

Northshore School District

ADMINISTRATIVE PROCEDURE

3700 P

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STUDENTS

Nutrition, Health and Physical Education

Nutrition and Fitness Advisory Committee

The district will convene a wellness committee, known as the Nutrition and Fitness Advisory Committee to establish goals for the Nutrition, Health, and Physical Education Plan (NHPEP) and to oversee its development, implementation, periodic review, and updating. The committee membership will be open to administrators, school board members, parents, teachers, students, student health professionals, Food & Nutrition Service representatives, and other community members who are interested in improving the overall health and well-being of our students.

This committee shall be chaired by the District's Director of Food & Nutrition Services and shall report recommendations to the superintendent.

Nutrition, Health & Physical Education Plan Implementation

The advisory committee will develop and maintain a plan for the implementation, management, and coordination of the Nutrition, Health, and Physical Education Plan. The district will use online tools or other resources to review and consider evidence-based strategies (e.g., Centers for Disease Control and Prevention's (CDC) School Health Index) in determining goals for nutrition promotion and education, physical activity and other school-based activities (e.g., school vegetable garden) for each school.

Annual Notification

The district will notify families and the public, on an annual basis, of the availability of the Nutrition, Health, and Physical Education Plan, and provide information that would enable interested households to obtain more details.

Triennial Progress Assessments

At least once every three years, the district will evaluate its compliance with the Nutrition, Health, and Physical Education Plan (NHPEP). The triennial assessment will consider the following:

- The extent to which schools under the jurisdiction of the district are in compliance with the NHPEP;

- The extent to which the district's NHPEP compares to the Alliance for a Healthier Generation's model wellness policy; and
- The extent to which progress has been made in attaining the goals of the district's NHPEP.

The assessment report will include the position/person responsible for managing the triennial assessment and their contact information.

Updates to the Plan

The advisory committee will update or modify the Nutrition, Health, and Physical Education Plan as needed and triennial assessments and/or as priorities change and new federal or state guidance or standards are issued.

Recordkeeping

The district will maintain and make available for public inspection records documenting compliance with the Nutrition, Health, and Physical Education Plan (NHPEP). They will be available at <https://www.nsd.org/get-involved/task-forces-committees/nutrition-fitness-advisory-committee>

Records will include, but will not be limited to, the following:

- The written NHPEP;
- Documentation of the triennial assessment; and
- Documentation to demonstrate compliance with the annual public notification requirement.

School Meals

Meal Pattern and Menu Planning

The district will follow the USDA meal patterns for the National School Lunch Program, School Breakfast Program and Smart Snacks in School standards for all food and beverages sold to students on school campuses during the school day.

Free and Reduced-Price Meals

The district will provide free and reduced-price breakfast and lunch to students according to the terms of the National School Lunch and Breakfast Programs and the laws and rules of the state. The district will inform parents of the eligibility standards for free or reduced price meals. Student meal eligibility status will be protected and only disclosed according to 7 CFR 245.6. A parent has the right to appeal any decision with respect to his/her application for free or reduced price food services to the superintendent/designee.

Meal Times

The district will set mealtimes to allow breakfast to be served as close to the start of the school day as possible. Breakfast after the bell opportunities will be considered and encouraged. Lunch will be served between 10:00 am and 1:30 pm. The length of the meal period will allow enough time for students to be served and eat a complete meal as well as take care of personal hygiene needs. The district will strive to identify and remove barriers to every student receiving 20 minutes of seated lunchtime.

Seating for meals will be provided in a pleasant and safe environment. Adequate seating will be available to accommodate all students served during each meal period.

Food Safety Plan

The district will establish a Food Safety Plan based on Hazard Analysis and Critical Control Points. The food services program will determine that food safety provisions of all state and local laws have been met before using purchased or donated food as part of the school meal program.

Children with Special Dietary Needs

The district will establish procedures to accommodate children with special dietary needs when a diet prescription form is signed by a licensed medical authority. Food & Nutrition Services will work with the school's 504 or IEP Coordinator to accommodate students' special dietary needs when indicated.

Best Practices for Meal Service

The superintendent/designee will make reasonable efforts to ensure the following occurs:

- Student participation in the breakfast and lunch programs is encouraged;
- Any student may eat in the school cafeteria or other designated place;
- Schools provide varied and nutritious food choices consistent with the applicable school meal program guidelines;
- Healthy foods are competitively priced;
- Meal prices are readily available and posted for public access;
- Seating for meals is uncrowded and occurs in a pleasant and safe environment;
- Supervision during mealtime is appropriate and rules for mealtime behavior are consistently enforced;
- Implement recess before lunch when possible;
- Bus schedules allow students to arrive in time for participation in the School Breakfast Program;
- Alternate breakfast service models are implemented so that students have access to breakfast meals when possible; and
- Community Eligibility Provision, House Bill 1238 or Provision 2 Special Assistance Program is implemented in qualifying schools.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

Smart Snacks in Schools Standards

Foods and beverages sold to students on campus during the school day will meet the nutritional requirements set forth in United States Department of Agriculture 7CFR Parts 210 and 220, *Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010* (commonly known as Smart Snacks).

Nutrition standards for Smart Snacks in school and the Smart Snack Calculator can be found at: <https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>

Standards apply to all foods and beverages sold during the school day which is defined as 12:00 (midnight) the night before the start of school to thirty (30 minutes) after the school day. Included but not limited to DECA sales, student stores, vending machines, fundraisers and cafeteria sales.

All fundraising involving food and beverages sold to students on campus before, during, and up to 30 minutes after the school day must meet the nutritional requirements set forth in the USDA Smart Snacks in School requirements.

All fundraising activities dealing with the sale of food items during meal periods must be coordinated with and approved by the Food & Nutrition Services department.

Nutrition Promotion & Marketing

The district will promote healthy food and beverage choices for all students throughout the school campus and will encourage participation in school meal programs. All foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed National School Lunch Program, School Breakfast Program, or Smart Snacks nutrition requirements.

Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water accessible for all students from where meals are served during mealtimes. In addition, students will be allowed to carry personal water bottles with them throughout the school day.

School Incentives & Celebrations

Constructive Classroom Rewards

Northshore School District recognizes that it is important to provide consistent messaging around foods and beverages and healthy eating throughout our school buildings. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior, rather than using candy and other foods of minimal nutritional value as rewards.

Schools will not use foods or beverages as rewards for academic performance or good behavior except where indicated in an IEP or 504 plan.

Celebrations

Food may be served at seasonal, cultural or curriculum-related classroom celebrations. The time of year and theme of celebration is up to the discretion of the teacher. If food is served it must meet the “Classroom Food Safety” guidelines published by the Snohomish Health District. Due to the prevalence of students with severe food allergies, foods with peanuts or tree nuts are strongly discouraged.

Birthday parties in classrooms should be celebrated with non-food treats and favors for students.

Schools will not withhold food or beverages (including food served through school meals) as a punishment. Students must have access to all food choices and eating opportunities.

The district will develop resources for caregivers and school staff:

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snacks
- A list of health and non-food rewards.

Nutrition Education

The district’s K-12 Power Standards for Health Education align with the Washington State Health and Physical Education K-12 Learning Standards, ensuring students acquire the knowledge and skills necessary to promote healthy behavior.

To align with Northshore School District’s Power Standards for K-12 Nutrition Education, schools will utilize district-selected curriculum or current USDA educational resources. The district will conduct a review of selected nutrition curriculum at least every five (5) years, ensuring alignment with updated USDA recommendations.

Each school will identify integration points (e.g., classroom, PE) for individual Nutrition Education Power Standards based on building needs, ensuring dedicated curriculum time for each standard. Northshore’s Nutrition Education Power Standards cover a wide array of essential concepts, including, but not limited to:

- Age-appropriate, developmentally-appropriate, and culturally relevant nutritional knowledge, including:
 - The relationship of nutrition and food nutrients to physical performance and body composition;
 - The benefits of healthy eating;
 - Essential nutrients;
 - Nutritional deficiencies;
 - Principles of calorie intake and expenditure;

- The use and misuse of dietary supplements;
- Appreciation of cultural diversity related to food and eating.

- Age-appropriate nutrition-related skills, including how to:
 - Analyze nutrition information to plan and prepare a healthy meal;
 - Understand and use food labels,
 - Evaluate nutrition information, misinformation, and commercial food and advertising; and
 - Assess one’s personal eating habits, set goals for improvement, and achieve those goals.

Physical Activity

A strong physical activity plan reflects coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Physical Activity During the School Day

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. Schools are encouraged to incorporate physical activity brain breaks into their instructional practices by:

- Incorporating movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.
- Providing short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Schools may not use physical activity during the school day as punishment.

Recess

The district will provide at least thirty minutes of recess during the school day for all elementary-school students each day that exceeds five hours. Schools may provide additional recess time before or after the school day, but that time may not be counted toward the thirty minutes of recess that is required.

Recess must be supervised and student-directed. It must aim to be safe, inclusive, and high quality. To achieve those aims, schools will offer opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Whenever possible, recess should be held outside. If recess is held indoors, schools should use an appropriate space that promotes physical activity.

Recess will complement, not substitute for, physical education class.

Schools should not withhold recess as a form of discipline unless a student's participation in recess poses an immediate threat to the safety of the student or others. Nor should schools withhold recess to compel students to complete academic work.

The district encourages recess to be scheduled before lunch whenever possible. Scheduling recess before lunch reduces food waste, maximizes nutrition, and allows students to be active before eating. If recess is offered before lunch, schools will place appropriate hand-washing facilities and/or hand-sanitizing mechanisms just inside or outside the cafeteria to ensure proper hygiene prior to eating.

Activity Before and After School

Physical activity before and after school can increase the amount of physical activity that students engage in. Schools will explore opportunities for students to participate in physical activity before and/or after the school day. Where supervision and student safety are achievable, schools will offer or partner with community organizations to offer before and after-school activities such as before school recess, physical activity clubs and intramurals or interscholastic sports.

Family and Community Engagement

The district will offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Schools should ensure that the following occurs:

- Families are invited to attend and participate in physical education activity programs and health fairs;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

Health and Physical Education Curriculum

The district's K-12 Power Standards for Physical Education align with the Washington State Health and Physical Education K-12 Learning Standards. Pursuant to WAC 392-410-135, students in grades 1-8 will receive an average of at least one hundred instructional minutes per week per year in physical education unless waived, pursuant to RCW 28A.230.040. Students in grades 9-12 will be offered a one-credit course for each year of high school.

It is the district's position that all students have equitable opportunities for health and physical education in our schools.

- All children, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program;

- OSPI-developed assessments or other strategies will be used in Health and Fitness/Physical Education, formerly known as classroom-based assessments (CBAs);
- The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary;
- The district will ensure that any student eligible for special education will be provided appropriate physical education services.

Northshore's K-12 Power Standards for physical education include instruction and practice in:

- A variety of motor skills and movement patterns;
- Knowledge of concepts, principles, strategies, and tactics related to movement and performance;
- Knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Staff Development

Ongoing in-service and professional development training opportunities for staff in the area of health education, physical education, and physical activities will be encouraged.

Active Transport

The district will identify safe and active routes to school to promote alternative transport methods for children, such as walking and bicycle programs. The district will encourage this behavior by engaging and promoting activities such as:

- Designation of safe or preferred routes to school;
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week;
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Marked crosswalks on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school; and
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

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