

Student Nutrition and Physical Activity (Student Wellness)

Purpose and Goal: The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff to establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

Preamble

Waterbury Public Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors
- Students have opportunities to be physically active before, during, and after school
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

Student Nutrition and Physical Activity (Student Wellness), continued**Component 1: A Commitment to Nutrition and Physical Activity**

The School Health and Wellness Advisory Council will address nutrition and physical activity issues and will continue to develop, implement, and evaluate guidelines that support healthy school nutrition environments. This committee shall offer revisions to these guidelines annually or more often if necessary.

Leadership

- A. The Superintendent's designees, The Supervisor of Health and Physical Education and the Food Services Director, will convene the District School Health and Wellness Advisory Council (hereto referred to as the SHAWAC) and facilitate collaborative development of, and/or updates to the wellness policy.
- B. The District SHAWAC will meet a minimum of four (4) times per year to oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy.
- C. The SHAWAC membership will represent all school levels and include to the extent possible, parents and caregivers; students; representatives of the school nutrition program and Health & Physical Education department; school health services professionals and staff, school administrators, school board members; and the general public. To the extent possible, the SHAWAC will include school representatives and reflect the diversity of the community.
- D. School principals will continue to address compliance concerns such as kinds of foods available on their campus, sufficient mealtime, nutrition education, and physical activity with the support of the Supervisor of Health and Physical Education and the Food Services Director.
- E. Nutrition education is integrated across the PK-12 Health and Wellness curriculum, and physical activity will continue to be encouraged daily as an extension of the Elementary, Middle and High School Physical Education curricula.
- F. The school food service staff participates in making decisions and guidelines that will affect the school nutrition environment.

Component 2: Physical Education and Physical Activity**Physical Education**

- A. Physical education is standards-based, using National Association for Sport and Physical Education (NASPE) and the Connecticut State Department of Education (CSDE)-developed standards from the Healthy and Balanced Living Curriculum Framework. Physical Education classes are sequential, building from year to year, and content includes movement education, personal fitness planning and plan execution as well as personal and social responsibility development training. Students shall be able to demonstrate competency through application of knowledge, skill and practice.

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- B. All physical education classes in the Waterbury Public Schools are taught by certified physical education teachers. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) shall not be substituted for meeting the physical education requirement. Students consistently spend a minimum of 50 percent of physical education class time participating in moderate to vigorous physical activity.
- C. All students will be provided equal opportunity to participate in Physical Education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
- D. All District elementary students in each grade will receive physical education for at least 45 minutes per week throughout the school year.
- E. All middle school students in each grade will receive physical education for at least 90 minutes per week throughout the school year.
- F. All high school students enrolled in Physical Education courses in each grade will receive physical education for at least 40 minutes per day throughout the semester in which they are enrolled.
- G. The District physical education program will promote student physical fitness through individualized fitness and activity assessments, the Connecticut Physical Fitness Assessment and/or other appropriate assessment tools that use criterion-based reporting for each student.
- H. Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions
- I. All physical education teachers are required to participate in at least once a year professional development within their content area
- J. All physical education classes are taught by licensed teachers who are certified or endorsed to teach Physical Education
- K. Waivers, exemptions, or substitutions for physical education classes are not granted.
- L. The District PK-12 Physical Education curriculum includes the following essential topics:
- The physical, psychological, or social benefits of physical activity
 - How physical activity can contribute to a healthy weight
 - How physical activity can contribute to the academic learning process
 - How an inactive lifestyle contributes to chronic disease
 - Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
 - Differences between physically activity, that is, warm up, workout, and cool down
 - Overcoming barriers to physical activity

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- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program that includes these components; physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. The district is committed to providing these opportunities, but will also ensure that these varied opportunities are in addition to, and not considered as a substitute for Physical Education

- A. Physical activity during the school day will not be withheld as punishment for any reason. Teachers and other school personnel are prohibited from denying physical activity or exercise, or withholding opportunities for physical activity (e.g., recess and physical education) as punishment. Physical Education class time, recess or other opportunities for physical activity are not withheld as a measure to enforce the completion of academic work. Appropriate alternate strategies have been developed as consequences for negative or undesirable behaviors.
- B. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.
- C. Through formal, joint and/or shared use agreements with the Board of Education, indoor and outdoor physical activity facilities are open to students, their families, and the community outside of school hours.
- D. The District will support community partners to encourage activity for as many students as possible.
- E. The District ensures that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services.

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- F. All schools encourage extracurricular physical activity programs wherever possible. All high schools and middle schools offer interscholastic sports programs. Pre-K to Grade 8 schools offer intramural sports, and the district as a whole offers a range of activities that meet the needs, interests and abilities of all students.
- G. Wherever appropriate, the District shall continue to advocate with local public works, public safety and/or police departments, etc. to make it safer and easier for students to walk and bike to school, (i.e. Safe Routes to School Programs).
- H. School spaces and facilities are available on request to students, staff members, community members and community agencies/organizations offering physical activity and nutrition programs. These opportunities include before, during and after the school day, and by reservation on weekends and during school vacations, whenever possible. The district will continue to reinforce this strategy. District policies concerning safety and security will apply at all times.

Recess

All elementary school students, including all PK to Grade 8 school students, have a minimum of twenty (20) minutes a day of supervised recess, preferably outdoors, during which schools encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity.

- A. Outdoor recess will be offered when weather is feasible for outdoor play, at the discretion of the building administrator based on his/her best judgment of safety conditions.
- B. In the event that the school or district must conduct indoor recess, teachers and staff will follow indoor recess guidelines that promote physical activity for students, to the extent practicable. Each school will maintain and enforce its own indoor recess guidelines.
- C. Recess will complement, not substitute, Physical Education class. Recess monitors or teachers will encourage students to be active, and may serve as role models by being physically active alongside the students whenever feasible.
- D. Students enrolled in comprehensive middle schools are exempt from the daily recess requirement; however, they are encouraged to provide opportunities for pre- or post-lunch physical activity when possible.

Physical Activity Breaks

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. The District recommends teachers provide short (3-5 minute) physical activity “brain breaks” to students during and between classroom times. These physical activity breaks will complement, not substitute, for Physical Education class, recess, and class transition periods.

Student Nutrition and Physical Activity (Student Wellness), continued**Active Academics**

- A. Teachers are encouraged to incorporate movement and kinesthetic learning approaches into “core” subject instruction whenever possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day. Opportunities for physical activity in other subject lessons can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers may also provide short physical activity breaks between lessons or classes as appropriate and/or provide physical fitness activities after school
- B. The District strives to support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing professional development opportunities and resources, including information on leading activities, activity options, and making available current research on the connections between brain development, cognitive learning and movement.
- C. Teachers are encouraged to serve as role models by being physically active alongside their students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activities either before and/or after the school day (or both) through a variety of methods such as clubs, physical activity in aftercare programs, intramural sports, interscholastic and varsity sports, summer recreational programs, etc.

Active Transport

The District strives to support active transport to and from school, such as walking or biking. The District may promote this behavior by:

- Designation of safe or preferred routes to school – sidewalks
- Instruction on walking/bicycling safety provided to students
- Promotion of the Safe Routes to School program to students, staff, and parents via newsletters, websites, local newspaper
- Utilization of crossing guards
- Identifying existing crosswalks on streets leading to schools
- Creation and distribution of maps of school environments (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Component 3: Quality School Meals

- A. The District will offer the School Breakfast Program (SBP) and the National School Lunch Program (NSLP) during the school year and offer the (SSFP) Summer Breakfast and Lunch Programs for a portion of the summer. The district will offer the after school snack program when funding is available. Students and staff are highly encouraged to promote and participate in these programs.

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- B. School Meals shall meet, at a minimum, the nutrition standards established by the Connecticut State Department of Education and the U.S. Department of Agriculture offering varied and nutritious food choices that are tasty, attractive and of excellent quality. School meals offer a variety of fruits and vegetables; serve only low-fat and fat-free milk and nutritionally equivalent non-dairy alternatives as defined by the USDA and that meet the requirements of the state beverage statute; ensure that all of the servings of grains served per week are whole grain. Nutritional information about the meals is available for students, families, and school staff members.
- C. School food service staff will be properly qualified according to current professional standards and regularly participate in professional development activities that help administer the Child Nutrition Programs.
- D. Food safety will be a key part of the school food service operation including, but not limited to, current Hazard Analysis and Critical Control Points (HACCP) practices and procedures.
- E. Students will be given the opportunity to provide input on local, cultural, and ethnic favorites.
- F. School personnel, along with parents, will encourage students to choose and consume full meals. Positive nutrition statements will be provided to students on a regular basis.

Component 4: Other Healthy Food Options

- A. Special Dietary Needs: with appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.
- B. The School Health and Wellness Advisory Council will encourage the administration to adhere to the following guidelines:
 - 1. All food sold to students separately from reimbursable meals must meet the Connecticut Nutrition Standards at all times and from all sources, including but not limited to school stores, vending machines, a la carte sales in school cafeterias, concessions and any fundraising activities on school premises.
 - 2. All beverages sold to students must comply with the requirements of state statute.
 - 3. Foods and beverages offered to students through parties, celebrations, social events and any school functions are also encouraged to meet these requirements.
- C. All beverages that are sold to students on school premises must meet the requirements Section 10-221q of the Connecticut General statutes:
 - 1. Milk must be low-fat (1%) or less.
 - 2. Milk may be flavored but contain no artificial sweeteners and no more than 4 grams of sugar per ounce and be fat free.

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3. Nondairy milks such as soy or rice milk, which may be flavored but contain no artificial sweeteners, no more than 4 grams of sugar per ounce, no more than 35 percent of calories from fat per portion and no more than 10 percent of calories from saturated fat per portion.
 4. 100 percent fruit juice, vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners.
 5. Beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners. These beverages must also meet the requirements specified in Requirements for Beverages Containing Water and Juice at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Water_Juice_Beverages.pdf.
 6. Water, which may be flavored but contain no added sugars, sweeteners, artificial sweeteners or caffeine.
 7. Portion sizes of all beverages other than water will not exceed 12 ounces.
 8. An exemption for the sale of beverages is possible if the following conditions are met:
 - a. The exemption is voted upon by the Board of Education;
 - b. The sale of the beverage is in connection with an event occurring after the end of the regular school day or on the weekend;
 - c. The sale is at the location of the event; and
 - d. The beverages are not sold from a vending machine or a school store.
- D. The District adheres to Sec 203, of the Healthy Hunger-Free Kids Act of 2010 by making drinking fountains available for students to get water at meals and throughout the day.
- E. Section 10-221p of the Connecticut General Statutes specifies that at all times when food is available for purchase by students during the regular school day, nutritious and low-fat foods must also be for sale. These foods include, but are not limited to, low-fat dairy products and fresh or dried fruit. They must be sold at the actual location of the food sales or elsewhere in the school at the same time.
- F. Connecticut's competitive food regulation still applies to the sale of all food items, including those that meet the Connecticut Nutrition Standards. Section 10-215b-23 of the Regulations of Connecticut State Agencies specifies that the income from the sale to students of any food item sold anywhere on school premises from 30 minutes before the start of any state or federally subsidized milk or meal program (National School Lunch Program, School Breakfast Program) until 30 minutes after the end of the program must accrue to the food service account.
- G. School staff shall not use food as a reward or withheld as punishment.
- H. All fundraisers sold to students on school premises must meet the Connecticut Nutrition Standards and the beverage requirements of state statute, unless they are sold to students at the location of an event that occurs after the school day or on the weekend, provided the sale is not from a vending machine or school store. The District highly encourages organizations to use non-food items as

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- I. fundraisers. The Connecticut Nutrition Standards and state beverage statute do not apply to fundraisers occurring off school premises. However, if the student brings in money to school for orders taken in advance, the fundraiser must be structured so that parents/guardians pick up the food/beverage item instead of students. (*See Appendix 16*)

Component 5: Pleasant Eating Experiences

- A. Facility design will be given due consideration in renovations and new construction.
- B. A short snack-free recess for elementary campuses is encouraged sometime before lunch so that children will come to lunch less distracted and ready to eat.
- C. School personnel assist all students in developing the healthy practice of washing hands before eating.
- D. School personnel will schedule enough time so students do not have to spend too much time waiting in line.
- E. A minimum 20-minute uninterrupted lunch period is scheduled to allow students to eat, relax, and socialize as required by state law. Schools encourage socializing among students, and between students and adults. Adults properly supervise cafeterias and serve as role models to students by demonstrating proper conduct and voice level.

Component 6: Nutrition Education

- A. The District follows all health education curriculum standards and guidelines as stated by the State Department of Education. Schools link nutrition education activities with the coordinated school health program.
- B. Nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards
- C. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curriculum.
- D. Students in pre-kindergarten through grade 12 will receive annual nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies, and language arts as applicable.
- E. Nutrition education will be offered in the school cafeteria and in the classroom, with coordination between school foodservice staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.

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- F. District schools may conduct nutrition education activities and promotions that involve students, parents, and the community. Schools are encouraged to form School Nutrition Teams responsible for these activities. School Nutrition Teams may be composed of, but are not limited to, representatives from the School Governance Council, Student Council, Parent Teacher Organization, School Administrator(s), food services staff, life management teachers, school nurses, health and physical education teachers and/or coaches. The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and may engage in nutrition promotions that:
- Are designed to provide students with the knowledge and skills necessary to promote and protect their health
 - Are part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects
 - Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
 - Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
 - Emphasize caloric balance between food intake and energy expenditure that promotes physical activity/exercise
 - Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services
 - Teach media literacy with an emphasis on food and beverage marketing
 - Include nutrition education training for teachers and other staff
- G. The District PK-12 Health and Wellness curriculum includes the following essential healthy eating topics in Health Education:
- The relationship between healthy eating and personal health and disease prevention
 - Food guidance from [MyPlate](#)
 - Reading and using USDA's food labels
 - Eating a variety of foods every day
 - Balancing food intake and physical activity
 - Eating more fruits, vegetables, and whole grain products
 - Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
 - Choosing foods and beverages with little added sugars
 - Eating more calcium-rich foods
 - Preparing healthy meals and snacks
 - Risks of unhealthy weight control practices
 - Accepting body size differences
 - Food safety
 - Importance of water consumption
 - Importance of eating breakfast
 - Making health choices when eating at restaurants

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- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Component 7: Marketing

- A. Students receive positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout the school setting. All school personnel help reinforce these positive messages.
- B. Schools will consider student need in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys, and attention will be given to their comments.
- C. Food service will promote healthy food choices with the aid of monthly nutrition newsletters and other visual supports and will not allow marketing of unhealthful choices in the cafeteria.
- D. Healthy eating and physical activity is actively promoted to students, parents, teachers, administrators, and the community at registration, PTO/PTA meetings, Open Houses, Health Fairs, teacher in-services, etc.
- E. Through access to district websites, televised board meetings and local newspapers, the community can be informed of school nutrition and physical activity initiatives that promote healthy learning environments. <http://www.waterbury.k12.ct.us/page.php?pid=1090>
- F. The District will continue to cultivate relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation.
- G. Students and their families will be informed and invited to participate in school-sponsored activities and receive information about health promotion efforts in their schools.

Component 8: Implementation

- A. The School Health and Wellness Advisory Council is composed of, but not limited to, students, parents, community service providers, Public Health, Government and school district staff. Permanent members of the committee include Board of Education Commissioners, the Chief Academic Officer, the Director of Special Education and Pupil Personnel Services, the Supervisor of Health and Physical Education, the Director and/or Assistant Director of Public Health, the

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district Food Service Director and/or Dietitian, elementary, middle and high school principals, the School Medical Advisor and Nursing Supervisors, Board of Health Commissioners, teachers and at-large members of the general public.

- B. The School Health and Wellness Advisory Council members conduct a review of the District Plan in the fall semester of each year to identify strengths as well as areas for improvement. Identified areas of concern are addressed by the building principals who contribute to annual pre- and post-assessments with the support of the School Health and Wellness Council.
- C. Before the end of each school year the School Health and Wellness Advisory Council recommends to the Superintendent or designee any revisions to the Student Nutrition/Wellness Plan it deems necessary based on data from the school assessments (self/formal).
- D. The School Health and Wellness Advisory Council, via the Food Service Director and/or Supervisor of Health and Physical Education, report annually to the Superintendent or his/her designee re: the progress of the Committee and the status of the plan implementation.

Component 9: Recordkeeping

- A. The District will retain records to document progress of the wellness policy at two of the District's Administrative Offices: The Health and Physical Education Department and the Food Service Department, as well as on the District's website. Documentation maintained in these locations may include, but not be limited to:
 - The written wellness policy.
 - Documentation demonstrating outreach for community involvement, including efforts to actively solicit SHAWAC membership and participation from all stakeholder groups in the development, implementation, and periodic reviews/updates of the wellness policy.
 - Documentation of annual policy progress reports.
 - Annual Progress Reports periodically updated on the District's public websites
 - The Food Service website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy. The Food Service website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
 - The Health and Physical Education website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
 - A summary of each school's events or activities related to wellness policy implementation;
 - The names, positions titles, and contact information of the designated District policy leaders identified in Section I
 - Information on how individuals and the public can get involved with the SHWC.
- B. The SHAWAC will monitor schools' compliance with this wellness policy.
- C. The annual progress reports will be publicly shared via District websites, the Iris notification system, and/or televised board meetings on Channel 16.

Student Nutrition and Physical Activity (Student Wellness), continued**Component 10: Revisions and Updating the Policy**

The SHAWAC will update or modify the wellness policy based on the results of the annual progress reports and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.



Legal Reference: Connecticut General Statutes:

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| 10-16b | Prescribed courses of study. |
| 10-215 | Lunches, breakfasts and the feeding programs for public school children and employees. |
| 10-221 | Boards of education to prescribe rules, policies and procedures. |
| 10-215a | Non-public school participation in feeding program. |
| 10-215b | Duties of state board of education re feeding programs. |
| 10-216 | Payment of expenses. |
| 10-215b-1 | State board of education regulation – Competitive foods |
| 10-221 | Lunch periods. Recess |
| 10-221p | Boards to make available for purchase nutritious, low-fat foods. |
| 10-221q. | Sale of beverages |
| Sec 203 | Public Law 11-296 of the Healthy Hunger-Free Kids act of 2010 |
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- I. National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)
 - II. The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

**Policy adopted by the Waterbury Board of Education on March 7, 2013;
revised on February 19, 2015 and February 4, 2016**

Student Nutrition and Physical Activity (Student Wellness), continued**Guidelines for Food and Beverages
Offered to Students at School Functions**

The District encourages the use of naturally nutrient-rich foods (such as fruits, vegetables, whole grains, low-fat dairy, lean meats, legumes, nuts and seeds) for all school functions and activities. Naturally nutrient-rich foods provide substantial amounts of naturally occurring vitamins, minerals and other nutrients with relatively few calories. At any school function (parties, celebrations, receptions, sporting events, etc.) where food and beverages are given to students, healthy food and beverage choices should be available to students. If sold to students, all food items must meet the Connecticut Nutrition Standards and all beverages must meet the requirements of the state statute. When determining what foods and beverages can be sold to students, the choices should be checked against the Connecticut Nutrition Standards, the State Beverage Statute and the State Department of Education's List of Healthy Food and Beverages (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>).

Food items that do not meet Connecticut Nutrition Standards and beverages that do not meet the requirement of state statute can only be sold to students at the location of an event that occurs after the school day or on the weekend provided the sale is not from a vending machine or school store.

Organizations operating concessions at school functions on school premises must follow the Connecticut Nutrition Standards and the beverage requirements of state statute, unless the concessions are held at the location of an event that occurs after the school day or on the weekend, provided the sale is not from a vending machine or school store. Organizations operating fundraisers or concessions at these events should also include some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

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**District School Health and Wellness Advisory Council (SHAWAC) Members
(As of 1-21-16)**

Waterbury SHWC Lead Contacts: **Joe Gorman** – jgorman@waterbury.k12.ct.us

Linda Franzese – lfranzese@waterbury.k12.ct.us

Member Name	Title	School/Organization
Joseph R. Gorman	Chairman Supervisor of Health and Physical Education	Waterbury School Health and Wellness Council
Linda Franzese	Asst. Chairman Food Service Director	Waterbury School Health and Wellness Council
Mr. Darren Schwartz	Chief Academic Officer	Waterbury Public Schools
Mr. William Quinn	Director	Waterbury Public Health Department
Ms. Wendy Owen	Interim Director of Special Education and Pupil Personnel Services	Waterbury Public Schools
Dr. Michael Rokosky	School Medical Advisor	Waterbury Public Health Department
Ms. Lois Mulhern	Nursing Supervisor	Waterbury Public Health Department
Ms. Luci Moschella	Nursing Supervisor	Waterbury Public Health Department
Ms. Patricia Keisel	Assistant Director	Waterbury Public Health Department
Ms. Lori Hart	Director	Waterbury Bridge To Success Partnership
Ms. Christine Bianchi	Director of Community Programs, Grants and Development	StayWell Health Center
Ms. Maureen Torrence	Community Engagement Lead for Government and Education	CIGNA Health Corporation
Ms. Samantha Radin	Nutritionist	Waterbury Public Schools Food Service
Mr. Juan Mendoza	Elementary Administrator – Jonathan Reed School	Waterbury Public Schools
TBD	Middle School Administrator	Waterbury Public Schools
Mr. Nick Albini	High School Administrator – Waterbury Career Academy	Waterbury Public Schools

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Mr. Monroe Webster	Mayoral Aide	City of Waterbury Mayor's Office
Mr. Geraldo Reyes	Mayoral Aide	City of Waterbury Mayor's Office
Ms. Jennifer DeWitt	Executive Director	Central Naugatuck Valley Regional Action Council
Ms. Louisa Printz	Community Educator	Safe Haven of Greater Waterbury
Mr. James O'Rourke	Executive Director	Waterbury YMCA
Mr. Gary Steck	Chief Executive Director	Wellmore Behavioral Health
Ms. Nicole Macioci	Education Director	Carolyn's Place
Ms. Nicole Pelegriano	MSW & Program Coordinator	Support for Pregnant and Parenting Teens Program
Ms. Dorothy Gaspar	MSW & Program Coordinator	Support for Pregnant and Parenting Teens Program
Ms. Michelle Mataboni	Registered Nurse	Support for Pregnant and Parenting Teens Program
Mr. Mark LaChance	Health & Physical Education Teacher – Enlightenment Alternative Education Program	Waterbury Public Schools
Mr. Ben Germain	Health & Physical Education Teacher – State Street Alternative Education Program	Waterbury Public Schools
Ms. Elaine Skoronski	Special Services / Coordinator of Homebound Instruction	Waterbury Public Schools
TBD	2015-16 Parent Liaison(s)	Waterbury Public Schools
TBD	2015-16 Student(s)	Waterbury Public Schools