



Sequoia Union Elementary District and Charter School

**THE TRIENNIAL ASSESSMENT  
TEMPLATE FOR LOCAL  
EDUCATIONAL AGENCIES**

Presented by the California Local School  
Wellness Policy Collaborative



**California School Board Association Board Policy 5030**

California School Board Association Board Policy 5030 (CSBA BP 5030) is a template wellness policy created by the CSBA. Many districts used this template to create their current School Wellness Policy.

**Pros of CSBA BP 5030**

- Meets the minimum requirements for the Final Rule

**Cons of CSBA BP 5030:**

- Does not exceed minimum requirements
- Does not include language on the WSCC Model
- If you used CSBA BP 5030 to create your school wellness policy, your comparison will not show opportunities to strengthen language

[Download the \(Link\) CSBA BP 5030 Comparison tool \(XLS\) \(Link\) to compare your policy language](#)

**Document your Comparison**

After completing the comparison of your LSWP to a model LSWP, complete the Model School Wellness Policy Comparison Results in the template on the next page to document your comparison. **A sample Model Wellness Policy Comparison Results table can be found in Appendix B.**

**Model Wellness Policy Comparison Results Template**

Component	Description
<b>Tool used for Model LSWP Comparison:</b>	Alliance for a healthier Generation Model Wellness Policy
<b>Areas of Strength:</b>	<ol style="list-style-type: none"> <li>1. Compliance with National School Lunch Program and School Breakfast program nutrition standards.</li> <li>2. Teachers and other staff are provided with training on nutrition and physical education.</li> <li>3. The district will promote healthy food and beverage choices for all students across the school campus</li> </ol>
<b>Opportunities for Improvement</b>	<ol style="list-style-type: none"> <li>1. Competitive foods and beverages must align with California-specific Smart Snack Standards.</li> <li>2. Social-Emotional Climate should be more specifically addressed in the LSWP.</li> <li>3. Classroom physical activity integration into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education (PE)</li> </ol>
<b>As a result of the comparison, was new language adopted in the LSWP?</b>	No. New language will be proposed during Wellness Committee meetings and changes will be recommended for Board adoption.
<b>If yes, briefly describe what was adopted (include page numbers for new language if possible)</b>	New language will be proposed and presented to the Wellness Committee: Alignment with California Smart Snack Standards (page 6); Additional goals related to Social Emotional climate (page 11). Then sent to the Board for adoption into the policy.
<b>Describe next steps for strengthening your LSWP</b>	<ol style="list-style-type: none"> <li>1. Present updated wellness policy to the School Board in 2023-2024 for approval.</li> <li>2. Notify the public of the changes made to the LSWP.</li> <li>3. Provide training to school staff on implementing the new wellness policy components.</li> </ol>

## Component #2: Extent of Compliance for All Schools with the LSWP

### Introduction

The second component of the Triennial Assessment is identifying the extent to which schools within your district are compliant with the LSWP as it is written. The purpose of this is to determine whether schools within the district are following the LSWP. This helps districts identify where to provide additional support to reach the requirements included in the LSWP.

### Before you Begin

To assess the extent of compliance for schools within your district, examine your LSWP as it is written, to ensure you understand the details of the policy. Identify key stakeholders from each school site to assist you, and work together to determine the best approach for conducting your assessment.

### Complete your Assessment

Every school and district wellness policy will look different, so it is up to the LSWP committee to determine the best approach for assessing school compliance. However, the examples listed below are common methods of assessment.

### Survey

Create a survey to send to key school stakeholders to assess compliance. Include language from your LSWP as part of the assessment. For example, if you have specific language in your policy regarding competitive food standards, consider including a question in your survey asking school principals whether the competitive food standards are being followed in the classrooms on their campus.

### Assessment Tool

Use an existing assessment tool to assess compliance. The LSWP collaborative recommends using one of the following:

- [AHG Healthy Schools Program Assessment Guide](#)
- [The School Health Index](#)
- [Action for Healthy Kids School Health Index](#)
- [The Site Level Assessment Questionnaire](#)- *for schools working with SNAP-Ed local implementing agencies.*

### Key Informant Interviews

Conduct interviews with key stakeholders at school sites to assess compliance. Similar to the survey option, try using language directly from your LSWP to form your questions.

### School Site Wellness Committee Reports

Some districts have school site wellness committees. These are often comprised of key school stakeholders. Work with these committees to assess compliance within their respective school sites.

### Document your Assessment of School Compliance

Use the table on the next page to document the extent to which schools within your district are in compliance with your LSWP. A sample completed table is provided in Appendix C.

### Extent of Compliance for All Schools with the LSWP Template

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
Nutrition Education Requirements(s)			1/1

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
<b>Nutrition Promotion Requirements(s)</b>			1/1
<b>Physical Activity Requirement(s)</b>		1/1	
<b>Other Student Wellness Requirements(s)</b>			1/1
<b>Federal/State Meal Standards</b>			1/1
<b>Foods Offered but Not Sold Standards</b>			1/1
<b>Food and Beverage Marketing</b>		1/1	

District LSWP Components	For the components below, indicate whether the district is in compliance.
<b>Public Involvement</b>	Yes
<b>Public Notification</b>	Yes
<b>Triennial Assessment</b>	Yes

## Component #3: Progress Made in Reaching LSWP Goals

### Introduction

The third component of the Triennial Assessment is to assess and document progress made in reaching the goals outlined in your LSWP. The purpose of assessing and documenting your progress is to demonstrate that your LSWP is being implemented. This is an important step in ensuring your policy is moving from paper to practice.

The Final Rule requires LEAs to provide a “description of the plan for measuring LSWP implementation”. To meet this requirement, LEAs are encouraged to develop an action plan for implementing their LSWP.

### Monitor your Progress

Multiple tools exist to assess progress in achieving your LSWP goals. You can use any tool to assess the extent to which your district is compliant with your LSWP. The CA LSWP Collaborative recommends using one of the following tools:

- [District Action Plan](#)
- [AHG Healthy Schools Program Assessment Guide](#)
- [The School Health Index](#)
- [Action for Healthy Kids School Health Index](#)
- [The Site Level Assessment Questionnaire](#)- for schools working with SNAP-Ed local implementing agencies.

### Document Progress Made in Reaching your LSWP Goals

After completing your assessment, complete the Progress Made in Reaching LSWP Goals Results Table on the next page to document your progress. **A sample completed Progress in Reaching LSWP Goals is provided in Appendix E.**

### Progress in Reaching LSWP Goals Template

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<b>Nutrition Education Goal(s)</b>	Partially	The district adopted evidence-based curriculum for nutrition and PA education that is aligned with National health Education standards for grades K-6. The district has not yet adopted curriculum for all grade levels. 75% of K-6th grade teachers indicated they implemented lessons from the approved curriculum list.	List of Approved curriculum Survey results
<b>Nutrition Promotion Goal(s)</b>	Yes	District distributes healthy food and beverage promotional materials on an annual basis to all schools. School newsletters include healthy eating and active living messages.	Images of promotional materials Sample of newsletter

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<b>Physical Activity Goal(s)</b>	Yes	District ensures % of minutes in Physical Activities is promoted each day of the school year.	PE schedules
<b>Other student wellness Goal(s)</b>	Yes	<p>The District is committed to ensuring that the physical health needs of all students are met. The District supports students' physical health by ensuring students have access to highly qualified nurses or other medical professionals in the school setting and referrals to and collaboration with community services as needed.</p> <p>The District has access to highly qualified medical professionals. A school Nurse is on campus daily.</p>	Summary of services provided to students through school health services.
<b>Additional Goal(s)</b>			

## Component #4: Triennial Assessment Report to the Public

### Introduction

Once you have completed your Triennial Assessment, the final step is to share your results with the public. The purpose of this step is to ensure the school community is aware of the LSWP work. It is also a great opportunity to recruit new LSWP Committee Members. LEAs are not required to submit the report with CDE but should keep the report on file in their records.

### Methods for Sharing your Results with the Public

You can use a variety of methods to share your report with the public including presentations, newsletters, and social media. It is up to you to determine how best to share this information. Complete the table below to indicate how and when you shared your results with the public:

### TEA Report to the Public Template

Target Audience(s)	Method	Date
Parents and Community Partners	School Newsletter	February 7, 2020
District Board Meeting	Presentation during School Board Meeting	February 13, 2020
Community Partners	Presentation during District Wellness Committee Meeting	January 27, 2020
Parents/Guardians	Planned presentation at Open House event	Cancelled due to COVID-19 shutdown

For a sample Sharing Results with the Public table, refer to Appendix F.

### LSWP Report Template

Use the template in Appendix G to create a one-page report of your LSWP work to share with the public. This template was adapted from the Arizona Department of Education.

## Appendix A: Final Rule Requirements

The table below outlines the LSWP requirements with clarifying information. LEAs should review this information prior to conducting their Triennial Assessment.

At a minimum, LSWP must include specific goals in the areas below. Districts are required to review and consider evidence-based strategies in determining these goals:	
<ul style="list-style-type: none"> <li>• Nutrition education and promotion</li> <li>• Physical activity</li> <li>• Other school-based activities that promote student wellness</li> </ul>	
Category	Requirement
Standards and Guidelines for All Foods and Beverages Sold to Students on School Campus during the School Day	<ul style="list-style-type: none"> <li>• Current meal program requirements               <ul style="list-style-type: none"> <li>○ Requirements must be consistent with the federal meal standards for the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and/or other federal nutrition programs available at school.</li> </ul> </li> <li>• Current competitive food and beverage standards*               <ul style="list-style-type: none"> <li>○ Federal competitive food and beverage standards are known as Smart Snacks in Schools. *NOTE: California competitive food and beverage standards are slightly different than Smart Snacks. Refer to the <b>CDE Competitive Food Quick Reference Guide web page</b> available at <a href="https://www.cde.ca.gov/ls/nu/he/compfoods.asp">https://www.cde.ca.gov/ls/nu/he/compfoods.asp</a></li> </ul> </li> <li>• Food and beverage marketing/advertising               <ul style="list-style-type: none"> <li>○ Marketing is defined as advertising and other promotions in schools.</li> <li>○ School marketing of food and beverage items must meet the competitive food and beverage standards.</li> </ul> </li> </ul> <p>Marketing policies must apply to products on the exterior of vending machines, posters, menu boards, coolers, trash cans, and other food service equipment, as well as cups used for beverage dispensing. Immediate replacement of such items is not required. However, as districts review new contracts and consider replacing durable equipment, decisions should reflect the applicable marketing guidelines established in the LSWP.</p>
Standards for all foods and beverages provided, but not sold, to students during the school day	<ul style="list-style-type: none"> <li>• The district has discretion in establishing food and beverage standards for items offered but not sold to students on the school campus during the school day. Districts need to have a policy in place that addresses food and beverage items provided in school, but not made available for sale.</li> </ul>
The position(s) of the person(s) responsible for the implementation and oversight	<ul style="list-style-type: none"> <li>• Methods could include posting the information on the district web page or mailing letters to families. Districts have discretion designating the responsible person(s) for leadership. The U. S. Department of Agriculture (USDA) recommends that the contact information, such as phone numbers or e-mails, also be included in the public disclosure, but is not required.</li> </ul>
A plan for public involvement in the LSWP	<ul style="list-style-type: none"> <li>• Districts are required to involve, inform, and update the public about the content and implementation of the local school wellness policy.</li> <li>• Districts must allow stakeholders to participate in the development, implementation, and periodic review and update of the LSWP.</li> <li>• Stakeholders may include, but are not limited to parents, students, school food authority representatives, P.E. teachers, school health professionals, Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators or educators, the school board, school administrators, and the general public.</li> </ul>

Category	Requirement
	<ul style="list-style-type: none"> <li>• Districts must include a plan for involving the required stakeholders in the written LSWP.</li> <li>• Districts must notify households on an annual basis of the availability of the LSWP and provide information that would enable interested households to obtain additional details. The FR provides districts flexibility to determine the most effective method of providing this notification within their communities.</li> </ul>
<p><b>Description of the plan for measuring LSWP implementation, and for public reporting of LSWP content and implementation activities. This includes the Triennial Assessment</b></p>	<ul style="list-style-type: none"> <li>• Districts are required to: <ul style="list-style-type: none"> <li>○ Assess compliance with their LSWP within three years of their update and to make this assessment available to the public. The assessment must include, at a minimum, compliance with the LSWP, how the LSWP compares to model LSWPs, and progress made in attaining the goals of the LSWP.</li> <li>○ Annually report on each of its schools' progress toward meeting the local school wellness policy goals over the previous school year.</li> <li>○ Make appropriate updates or modifications to the local school wellness policies based on the triennial assessments and annual reports.</li> </ul> </li> </ul>
<p><b>All LSWPs must include the USDA non-discrimination.</b></p>	<p>The short statement- "This institution is an equal opportunity provider."- can be used for web postings and shorter documents.</p> <p>The full statement must appear at the end of the full LSWP, which can be found at: <a href="http://www.cde.ca.gov/ls/nu/cr">http://www.cde.ca.gov/ls/nu/cr</a>.</p>

## Appendix B: Model Wellness Policy Comparison Sample

Component	Description
<b>Tool used for Model LSWP Comparison:</b>	
<b>Areas of Strength:</b>	<ol style="list-style-type: none"> <li>1. Compliance with National School Lunch Program and School Breakfast program nutrition standards.</li> <li>2. Teachers and other staff are provided with training on nutrition and physical education.</li> <li>3. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs.</li> </ol>
<b>Opportunities for Improvement</b>	<ol style="list-style-type: none"> <li>1. Competitive foods and beverages must align with California-specific Smart Snack Standards.</li> <li>2. Social-Emotional Climate should be more specifically addressed in the LSWP.</li> <li>3. Classroom physical activity integration into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education (PE).</li> </ol>
<b>As a result of the comparison, was new language adopted in the School Wellness Policy?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No- New language will be proposed to be adopted by the school board.
<b>If yes, briefly describe what was adopted (include page numbers for new language if possible)</b>	New language has been added, and is awaiting school board approval around the following: - Alignment with California Smart Snack Standards (page 6) - Additional goals related to Social Emotional climate (page 11)
<b>Describe next steps for strengthening your School Wellness Policy</b>	<ol style="list-style-type: none"> <li>1. Present updated wellness policy to the School Board for approval.</li> <li>2. Notify the public of the changes made to the LSWP.</li> <li>3. Provide training to school sites on implementing the new wellness policy components.</li> </ol>

## Appendix C: Extent of Compliance for All Schools with the LSWP Sample

Policy Area <i>(Write the requirements included in your LSWP in the column below)</i>	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
<p><b>Nutrition Education/Physical Activity Requirement</b>                      Nutrition and physical activity (PA) education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and PA topics.</p>	3/12	6/12	3/12
<p><b>Nutrition Education/Physical Activity Requirement</b>                      Teachers and other staff are provided with training on nutrition and PA education.</p>	0/12	0/12	12/12
<p><b>Nutrition Promotion Requirement</b>                      The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.</p>	1/12	8/12	3/12
<p><b>Other Student Wellness Requirement(s)</b>                      The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed.</p>	0/12	0/12	12/12
<p><b>Federal/State Meal Standards</b>                      All schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet the nutrition standards for school meals as determined by the U.S. Department of Agriculture (USDA).</p>	0/12	0/12	12/12
<p><b>Foods Offered but Not Sold Standards</b>                      The district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet Smart Snacks Standards.</p>	4/12	6/12	2/12
<p><b>Food and Beverage Marketing</b>                      All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time/and before and after school) will meet or exceed Smart Snacks Standards</p>	6/12	6/12	0/12

District- Level Local School Wellness Policy (LSWP) Components

For the components below, indicate whether the district is in compliance

<p><b>Public Involvement</b></p> <p>The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate in the development, implementation and periodic review and update of the LSWP.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Public Notification</b></p> <p>The district will actively inform caregivers and the public each year of basic information about the LSWP.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Triennial Assessment</b></p> <ul style="list-style-type: none"> <li>• Once every three years, the district will assess the LSWP by completing the following:</li> <li>• Comparing district LSWP to a model LSWP</li> <li>• Assessing the extent of compliance for all schools with the LSWP</li> <li>• Assessing the progress made in attaining the goals of the LSWP</li> </ul>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Final Rule Requirement	Goal What do we want to accomplish?	Action Steps What activities need to happen?	Lead Person(s)	Timeline Start dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?
<p><b>Example: Standards for all foods and beverages provided, but not sold, to students during the school day</b></p>	<p>Food and beverages will not be used as a reward for students.</p>	<p>1a. Provide teachers with list of non-food reward examples. 1b. Discuss changes at back-to-school staff training. 1c. Follow-up mid-year to discuss challenges and determine additional communication needed. 1d. Develop communication to families regarding the nutrition standards</p>	<p>1a. Cal Fresh Healthy Living (CFHL) to develop, Food Service Director (FSD) to disseminate 1b. FSD 1c. CFHL staff 1d. CFHL staff</p>	<p>Before the beginning of next school year.</p>	<p>- Verbal check-ins with staff to ensure compliance. - Teacher survey at end of school year. - The Site-level Assessment Questionnaire (SLAQ)</p>	<p>FSD, principals, teachers, staff, students</p>

## Appendix E: Progress in Reaching LSWP Goals Sample

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<p><b>Nutrition Education and Physical Activity Goal</b> Nutrition and physical activity (PA) education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and PA topics.</p>	Partially	<p>The district adopted evidence-based curriculum for nutrition and PA education that is aligned with National Health Education standards for grades K-6. The district has not yet adopted curriculum for all grade levels.</p> <p>75% of K-6<sup>th</sup> grade teachers indicated they implemented lessons from the approved curriculum list.</p>	<p>Attachment 1: list of approved curricula Attachment 2: Teacher survey results</p>
<p><b>Nutrition Promotion Goal</b> The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.</p>	Yes	<p>District distributes healthy food and beverage promotional materials on an annual basis to all schools.</p> <p>School newsletters include healthy eating and active living messages each month.</p> <p>All schools promote school meal participation through morning announcements.</p>	<p>Attachment 3: Images of promotional materials Attachment 4: Sample school news letter</p>
<p><b>Other Student Wellness Goal</b> The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed.</p>	Yes	<p>All school sites have access to highlight qualified medical professionals. Each school site has a medical professional on campus at least one day per week.</p>	<p>Attachment 5: Summary of services provided to students through school health services.</p>

## Appendix F: Triennial Assessment Report to the Public Sample

Target Audience(s)	Method	Date
Parents/Caregivers, teachers, community partners	School Newsletter	6/30/2021
District School Board	Presentation during School Board meeting	6/1/2021
Community Partners	Presentation during District Wellness Committee meeting	5/25/2021
Parents/Caregivers	Presentation during Open House event	5/25/2021

## School Wellness Policy

### Sequoia Union School District's Wellness Policies on Physical Activity and Nutrition

#### Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2-19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Sequoia Union School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Sequoia Union School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, our district will participate in available federal school meal programs. Sequoia Union School will provide nutrition information and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, with related community services.

## **TO ACHIEVE THESE POLICY GOALS:**

### **I. School Wellness Policy Committee**

The Sequoia Union School Wellness Council will also act as the Sequoia Union Wellness Policy Committee (as provided in Federal Legislation) and assist in developing, implementing, monitoring, reviewing, and as necessary revising school nutrition and physical activity policies. The committee will serve as the resources for implementing those policies.

### **II. Nutritional Quality of Foods and Beverages Sold and Served on Campus**

#### **School Meals**

Meals served through the National School Lunch Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;
- Serve only low-fat 1% or 2% milk and nutritionally equivalent non-dairy alternatives (to be defined by USDA); and
- Ensure that half of the served grains are whole grain.

**Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals.** Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income (Provision II Sites); promote the availability of school meals to all students; and/or promote nontraditional methods for serving school meals, such as “grab-and go” or classroom breakfast.

**Meal Times and Scheduling.** Schools, to the extent possible:

- Will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10 a.m. and 2 p.m.;
- Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will schedule lunch periods to follow recess periods (in elementary schools);
- Will provide students access to hand washing or hand sanitizing before they eat meals or snack; and
- Should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

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

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

**Foods and Beverages Sold individually (i.e., foods sold outside of reimbursable school meals, such as fundraisers and school stores, etc.)**

**Beverages:**

Senate Bill 677 is the current beverage legislation and is summarized below:

**Senate Bill 677 - July 1, 2004  
(Elementary & Middle School)**

1. Approved beverages that can be sold any time of the day (including fund-raising events, sporting events, academic events, etc.):
  - Water
  - Milk
  - 100% Fruit Juice
  - Fruit/vegetable juice drink that contains at least 50% fruit/vegetable juice and no added sweetener
  - Electrolyte replacement drink that contains no more than 42 grams of added sweetener per 20 oz serving
  
2. Noncompliance beverages may be sold (including fund-raising events, sporting events, academic events, etc.):
  - ½ hour after the end of the school day

**Foods:**

Current legislation states that Foods of Minimal Nutritional Value cannot be sold anywhere reimbursable meals are served or eaten. This Federal Policy is summarized below:

**Federal Policy and Requirements Related to Foods of Minimal  
Nutritional Value - July 2005  
(Elementary School)**

**Reference: United States Department of Agriculture APB: SP-01-04,  
Title 7, Code of Federal  
Regulations, Parts 210 and 215**

**Foods of Minimal Nutritional Value:**

1. Cannot be sold where reimbursable meals are served or eaten , this includes but is not limited to, classrooms and cafeterias.
2. List of foods of minimal nutritional value:
  - Carbonated beverages
  - Water ices: except those that contain fruit or fruit juice

- Hard candy: including, but not limited to hard, brittle texture, candy stick, lollipops, cinnamon candies, jaw breakers, breath mints
- Jellies & gums: gum drops, jelly beans
- Marshmallow candies
- Fondant: candy corn, soft mints
- Licorice
- Spun candy: cotton candy
- Candy coated popcorn

Senate Bill 12 is new legislation that goes into effect as of July 1, 2007. This bill encompasses foods for all grade levels. Senate Bill is Summarized Below:

### **Senate Bill 12 - July 1, 2007 (Elementary School)**

#### Elementary:

Foods that can be sold anytime during the school day (including fund-raising events, sporting events, academic events, etc.):

- Full meals (National School Lunch)
- Individual portions of nuts, nut butters, seeds, eggs, cheese, fruit, vegetables (not deep fried) and legumes.
- Individually sold dairy or whole grain food
  - Not more than 35% of total calories from fat
  - Not more than 10% of total calories from saturated fat
  - Not more than 35% of total weight shall be composed of sugar
  - Not more than 175 calories per individual food item

#### Secondary (Middle & High):

Foods that can be sold anytime during the school day (including fund-raising events, student stores, vending machines, cafeterias, sporting events, academic events, etc.):

##### 1. Snacks:

- a. Not more than 35% of total calories from total fat.

Exempt: Nut, nut butters, seeds, eggs, cheese, fruits, non-fried vegetables, legumes

- b. Not more than 10% of total calories from saturated fat.

Exempt: egg, cheese

- c. Not more than 35% of total weight shall be composed of sugar.

Exempt: fruits, non-fried vegetables

- d. Not more than 250 calories per individual food item.

2. Entrees:

- a. Not more than 400 calories per entree.
- b. Not more than 4g of fat per 100 calories per entree
- c. Entree portions no larger than school meal portions

3. Fund-raising:

- a. Noncompliance beverages may be sold (including student stores, vending machines, cafeterias, sporting events, academic events, etc.):
  1. Elementary, middle, high school - ½ hour after the end of the school day and/or off or away from school premises.

**Fundraising Activities** To the extent possible to support children's health and school nutrition-education efforts, school fundraising activities will involve food that meets the above current legislation. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. Foods or beverages that do not meet the nutrition standards in this document, may be sold for fundraising if;

- a) the sale takes place off and away from school campus
- b) the sale occurs 30 minutes before the school day or 30 minutes after the end of the school day

**Rewards** Schools, to the extent possible, will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment. Food Services will provide a list of alternative rewards.

**Celebrations** Sequoia Union School will to the extent possible, limit celebrations that involve food during the school day to no more than one party per quarter. Each party should include no more than one food and one beverage that does not meet nutrition standards for food and beverages sold individually (above). The district may disseminate a list of healthy party ideas to parents and teachers.

**School-sponsored Events (such as, but not limited to, athletic events, dances, or performances).** Foods and beverages offered or sold at school-sponsored events outside the school day will meet current legislation.

### **III. Nutrition and Physical Activity Promotion and Food Marketing**

**Nutrition Education and Promotion.** Sequoia Unified School District aims to teach, encourage, and support healthy eating by students. Schools should to the extent possible, provide nutrition information and engage in nutrition promotion that:

- Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, farm visits, and school gardens
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health enhancing nutrition practices
- Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise)
- Links with school meal programs, other school foods, and nutrition-related community services
- Teachers media literacy with an emphasis on food marketing; and
- Includes training for management and staff

**Communication with Parents.** Sequoia Union School will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school will offer healthy eating, and send home nutrition information, post nutrition tips on school websites, and provide nutrient analysis of school menus. The school should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The school will provide parents a list of foods and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the school will provide opportunities for parents to share their healthy food practices with others in the school community.

The School will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Food Marketing in School.** School-based marketing will be a consistent health promotion. Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (legislation summary above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboard, school structures, and sports equipment; educational incentive programs that provide fruits and/or vegetables as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; and sales of fruit for fundraisers.

## **IV. Physical Activity Opportunities and Physical Education**

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

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

### **Physical Activity Opportunities During School.**

Sequoia Union Elementary School will be adopting the Tandalay Physical Education Program, which is approved by and meets all State standards. Sequoia Union Elementary will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. Sequoia Union Elementary School will 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.

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

**Safe Routes to School.** The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with local transit agency to provide transit passes for students.

**Use of School Facilities Outside of School Hours.** School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends and during school vacations. These spaces and facilities should be available to community agencies and organizations. School policies concerning safety will apply at all times.

## **V. Monitoring and Policy Review.**

**Monitoring.** The Superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or

designee will ensure compliance with those policies in his school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies. The report will be provided to the school board and also parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review.** To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

## Footnotes

<sup>2</sup> To the extent possible, schools will offer at least two non-fried vegetables and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

<sup>3</sup> As recommended by the *Dietary Guideline for American 2005*.

<sup>4</sup> A whole grain is one labeled as a "Whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice and oatmeal.

<sup>5</sup> It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-priced, or "paid" meal

<sup>6</sup> School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

<sup>7</sup> Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

<sup>8</sup> If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from total sugars (In place of the percentage of weight from *added sugars*), and exempts fruits, vegetables, and dairy foods from this total sugars limit.

<sup>9</sup> Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

<sup>10</sup> Unless this practice is allowed by a student's individual education plan (IEP).

<sup>11</sup> Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

<sup>12</sup> Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

<sup>13</sup> Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), changing the Scene from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and Opportunity to Learn Standards for Elementary School Physical Education from the National Association for Sport and Physical Education.