fundraising on campus during the school day must meet the nutrition guidelines in the shaded box below.
- Food or beverages that do not meet the nutrition standards in the shaded box below, may be sold by pupils:
 - If the sale takes place off and away from school campus; or
 - On school grounds, if sales occur 30 minutes after the end of school day

Elementary Schools	
FOOD (EC Section 49431) The only food that shall be sold during breakfast and lunch periods is food that is sold as a full meal through a federal reimbursable meal program. In addition, individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes may be sold. Individually sold dairy items and whole grain food items may be sold, provided they meet the 35/10/35 guidelines listed below and do not exceed 175 calories per individual food item.	BEVERAGES (EC Section 49431.5) The only beverages that shall be sold are: <ul style="list-style-type: none">• Water, with no added sweeteners• Milk (two-percent, one-percent, or nonfat or rice milk, soy milk, or other similar nondairy milk)• Fruit juice, preferably 100 percent but at least 50 percent fruit juice, with no added sweeteners• Vegetable juice, at least 50 percent vegetable juice, with no added sweeteners

Middle, Junior High, and High Schools

FOOD (EC Section 49431.2)

The only food that may be sold outside the federal reimbursable meal programs must meet the following requirements:

- Not more than 35 percent of its total calories shall be from fat (excluding nuts, nut butters, seeds, eggs, and cheese)
- Not more than 10 percent of its total calories shall be from saturated fat and trans fat combined (excluding eggs and cheese)
- Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar (excluding fruits and vegetables)
- Calories shall not exceed 250 calories per food item
- Entrée items (i.e., foods generally regarded as being the primary food in a meal, including but not limited to, sandwiches, burritos, pasta, and pizza) shall not exceed 400 calories per food item and 4 grams of fat per 100 calories

BEVERAGES (EC Section 49431.5)

The only beverages that shall be sold are:

- Water, with no added sweeteners
- Milk (two-percent, one-percent, or nonfat or rice milk, soy milk, or other similar nondairy milk)
- Fruit juice, preferably 100 percent but at least 50 percent fruit juice, with no added sweeteners
- Vegetable juice, at least 50 percent vegetable juice with no added sweeteners
- Electrolyte replacement beverages with no more than 42 grams of added sweeteners per 20-ounce serving

It is recommended that:

- The food service department should have sole authority to provide food and beverages from the beginning of the school day until after the last lunch period to ensure food safety and to maximize the schools' ability to serve healthy and appealing meals.
- The food service department should have sole authority for the nutritious snack required in state and federally funded before and after school programs.
- Schools should use whole, fresh, unprocessed foods and ingredients whenever possible.
- Schools should offer fresh fruits and vegetables with each meal or snack whenever possible.

- Schools should use foods low in sodium and limit sources of trans fatty acids whenever possible.
- Schools should limit the serving size of beverages to no larger than 8 ounces of milk and 6 ounces of juice for elementary students and no larger than 12 ounces of milk and 8 ounces of juice for secondary students.
- Milk should be limited to one-percent fat or nonfat. (Nondairy milk provided should be nutritionally equivalent to cow's milk.)
- Ingredients of foods sold or served at school should be listed on the food label or otherwise identified so students with food allergies are protected from accidental exposure.

Food/beverage marketing in schools

- The school district should eliminate the marketing and advertising of unhealthy food and beverages.
- Any food or beverages that do not meet the nutrition guidelines stated above should not be promoted in any way (e.g., through signage, vending machine fronts, logos, scoreboards, school supplies).

Fund-raising

- The school district should encourage all school-based organizations to use nonfood items for fund-raising.
- Student, parent, or school groups should sell compliant food or beverages as fund-raisers only after the last lunch period.

Rewards/punishment

- The school district should not use food or beverages as a reward for student accomplishments nor withhold food or beverages as punishment.

Celebrations

- The school district should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet the above nutrition guidelines.
- Celebrations should occur after the last lunch period.
- Schools should encourage parents to arrange with the district food service department for catering class parties/celebrations to ensure food safety and maximize the ability of the district food service department to serve healthy and appealing meals.

School-sponsored events

- The school district should offer and promote healthy food and beverage products at all school-sponsored events.

REQUIREMENT IV: NUTRITION GUIDELINES FOR CHILD NUTRITION REIMBURSABLE MEAL PROGRAMS

The minimum requirements that must be met:

- All school meals must meet or exceed nutrition requirements established by local, state, and federal requirements. (*See Attachment A.*)
- Food and beverages sold or served as part of federally reimbursed meal programs must meet the nutrition recommendations of the current United States Dietary Guidelines for Americans, such as:
 - No more than 30 percent of total calories from fat, averaged over a week
 - No more than 10 percent of total calories from saturated fat, averaged over a week
- Lunch will be served at appropriate intervals from other meals, in accordance with current USDA guidelines (e.g., at least two hours between the start of breakfast and the start of lunch).
- School districts will do everything possible to prevent overt identification of their low-income students and to ensure that those students are not stigmatized or otherwise treated differently because they avail themselves of free and reduced-price meals and snacks.
- School districts will meet safety and sanitation requirements, as outlined in current USDA guidelines, issued June 10, 2005.

It is recommended that:

- All schools in the district should participate in the available federal school nutrition programs, including the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program (ASP), and Summer Food Service Program (SFSP), whenever possible. All schools with a preschool will participate in the NSLP, SBP or Child and Adult Care Food Program (CACFP).
- School district representatives should explain annually to the local school board the rationale for not operating one or more federal food programs.
- The school district should seek to maximize federal and state meal reimbursement and pursue sources of additional funding to improve and enhance the serving of nutritious and appealing reimbursable meals and snacks.
- The school district should implement Provision 2 or 3 (i.e., provide meals at no charge) if the district has a minimum of 75 percent or more students eligible for free and reduced-price school meals. The rationale for not implementing Provision 2 or 3 should be explained annually at a school board meeting.
- Meals should comply with the current United States Dietary Guidelines for Americans.

- The school district should evaluate the results of the School Meals Initiative review (conducted once every five years). The superintendent and the school health council should revisit provisions dealing with school meals and report to the school board to ensure that school meals meet all federal, state, and local laws and standards.
- School food service departments should use either the USDA or SHAPE California nutrient-based menu planning options as the basis for school meal menu planning.
- Schools using the food-based menu planning option (e.g., SHAPE revised meal pattern) should conduct a quarterly nutrient analysis of school menus to determine whether the nutrient standards are being met.
- School districts should provide an eating environment that reinforces classroom instruction, adequate and sheltered space for cafeteria eating and food preparation, and shared-use agreements for community use of facilities for nutrition and/or physical education activities.
- The school district should hire and train qualified child nutrition professionals who provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and accommodate the religious, ethnic, and cultural diversity of the student body.
- Meals served through the Child Nutrition Programs should:
 - Be appealing and attractive to children of various ages and diverse backgrounds
 - Be served in clean, safe, and pleasant settings
 - Contain fresh fruit and vegetables daily in each meal, with a variety of choices that, when practical, should be from local sources
 - Offer at least two non-fried vegetable and two fruit options each day and five different fruits and five different vegetables over the course of a week
 - Include only one-percent fat and nonfat milk options
 - Contain whole grains (listed as the first ingredient on the label) in at least half of the grains served
 - Include food items selected by students and parents through taste testing, community meetings, and surveys
- Information concerning the nutritional content of all school meals and snacks, if available, should be shared with students and parents.
- School districts should limit the content of trans fatty acids in school meals and snacks to only trace amounts. *Trans fatty acid levels will be stated on the food labels beginning January 1, 2006.*

- School meals should aim for the daily SHAPE California menu-planning target levels for sodium, fiber, and cholesterol, as indicated below:

	Sodium	Fiber	Cholesterol
Breakfast	825 mg	4 g	75 mg
Lunch	1,100 mg	6 g	100 mg

School Breakfast Program

- Schools should encourage participation in the SBP by implementing, whenever feasible, classroom breakfast, grab-and-go, second-chance breakfast, breakfast on the bus, breakfast during morning break or recess, and other options.
- Schools should, to the extent possible, arrange bus and bell schedules and take other appropriate steps to encourage participation.
- Students should be given at least 10 minutes to eat after sitting down for breakfast.
- Schools should promote the importance of eating a healthy breakfast and the benefits of the SBP to students and families.

School Lunch Program

- Students should be given at least 20 minutes to eat after sitting down for lunch.
- Lunch should be scheduled after recess, especially in elementary schools.
- The healthiest lunch choices, such as salads and fresh fruit, should be prominently displayed in cafeterias to encourage students to make healthy choices.
- Students and staff should have access to hand washing or sanitizing before eating any school meal or snack.

Afterschool Snack Program

- Schools are encouraged to offer fresh fruits and vegetables and whole-grain snacks daily as a part of the ASP.
- Schools that partner with community-based organizations (CBOs), such as local park and recreation agencies and Boys and Girls Clubs, should develop a vending relationship between the district and the CBO to provide after school snacks that meet program requirements.

Summer Food Service Program/Meals during Summer School

- Schools that are conducting summer school classes and have 50 percent or more students who are eligible for free and reduced-price meals should sponsor the SFSP or the Seamless Summer Feeding Option.

- Schools that are conducting summer school classes and have less than 50 percent of their students eligible for free and reduced-price meals should schedule the meal period before classes adjourn.
- If a school district does not participate in these programs, they should ensure that another neighborhood agency sponsors the SFSP during the summer.

Professional Development for Child Nutrition Staff

- The school district should provide continuing professional development for all child nutrition professionals.
- Staff development should include training and/or certification for food service personnel at their various levels of responsibility, including safe food handling, nutrition education, and recognition of the signs, symptoms, and appropriate responses to severe food allergy reactions.

REQUIREMENT V: MEASURING IMPLEMENTATION OF A LOCAL SCHOOL WELLNESS POLICY AND DESIGNATING RESPONSIBILITY FOR IMPLEMENTATION AND ENFORCEMENT

The minimum requirements that must be met:

- Representatives of the school district shall develop a plan for implementing the district wellness policy and measuring implementation of that policy.
- The district superintendent or designee shall designate at least one person within the local educational agency or at each school that is charged with operational responsibility for ensuring that the school sites implement the adopted local wellness policy.
- 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. (*EC* Section 49432)

It is recommended that:

Monitoring

- The school board should be involved in establishing the goals for the school wellness policy, success indicators, reporting methodology, and frequency of reporting to the board.
- The district superintendent or designee should recommend for school board approval specific quality indicators used to measure the implementation of the policy (e.g., nutrient analysis of school meals, school meal participation rates, sales of non-nutritious foods/beverages from fund-raisers and other venues, feedback from school/district food service personnel, administrators, members of the school health council, parents, and other appropriate persons).

- The district superintendent or designee should ensure districtwide and individual school compliance with the adopted school wellness policy.
- The principal or designee should ensure individual school compliance.
- School/district food service staff and other members of the school health council should provide continued assistance in ensuring policy compliance.
- The district superintendent or designee should report every two years on wellness policy compliance to the school board, school health council, parent/teacher organizations, school administrators, and the school health services department. All of these stakeholders should be informed of the findings related to policy compliance.

Policy Review

- Every school should conduct a baseline assessment of nutrition and physical activity programs and policies, which is compiled at the district level and used to set priorities.
- The school district should repeat its nutrition and physical activity assessment at least every two years to determine compliance and progress toward implementation of the adopted school wellness policy and to set new priorities.
- As necessary, the wellness policy should be revised to address changes in state and federal law as well as areas in need of improvement.

Training

- The district should provide appropriate and continuing professional development that is supportive of the adopted school wellness policy to teachers, school/district food service personnel, and other staff members of the school health council.

Federal and State Laws, Guidelines, and Regulations:

Child Nutrition and WIC Reauthorization Act of 2004

Section 204: Local School Wellness Policy	Local School Wellness Policy requirements for each local education agency participating in the National School Lunch (NSLP) or School Breakfast Program (SBP).	http://www.fns.usda.gov/tn/Healthy/108-265.pdf
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Code of Federal Regulations (CFR):

7CFR 210.10	Nutrition standards and menu planning approaches for NSLP.	Parts 210 and 220 of the Code of Federal Regulations can be found in their entirety at: http://www.access.gpo.gov/nara/cfr/waisidx_05/7cfrv4_05.html
7CFR 210.11	Federal law that defines competitive food sales and foods of minimal nutritional value (FMNV) for NSLP.	
7CFR 220.8	Nutrition standards and menu planning approaches for SBP.	
7CFR 220.12	Federal law that defines competitive food sales and FMNV for SBP.	

Federal Policy:

APB SP 01-04 (January 2001)	Provides definitions for “food service area” and “meal period.” Prohibits the sale of FMNV during a meal period in an area where program meals are served and/or eaten.	http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/fmnv.pdf http://www.cde.ca.gov/ls/nu/sn/mb05110.asp California Dept. of Education (CDE), Nutrition Services Division (NSD) Management Bulletin (MB) 05-110
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California Education Code (EC)*:

Nutrition		
EC 35182.5 (Senate Bill 65, Torlakson – 2003)	Requirements for school board entering or renewing contracts containing carbonated beverages, nonnutritious beverages, or nonnutritious foods. (EC defines nonnutritious foods and beverages)	http://www.cde.ca.gov/ls/nu/sn/mb04105.asp CDE/NSD Management Bulletin 04-105
EC 38085 (Assembly Bill 753, Torres – 1979)	Requires that 50% of all foods, sold outside the NSLP and SBP, be from the List of Nutritious Foods. (List of foods provided in EC)	

* California Education Code (EC) can be found at <http://www.leginfo.ca.gov/calaw.html> (Click the “Education Code” box).

California Education Code (EC)*

Nutrition		
EC 48931	Provides school boards power to authorize organizations to sell foods on school grounds, outside the NSLP and SBP. Subject to policies created by the State Board of Education (SBE) (see California Code of Regulations, Title 5).	
EC 49431 (SB 12, Escutia – 2005)	Establishes nutrition standards for foods sold outside the NSLP and SBP in elementary, middle, and high schools. Effective July 1, 2007.	
EC 49431.5 (SB 677, Ortiz – 2003; SB 965, Escutia – 2005)	Establishes nutrition standards for beverages in elementary, middle, and high schools. Updated standards for elementary and middle effective January 1, 2006. Standards for high schools phased in between July 1, 2007 and July 1, 2009.	http://www.cde.ca.gov/ls/nu/sn/mb05109.asp CDE/NSD Management Bulletin 05-109 (summarizes SB 677)
EC 49432 (SB 19, Escutia – 2001)	Requires posting of district nutrition and physical activity policies in public view within all school cafeterias or other central eating areas.	
EC 49490-49493	Assures adequate district funding to provide free and reduced-price (F&RP) meals for all eligible students. Assures standards are met for F&RP eligibility and confidentiality.	
EC 49500-49505	Defines “needy” student. Provides provisions for the feeding of needy students.	
EC 49530-49536	Entities eligible for federal meal programs, nutrition guidelines, state Child Nutrition Advisory Council, and nutrition education.	
EC 49547-49548.3	Summer Food Service Program state regulations	
EC 49550-49560	Additional guidance for meals for needy children. Provisions for the school breakfast grants, pregnant or lactating students, contracting for food services, F&RP application and notification process, and confidentiality.	

* California Education Code (EC) can be found at <http://www.leginfo.ca.gov/calaw.html> (Click the “Education Code” box).

California Education Code (EC)*

Physical Education		
EC 51210 and EC 51223	Physical education requirements for elementary grades	
EC 51222 and EC 51225.3	Physical education requirements for secondary grades	
EC 51241, 51242 and 52316	Exemptions for students from physical education	
EC 60800	Physical performance test	

Health Education		
EC 51890	Encourages a comprehensive health education approach to health instruction	

California Code of Regulations:

Nutrition		
Title 5, Division 1, Chapter 15, Section 15500	SBE policies on response to EC 48931. Regulations for the sale of food by student organizations in elementary schools.	Section 15500 and 15501 can be found in their entirety at: http://ccr.oal.ca.gov/
Title 5, Division 1, Chapter 15, Section 15501	SBE policies on response to EC 48931. Regulations for the sale of food by student organizations in junior high and high schools.	
Title 5, Division 1, Chapter 15, Section 15510	Mandatory meals for needy students	

Physical Education		
Title 5, Division 1, Chapter 2, Section 304	Leaving Room at Recess: Every pupil shall leave the schoolroom at recess unless it would occasion an exposure of health.	Sections 304 and 352 can be found in their entirety at: http://ccr.oal.ca.gov/
Title 5, Division 1, Section 352	Detention During Recess or Noon Intermission: A pupil shall not be required to remain in school during the intermission at noon, or during any recess.	

* California Education Code (EC) can be found at <http://www.leginfo.ca.gov/calaw.html> (Click the "Education Code" box).