

Turlock Unified School District

Child Nutrition

Wellness Policy



Child Nutrition



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Introduction to TUSD Wellness Policy

Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive. The local school wellness policy helps school districts statewide to ensure the needs of children are met. The school wellness policy ("wellness policy") is a written document that guides a local educational agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn.

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

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

The wellness policy provides a comprehensive program promoting healthy eating and physical activity for district students. Local wellness policies are an important tool for parents, LEAs and school districts to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meal nutrition guidelines meet the minimum Federal school meal standards.

The Superintendent or designee may appoint a school health council or other committee consisting of parents/guardians, students, food service employees, district and school site administrators, Board representatives, health professionals, school nurses, health educators, physical education teachers, counselors, members of the public, and/or others interested in school health issues. The school health council or committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charge(s) may include the planning and implementation of activities to promote health within the school or community.

Wellness Policy Implementation

Local School Wellness Policy Implementation under the Healthy, Hunger-Free Kids Act of 2010: *Summary of the Final Rule* - United States Department of Agriculture
Adapted from https://www.fns.usda.gov/sites/default/files/tn/LWPsummary_finalrule.pdf

What is a local school wellness policy? A local school wellness policy (“wellness policy”) is a written document that guides a local educational agency’s (LEA) or school district’s efforts to establish a school environment that promotes students’ health, well-being, and ability to learn. The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each LEA participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The final rule expands the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA’s jurisdiction can be addressed.

Provisions of the Final Rule On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. The final rule requires LEAs to begin developing a revised local school wellness policy during school year 2016-2017. *LEAs must fully comply with the requirements of the final rule by June 30, 2017.*

Content of the Wellness Policy *At a minimum, policies are required to include:*

- Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals.
- Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations for:
 - ◊ School meal nutrition standards, and the
 - ◊ Smart Snacks in School nutrition standards
- Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., classroom parties, classroom snacks brought by parents, or other foods given as incentives).
- Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
- Description of public involvement, public updates, policy leadership, and evaluation plan.

Wellness Leadership LEAs must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.

Public Involvement *At a minimum, LEAs must:*

- Permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process.

Triennial Assessments The final rule requires State agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review every 3 years. LEAs must conduct an assessment of the wellness policy every 3 years, at a minimum. This assessment will determine:

- Compliance with the wellness policy,
- How the wellness policy compares to model wellness policies, and
- Progress is made in attaining the goals of the wellness policy.

Documentation The State agency will examine records during the Administrative Review, including:

- Copy of the current wellness policy,
- Documentation on how the policy and assessments are made available to the public.
- The most recent assessment of implementation of the policy, and
- Documentation of efforts to review and update the policy, including who was involved in the process and how partners were made aware of their ability to participate.

Updates to the Wellness Policy The final rule requires that LEAs update or modify the well-ness policy as appropriate.

Public Updates *The rule requires that LEAs must make available to the public:*

- The wellness policy, including any updates to and about the wellness policy, on an annual basis, at a minimum, and
- The Triennial Assessment, including progress toward meeting the goals of the policy.

Regulation The final rule was published on July 29, 2016 and can be found online at: <http://www.fns.usda.gov/tn/local-school-wellness-policy>.

Implementation, Evaluation, and Monitoring of the TUSD Wellness Policy

The Superintendent shall designate one person within the District (Wellness Committee Chair), as well as each school's principal, to be charged with the operational responsibility to ensure that each school site complies with this policy. The District will develop and maintain a plan for implementation to manage and coordinate the execution of this policy.

The District will engage partners, including but not limited to, students, parents, teachers, Nutrition Service professionals, school health professionals, the Board of Education, school administrators, physical education teachers, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition, health, wellness, and physical activity policies. Partners will be solicited through various electronic and traditional posting methods, including but not limited to, Nutrition Services annual information letter, Nutrition Services website (<http://turlock.k12.ca.us/cnd>), email correspondence, or several social media platforms.

Schools are to utilize this policy to develop their own internal procedures to ensure compliance with the TUSD Wellness Policy. Each school campus must follow the Wellness Policy, at minimum. *Each principal has the ability to increase restrictions beyond the minimum requirements of this policy.*

The Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the District activities related to student wellness. Any curriculum used for instruction shall be Board approved, sequential, developmentally appropriate, medically accurate, and science-based or research-validated.

The Superintendent or designee shall assess the implementation and effectiveness of this policy every year. The evaluation process shall assess whether the issues identified in the policy are making a difference on student, parent, and staff awareness and to identify successes, as well as barriers to success. Each year the evaluation form must be filled out by the appropriate Partners (*School Site Annual Evaluation Form*).

The evaluations shall include:

- The extent to which District schools are in compliance with this policy.
- A description of the progress made in attaining the goals of the TUSD Wellness Policy.
- An open invitation for any interested member of the public to join the Wellness Committee at any time.

The Annual Evaluation Forms are to be turned into the Superintendent or designee by April 1st each year.

The purpose of the Annual Evaluation Forms is to determine if the District is meeting the wellness goals set forth in this policy and determine particular areas of strength or weakness. Each year, the evaluation results shall be submitted to the Board for the purposes of assessing the policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus District resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

The Superintendent or designee shall inform and update the public, including parents/ guardians, students, and others in the community, about the content and implementation of this policy and the evaluation results. Evaluation reports on the Wellness Policy will be shared with the public using the following channels of communication, including but not limited to, posting on the District website, and the Nutrition Services website and hard copies available upon request at the office of each school site.

The TUSD Wellness Policy was effective in 2006. Initial revisions were made by the Wellness Policy Committee during the 2017-2018 school year.

The Wellness Committee will reconvene each year, and as requested by the Board to review and update the TUSD Wellness Policy. Meetings are held at least quarterly and also as needed to ensure compliance of the current laws and needs of the district

- I. Preamble
- II. School Health Council
- III. Accountability
- IV. Nutrition Services
- V. Physical Activity Opportunities and Physical Education
- VI. Whole School, Whole Community, Whole Child (WSCC)
- VII. Monitoring and Policy Review

I. Preamble

Turlock Unified School District is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.

Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the 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. Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

Our local school wellness policy (LWP) outlines TUSD's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students, staff and schools in the Turlock Unified School District. Our Child Nutrition department run the Community Eligibility Program, which allows all students to receive meals at no cost.

In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule), the policy must at minimum:

- Identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- Include language inviting caregivers, students, representatives of the school food authority* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP

- Include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- Include language requiring that at least once every three years, the following is measured and made available to the public:
 - The extent to which schools comply with the LWP
 - The extent to which the LWP compares to model local school wellness policies
 - The progress made in attaining the goals of the LWP
- Include nutrition standards for all foods and beverages sold on the school campus* during the school day* that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards* (Smart Snacks standards)
- Include standards for all foods and beverages offered*, but not sold, to students during the school day (e.g., for classroom parties or classroom snacks brought by caregivers),
- Include specific goals for nutrition education* and nutrition promotion* activities
- Include requirements for marketing and advertising on the school campus during the school day of only those foods and beverages that meet Smart Snacks standards
- Include specific goals for physical activity opportunities
- Include specific goals for other school-based activities that promote student wellness

All TUSD school staff and parents are encouraged to promote healthy habits by serving as positive role models. To assist with this, nutrition information will be available at the school sites and posted on the TUSD webpage with the objective of promoting student health and preventing childhood overweight. In addition, staff and parents can take an active role in promoting healthier eating habits. They can assist in several ways: 1) by avoiding the use of non-nutritious foods as classroom rewards, 2) by providing healthy snacks for class parties, and 3) reinforcing healthy eating practices at home. Working together it is anticipated that our students will be happier and healthier.

II. District Wellness Council

Purpose of the Council

In order to be compliant with the USDA final rule, TUSD will convene a representative District Wellness Council (DWC) that meets at least three times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this LWP.

Council Membership

In order to be compliant with the USDA final rule, the DWC will include representatives from the school and district level and will reflect the diversity of the community. The DWC membership will include, but is not limited to:

- Superintendent (or designee)
- Caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- Students
- Representatives of the school nutrition program (e.g., school nutrition director),
- Physical and Health Education Teachers and School Health Professionals (e.g., school nurses, physicians, dentists or other personnel who provide school health services)
- Specialized instructional support personnel (e.g., school counselors, psychologists or social workers)
- School administrators (e.g., superintendents, principals or vice principals)
- School board members
- Community health professionals (e.g., dietitians, doctors, nurses or dentists)
- School-based OST program staff (e.g., district afterschool program coordinator, 21st Century Community Learning Center district lead or director of community-based afterschool services)
- General public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- Community stakeholders (e.g., Supplemental Nutrition Assistance Program Education (SNAP Ed) coordinators, representatives from community-based organizations or local business representatives)

Council Leadership

In order to be compliant with the USDA final rule, the superintendent (or designee) will convene the DWC, facilitate development of and updates to the LWP and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

III.Accountability

Triennial Assessments

In order to be compliant with the USDA final rule, at least once every three years, TUSD will assess the LSWP by measuring:

- The extent to which the LWP meets the requirements of the final rule
- The extent to which schools under the jurisdiction of the district are complying with LWP
- The progress made in attaining the goals of the LWP

Documents

In order to be compliant with the USDA final rule, TUSD will retain records to document the presence of and compliance with the LWP, including but not limited to:

- The current and previous board-approved LWP
- Documentation demonstrating that the LWP has been made available to the public
- Documentation of the most recent district- and school-level assessments of implementation
- Documentation of efforts to review and update the LWP, including who was involved, and how TUSD made stakeholders aware of their ability to participate

Policy Updates

In order to be compliant with the USDA final rule, the DWC will update the LWP based upon: • the results of the triennial assessment

- District priorities
- Community needs
- The results of school health assessments
- School-level implementation progress
- Emerging scientific information
- New federal or state regulations or guidance

Notification to the Public

In order to be compliant with the USDA final rule, TUSD will actively inform caregivers and the public each year of basic information about the LWP, including:

- Its content and any updates
- District- and school-level implementation status
- An explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate
- The effective dates of any policy changes
- The names and contact information of the district and school officials leading and coordinating the DWC
- Information on how the public can get involved with the DWC
- Information about DWC meetings including dates, times, locations, agendas and meeting minutes
- Mechanisms for the public to provide feedback and comments

In order to be compliant with the USDA final rule, TUSD will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. TUSD will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:

- Electronic mechanisms (e.g., email)
- Displaying notices on the district and school websites
- Non-electronic mechanisms (e.g., newsletters)
- Presentations to caregivers
- Sending information home to caregivers

Public Involvement

In order to comply with the USDA final rule, TUSD plans to provide opportunities for participation and is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate through social media platforms how representatives of the DWC, SWC, and others can participate in the development, implementation, and periodic review and update of the LWP.

IV. Nutrition Services

School Meals

Children consume as many as half of their daily calories at school. Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance.

The USDA Child Nutrition Programs* (child nutrition programs) aim to improve the health of students, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

In order to be compliant with the USDA final rule, all schools within the Turlock Unified School District will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide reimbursable meals that meet the nutritional standards for school meals by including:

- Fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans, and peas and legumes)
- Grains (whole grain-rich)
- Meat and meat alternates
- Fat-free and low-fat milk
- Access to free drinking water

In addition:

- School meals will be accessible to all students, and TUSD will accommodate special dietary needs and food allergies as required by federal regulations
- School meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals
- TUSD will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems that mask students' eligibility status)

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TUSD schools will:

- Offer a variety of foods that are appealing and attractive to children
- Ensure that eating settings are clean and inviting
- Provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
- Prohibit the use of food as a reward or the withholding of foods as a punishment
- Ensure that menus are created/reviewed by a Registered Dietitian or another certified nutrition professional
- Post menus on the Child Nutrition website
- Ensure that lunch follows the recess period to better support learning and healthy eating
- Promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs
- Encourage staff to model healthy eating behaviors

Farm to School

Implement the following farm-to-school activities:

- Incorporating local or regional foods into school meal programs
- Hosting promotions or special events, such as tastings, that highlight the local/ regional foods
- Supporting schools in hosting school gardens and field trips to local farms



Healthy Food and Beverages

TUSD will promote healthy food and beverage choices using the following marketing and merchandising techniques:

- Displaying whole fruit options in attractive bowls or baskets
- Displaying daily fruit options in the line of sight and reach of students
- Giving creative or descriptive names to all available vegetable options
- Training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
- Placing white milk in front of other beverages in all coolers
- Highlighting alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas
- Conducting student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas

HEALTHY SCHOOL MEALS!



Water

- Water Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.
- In order to be compliant with the USDA final rule, free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

TUSD requires that:

- Free, safe and unflavored drinking water is available to students during the school day and during the extended school day* (including during out-of-school time/and before and after school),
- Water cups/jugs are available in the cafeteria if a drinking fountain is not present, students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus
- All water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards

Competitive Foods and Beverages

Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

TUSD requires that all foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet Smart Snacks

In order to be compliant with the USDA final rule, Our 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. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day

To qualify as a Smart Snack, a snack or entrée must:

- Be a grain product that contains 50% or more whole grains by weight (have a whole grain as the first ingredient), or
- Have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- Be a combination food that contains at least $\frac{1}{4}$ cup of fruit and/or vegetable, and
- Meet the following minimum standards for calories, sodium, sugar and fats:

Nutrient	Snack	Entrée
Calories	200 Calories or less	350 Calories or less
Sodium	200mg or less	480mg or less
Total Fat	35% of Calories or less	35% of Calories or less
Saturated Fat	Less than 10% of Calories	Less than 10% of Calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less



TUSD encourages no outside foods or beverages to be offered or sold to students during the school day. This helps to ensure that our students with allergies are safe while in school.

Other Offered Foods and Beverages

Celebrations and positive reinforcement are an important part of our district's culture of supporting students. Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.

In order to be compliant with the USDA final rule, TUSD will ensure that celebrations and rewards are consistent with our nutrition policies. All foods and beverages served and offered on the school campus outside of the school meal programs during the school day will meet Smart Snack Standards. This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives. TUSD recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

Fundraising

Fundraising efforts provide opportunities for student, staff, family and community collaboration and reflect the healthy eating practices and policies in the district.¹⁴ In order to be compliant with the USDA final rule, the district will allow only foods and beverages that meet or exceed Smart Snacks standards to be sold through fundraisers on the school campus during the school day.

Nutrition Education

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices. In order to be compliant with the USDA final rule, TUSD will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level.

Nutrition Promotion

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors. It also helps to encourage and increase participation in school meal programs. In order to be compliant with the USDA final rule, TUSD will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. 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.





CELEBRATIONS THAT SUPPORT CHILD HEALTH

Schools and afterschool programs play an important role in helping students learn about healthy eating. School celebrations can reinforce messages about good nutrition and health when they include healthy foods and beverages and provide opportunities for kids to dance, play games and engage in sports.

FOLLOW THESE STEPS TO ENSURE THAT YOUR SCHOOL COMMUNITY PROVIDES FUN AND HEALTHY CELEBRATIONS:

- 1** Survey staff, students and families to identify successful healthy celebration options and share the results with the school community.
- 2** Work with your school wellness committee to update the celebration policy in the school wellness policy or handbook. Be sure to align with the district's local school wellness policy.
- 3** Promote the new celebration policy through the school's website, social media accounts, newsletters and/or bulletin boards.
- 4** Send letters to parents explaining the policy change and why it is important. Include a list of healthy snacks that parents/guardians can pack for their children.
- 5** Provide healthy celebration ideas to parents and school staff. Include a suggested healthy snack list for classroom celebrations.
- 6** Encourage school staff can share healthy celebration success stories to encourage all classrooms to implement healthy celebrations.

On the next page are many examples of non-food and healthy celebration ideas from Healthier Generation that students will enjoy!

To learn more and join the movement, visit HealthierGeneration.org



NON-FOOD CELEBRATION IDEAS

**PRIZES**

Pencils or erasers
Stickers
Books
Tickets or tokens toward for a larger prize
Rulers
Slap bracelets
Playdough
Frisbees
Coloring books

**PHYSICAL ACTIVITY**

Lead a special physical activity break
Host a special event such as a dance or kite-flying party
Provide extra recess or PE time
Turn on the music and let students dance for a few minutes
Have a themed parade around your school

**SPECIAL EVENTS**

Let students choose a special activity or be a teacher's helper
Allow students to select a special book or invite a guest to read aloud
Go on a scavenger hunt
Host a special dress day where students can wear hats or pajamas

**RECOGNITION**

Give a certificate or ribbon
Post a sign in the classroom or on a prominent bulletin board
Give a shout-out in the morning announcements
Allow child to wear a crown or special sash
Recognize the student during an assembly

HEALTHY SNACK & BEVERAGES IDEAS*

**BEVERAGES**

Water
100% fruit juice with no added sugar
Fat-free or low-fat milk
Fruit smoothies made with frozen fruit with no added sugar and fat-free or low fat yogurt
100% fruit juice slushes with no added sugar
Fruit-infused water

**FRUITS & VEGGIES**

Fruit trays, salads or kabobs
Vegetable trays, salads or kabobs
Canned fruit or fruit cups in water or 100% fruit juice
Frozen fruit or fruit cups in water or 100% fruit juice
Dried fruit with no added sugar

**WHOLE GRAINS**

Whole grain crackers, pretzels or cereal bars
Small whole grain bagels, waffles or pancakes topped with fruit or seed butter
Low-fat or air-popped popcorn with no added butter or salt
Graham crackers
Baked whole grain tortilla chips with salsa or bean dip

**PROTEINS**

Fat-free or low-fat yogurt served alone or as a fruit or vegetable dip
Seed butter served with fruit or whole grain crackers
Trail mix made with dried fruit and whole grain cereal
Low-fat cheese served with fruit or whole grain crackers
Hummus served with vegetables or whole grain crackers

* Work with your district's nutrition services staff to purchase Smart Snack compliant foods and beverages for celebrations. Use [Healthier Generation's Smart Snacks Product Calculator](https://healthiergeneration.org/resources/smart-snacks) to ensure items meet the USDA Smart Snacks in School nutrition standards. Ensure food allergies of any participants are known before serving any food item. Many schools are nut-free. Please check with your school.

For more information, visit healthiergeneration.org/resources/smart-snacks

V. Physical Activity Opportunities and Physical Education

Children and adolescents, including children with disabilities, should participate in at least 60 minutes of physical activity every day in order to ensure optimum health.

In order to be compliant with the USDA final rule, TUSD requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students:

- Physical education (see Physical and Health Education section for additional recommended language)
- Classroom physical activity
- Active academics
- Daily recess
- Before- and after-school activities, including sports
- Support for and promotion of active transportation

TUSD requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education. The district prohibits the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time/and before and after school). The district will provide resources and training to school and OST staff on appropriate ways to discipline students. The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.



Classroom Physical Activity

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school). The two primary approaches for classroom physical activity are:

- Physical activity integrated into planned academic instruction
- Physical activity outside of planned academic instruction

Classroom physical activity can benefit students by:

- Improving their concentration and ability to stay on-task in the classroom
- Reducing disruptive behavior, such as fidgeting, in the classroom
- Improving their motivation and engagement in the learning process
- Helping to improve their academic performance (higher grades and test scores)
- Increasing their amount of daily physical activity¹⁹

Turlock Unified School District requires:

- Classroom physical activity be incorporated into planning throughout the school day and the extended school day
- Classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- Physical activity be provided in the classroom outside of planned instruction (physical activity breaks)
- Classroom physical activity be offered in addition to physical education and recess at all school levels
- Schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- Classroom physical activity not be withheld from or required of students as a disciplinary approach
- Classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom

Daily Recess

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered in kindergarten through 12th grade and although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day. The district will ensure that all elementary schools will offer 20 or more minutes of recess on all days during the school year, which will complement, not substitute for, physical education class and will:

- Provide schools and students with adequate spaces, facilities, equipment and supplies for recess
- Ensure that spaces and facilities for recess meet or exceed recommended safety standards
- Prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom

- Provide staff members who lead or supervise recess with ongoing professional development
- Provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- Provide equipment to allow for inclusion of students with disabilities into activities

Before and After School Activities

Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school, programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in before and after-school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term. TUSD will offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:

- Physical activity clubs
- Physical activity breaks in aftercare
- Intramural or interscholastic sports

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate students about healthy habits.

In order to be compliant with the USDA final rule, TUSD will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms and physical activity facilities.

Health and Physical Education

Health Education Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity. A full list of physical activity and healthy eating topics that should be included in health education is included in Appendix B.

TUSD will ensure that:

- Health education is taught by qualified and trained professionals
- The health education learning standards and curriculum are regularly evaluated and revised
- Schools utilize a planned, sequential and comprehensive health education curriculum that:
- Is culturally and developmentally appropriate
- Addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors
- Provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision-making, goal setting, self-management and advocacy.



Physical Education

Physical Education PE, as the basis of CSPAP, provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment. PE can increase grades and standardized test scores and help students to stay on task in the classroom. Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education. The district will ensure that:

- All elementary students, including students with disabilities, receive 150 minutes per week of PE instruction throughout the school year
- All middle and high school students, including students with disabilities, receive PE during all academic years
- PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits
- PE classes utilize a curriculum that incorporates essential health education concepts as discussed above and in Appendix B
- Students are engaged in moderate to vigorous physical activity* (MVPA) for at least 50% of class time during most or all PE classes
- All PE teachers in the district receive professional development in PE at least once per year
- All PE classes are taught by licensed teachers who are certified or endorsed to teach PE
- PE teachers provide appropriate accommodation to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate
- PE teachers are provided with training and specialized equipment to support the inclusion of students with disabilities in PE
- Student physical fitness is promoted through individualized fitness and activity assessments, and criterion-based reporting is used for each student, including students with disabilities

VI. Whole School, Whole Community, Whole Child (WSCC)

The WSCC model is centered on the school, while connecting to the family and the community to address the needs of the whole child. Districts should look to the WSCC model to provide greater alignment, integration and collaboration between health and education. The five principles located in the center of the WSCC model - healthy, safe, engaged, supported and challenged - are critical for improving students' health and academic achievement.

SOCIAL – EMOTIONAL CLIMATE* (School Climate)

Social - Emotional Climate* (School Climate) Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning. TUSD is committed to creating a positive social emotional climate across all school campuses during the school day and in OST. TUSD will promote a positive social-emotional climate by:

- Conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- Establishing anti-bullying policies and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- Establishing school safety and violence prevention policies and strategies
- Connecting social and emotional learning standards and academic standards
- Ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- Ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices*
- Training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports* and minimizing exclusionary discipline practices such as suspensions and expulsions
- Ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning* (SEL) competencies
- Training school and school-based OST staff on incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices
- Regularly assessing and reporting upon the district-and building-level implementation of these practices and providing appropriate resources for continuous improvement

WHOLE SCHOOL, **WHOLE COMMUNITY**, WHOLE CHILD

A collaborative approach to learning and health



COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as system-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts. The district is committed to ensuring that the SEB needs of all students are met. TUSD will support students' SEB needs by:

- Ensuring that an evidenced-based process for identifying students with SEB needs is in place
- Ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- Coordinating with school and community-based mental health providers to address students' SEB needs
- Implementing evidence-based programs and practices which support a positive social-emotional climate (see Social Emotional Climate section of this document)
- Implementing evidence-based interventions for students in need of additional SEB support
- Ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services
- Providing appropriate training to all school and school-based OST staff on meeting students' SEB needs
- Coordinating with caregivers and students to address students SEB needs
- Regularly assessing and reporting on the district- and building-level implementation of improvement.

HEALTHY SERVICES

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregivers and student education help to ensure the optimal health of all students. TUSD is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by:

- Conducting assessments and planning for meeting the individual chronic disease management needs of students
- 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
- Coordinating with caregivers and community medical providers to address students' health needs
- Ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent student health information
- Disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
- Providing student physical health screenings (e.g., vision and hearing)
- Addressing management of acute health incidents (e.g., allergic reactions, asthma attacks, and low blood sugar) in the school setting
- Providing education regarding high-risk behaviors such as sexual activity and substance use
- Coordinating with caregivers to address students' health needs
- Regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement.

Foundational knowledge in critical aspects of social-emotional and behavioral health is critical to ensuring staff have the knowledge and skills to respond to students in need. Important training topics include, but are not limited to trauma-informed approaches, social-emotional learning, equity and diversity, staff well-being, student-centered discipline, and the importance of building relationships with students.

PHYSICAL ENVIRONMENT

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water, or soil including those brought into the school. The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:

- Identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- Specifying a system for monitoring and addressing water quality
- Specifying an integrated pest management plan
- Addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- Establishing tobacco-free buildings and grounds
- Educating students, school staff, and school-based OST staff on maintaining the safety of the school's physical environment
- Specifying physical safety measures and procedures (e.g., double entry access, locked doors, and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors, and safe transport)
- Specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- Regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Asthma is one of the most common chronic health conditions among students. There are many policies and practices that districts and schools can employ to improve the health of children with asthma. Enhancing School Wellness Policies to Protect Student Lung Health from the American Lung Association provides additional information on ensuring that wellness policies support students with asthma.

EMPLOYEE WELLNESS

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional, and mental health needs are met is pivotal to their well-being and students before academic success. Schools should create work environments that support healthy eating, physical activity, and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy, and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.



TUSD is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by:

- Engaging educators as stakeholders in all school improvement and planning processes
- Designating employee wellness (both physical and mental) as a priority in the district organizational structure
- Disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers, and posters)
- Conducting free or low-cost physical and mental health risk screenings at least once per year
- Conducting employee wellness/health (physical and mental) promotion activities at least once per year

Providing access (for free or at low cost) to and encouraging participation in and use of physical and mental health programs/resources for:

- Healthy eating and weight management
- Physical activity
- Stress management
- Tobacco avoidance and cessation
- Social-emotional health
- Considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered

- Promoting a positive workplace climate with a focus on diversity and inclusion practices
- Designating a consistent and systemic approach to employee conflict resolution
- Addressing space and break time for lactation/breastfeeding
- Including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

CAREGIVER (FAMILY) ENGAGEMENT

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways, and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development. TUSD is committed to encouraging caregiver engagement in school-level decision-making and activities. TUSD will support caregiver engagement by:

- Ensuring that caregivers are actively recruited for inclusion with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- Ensuring that caregivers participate in the development, implementation, and periodic review and update of the LWP
- Making the LWP available to the public
- Ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- Supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- Ensuring that schools are using culturally responsive practices to engage caregivers
- Disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
- Providing programs on physical activity, nutrition, and other physical and mental health topics for caregivers and community members
- Providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees)

COMMUNITY INVOLVEMENT

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and local businesses) can create partnerships with schools to offer resources, services, and support to student learning and development as well as the physical and mental health of students and staff. TUSD is committed to encouraging community involvement in school-level decision-making and activities. The district will support community involvement by:

- Ensuring that community members are actively recruited for inclusion with attention to the diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- Ensuring that community members participate in the development, implementation, and periodic review and update of the LWP
- Making the LWP available to the public
- Developing relationships with community organizations to identify community-based opportunities for student service-learning
- Developing physical activity participation at all schools including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement



TO ACHIEVE THESE POLICY GOALS:

VII. Monitoring and Policy Review

The Superintendent shall designate one or more districts or school employees as appropriate to ensure that each school site complies with this policy. The Superintendent or SA shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. The superintendent or designee shall report to the board at least every two years on the implementation of this policy and any other Board policies to nutrition and physical activities. Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. He/she shall periodically measure and make available to the public an assessment of the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. To determine whether the policy is effectively implemented district wide and at each district school, the following indicators shall be used:

1. Descriptions of the district's nutrition education, physical education, and health education curriculum by grade level
2. Number of minutes of physical education instruction offered at each grade span
3. Number and type of exemptions granted from physical education
4. Results of the state's physical fitness test
5. An analysis of the nutritional content of meals served based on a sample of menus
6. Student participation rates in school meal programs, compared to percentage of students eligible for free and reduced-price meals
7. Number of sales of non-nutritious foods and beverages in fundraisers or other venues outside of the district's meal programs
8. Feedback from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons
9. Any other indicators recommended by the Superintendent and approved by the Board

Implementation, Periodic Assessment, and Public Updates

The Act requires LEAs to inform and update the public (including parents, students, and others in the community) about the content and implementation of the local wellness policies. LEAs are also required to measure periodically and make available to the public an assessment of the local wellness policy, including.

- The extent to which schools are in compliance with the local wellness policy.
- The extent to which the LEAs local wellness policy compares to model local school wellness policies; and
- The progress made in attaining the goals of the local wellness policy.

Monitoring. The superintendent or SA will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or SA will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or SA.

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 (or if done at the school level, to the school principal). 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, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review. To help assess the district's wellness policies, each school in the district will evaluate the school's existing nutrition and physical activity environments and policies. The results will be compiled to identify and prioritize needs.

Evaluations will be conducted every year, and presented to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review its nutrition and physical activity policies and revise as necessary.

Finally, the Act requires LEAs to designate one or more LEA officials or school officials, as appropriate, to ensure that each school complies with the local school wellness policy.

APPENDIX A: RESOURCES

ACTIVE TRANSPORTATION

[Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program](#). Safe Routes Partnership.

CHRONIC ABSENTEEISM

[Framework for Action: Addressing Chronic Absenteeism through the Every Student Succeeds Act \(ESSA\)](#). Alliance for a Healthier Generation, Attendance Works, and Healthy Schools Campaign.

COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

[Adverse Childhood Experiences: The School Board's Role in Building Connections and Support for Students](#). The National Schools Boards Association.

[Examining the Evidence Base for School-Wide Positive Behavior Support](#). United States Department of Education Office of Special Education Programs.

[Model School District Policy on Suicide Prevention, Model Language, Commentary, and Resources](#). The American Foundation for Suicide Prevention, The American School Counselor Association, The National Association of School Psychologists, and The Trevor Project.

DIVERSITY AND INCLUSION

[A Guide to Inclusive Physical Activity Programs](#). National Center on Health, Physical Activity and Disability.

[Diversity and Inclusion Toolkit](#). National PTA.

[I Can Do It! Mentoring Children and Youth with Disabilities to Lead Healthy, Active Lifestyles Program Manual](#).

Administration of Community Living and Department of Health and Human Services.

[Model School District Policy Regarding Transgender and Gender Nonconforming Students](#). California Safe Schools Coalition.

[Unified Physical Education Resources, 2nd Edition](#). Special Olympics Unified Champion Schools.

E-CIGARETTES AND TOBACCO

[Catch My Breath E-Cigarette and JUUL Prevention](#). CATCH and CVS Health Foundation.

[E-cigarettes and Youth: What Educators and Coaches Need to Know](#). Centers for Disease Control and Prevention.

[Healthy Futures Alternative to Suspension Curriculum](#). Stanford Medicine.

[INDEPTH: An Alternative to Teen Nicotine Suspension or Citation](#). American Lung Association.

[Take Down Tobacco](#). CVS Health Foundation and Campaign for Tobacco-Free Kids.

[Tobacco-Free District Assessment](#). Alliance for a Healthier Generation

[Tobacco Prevention Toolkit](#). Stanford Medicine.

EMPLOYEE WELLNESS

[Teacher Stress and Health](#). Robert Wood Johnson Foundation.

EVIDENCE-BASED INTERVENTIONS

[ESSA Tiers of Evidence: What you Need to Know](#). REL Midwest.

FAMILY/CAREGIVER AND COMMUNITY ENGAGEMENT

[Kohl's Healthy At Home](#). Alliance for a Healthier Generation

[Family Support](#). National Education Association.

[Parents for Healthy Schools](#). Centers for Disease Control and Prevention.

[Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 1: Building an Understanding of Family and Community Engagement](#). Institute of Education Science.

FARM-TO-SCHOOL

[Farm to Child Nutrition Programs Planning Guide](#). U.S. Department of Agriculture.

FITNESS ASSESSMENT

[FitnessGram](#). The Cooper Institute.

[Presidential Youth Fitness Program](#). United States Department of Health and Human Services.

HEALTHY CELEBRATIONS AND FUNDRAISING

[Celebrations that Support Child Health](#). Alliance for a Healthier Generation.

[Healthy Fundraising Solutions](#). Alliance for a Healthier Generation.

[Fundraising Exemptions and Guidance](#). United States Department of Agriculture.

HEALTHY SCHOOL AND OUT-OF-SCHOOL TIME ASSESSMENTS

[School Health Index](#). Centers for Disease Control and Prevention.

[Healthy Schools Program Assessment](#). Alliance for a Healthier Generation.

[Healthy Out-of-School Time Program Assessment](#). Alliance for a Healthier Generation.

HEALTHY MEETINGS

[National Alliance for Nutrition and Activity Healthy Meeting Toolkit](#). Center for Science in the Public Interest.

MANAGING CHRONIC HEALTH CONDITIONS

[Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools](#). Centers for Disease Control and Prevention.

[Diabetes Care in the School Setting: A Position Statement of the American Diabetes Association](#). American Diabetes Association.

[Managing Chronic Health Conditions in Schools, Model Wellness Policy Supplement](#). National Association of School Nurses.

[Practical Guidance for Schools and School Districts: Enhancing School Wellness Policies to Protect Student Lung Health](#). American Lung Association.

NEEDS ASSESSMENTS

[Using Needs Assessments to Connect Learning + Health: Opportunities in the Every Student Succeeds Act \(ESSA\)](#).

Alliance for a Healthier Generation and Healthy Schools Campaign.

NUTRITION EDUCATION

[Dig In!](#). U.S. Department of Agriculture.

[Nutrition Education Resources](#). Alliance for a Healthier Generation.

[Serving up MyPlate: A Yummy Curriculum](#). United States Department of Agriculture.

[Team Nutrition Resources](#). United States Department of Agriculture.

PHYSICAL ACTIVITY

[Strategies for Classroom Physical Activity in Schools](#). Centers for Disease Control and Prevention. [Strategies for Recess in Schools](#). Centers for Disease Control and Prevention and SHAPE America.

[Comprehensive School Physical Activity Program](#). SHAPE America.

[National Standards for K-12 Physical Education and Health Education](#). SHAPE America.

PHYSICAL ENVIRONMENT

[Indoor Air Quality Tools for Schools: Preventive Maintenance Guidance](#). Environmental Protection Agency.

SCHOOL DISCIPLINE

[Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide](#). National Center for Safe and Supportive Schools.

SCHOOL AND OUT-OF-SCHOOL TIME HEALTH AND WELLNESS BEST PRACTICES

[Healthy Eating and Physical Activity Standards 2.0](#). National AfterSchool Association.

[Healthy Schools Program Framework of Best Practices](#). Alliance for a Healthier Generation.

[School Health Guidelines to Promote Healthy Eating and Physical Activity](#). Centers for Disease Control and Prevention.

[Virtual Healthy School](#). Centers for Disease Control and Prevention.

SCHOOL HEALTH POLICIES

[School Health Policy Database](#). National Association of State Boards of Education.

SCHOOL HEALTH SERVICES

[School Health Services, Think About the Link](#). University of Connecticut Collaboratory on School and Child Health.

SCHOOL IMPROVEMENT PLANS

[Integrating Health into Education Policy and Practice with the Every Student Succeeds Act \(ESSA\): Local Wellness Policies and School Improvement Plans](#). The Alliance for a Healthier.

SCHOOL NUTRITION PROFESSIONAL STANDARDS

[Professional Standards for Child Nutrition Professionals](#). United States Department of Agriculture.

SCHOOL WELLNESS COMMITTEES

[School Wellness Committee Toolkit](#). Alliance for a Healthier Generation.

SLEEP

[Recommended Amount of Sleep for Pediatric Populations: A Consensus Statement of the American Academy of Sleep Medicine](#). American Academy of Sleep Medicine.

SMART SNACKS IN SCHOOLS

[A Guide to Smart Snacks in Schools](#). United States Department of Agriculture.

[Smart Snacks Product Calculator](#). Alliance for a Healthier Generation.

SOCIAL-EMOTIONAL LEARNING

[The CASEL Guide to Schoolwide Social and Emotional Learning](#). The Collaborative for Academic, Social, and Emotional Learning (CASEL).

[Resilience in School Environments Initiative](#). Alliance for a Healthier Generation.

STUDENT HEALTH DATA

[2007- 2017 Youth Risk Behavior Surveillance System](#). Centers for Disease Control and Prevention. [National Health and](#)

[Nutrition Examination Survey](#). Centers for Disease Control and Prevention.

TRAUMA-SENSITIVE SCHOOLS

[A Guide to Creating Trauma-Sensitive Schools](#). Trauma and Learning Policy Initiative.

WATER ACCESS

[Drinking Water Requirements for States and Public Water Systems](#). Environmental Protection Agency. [Increasing](#)

[Drinking Water Availability in Schools](#). Alliance for a Healthier Generation

[Water Access in Schools Toolkit](#). Centers for Disease Control and Prevention.

WELLNESS POLICY IMPLEMENTATION AND ASSESSMENT

[10 Essential Components of Local School Wellness Policy Checklist](#). Alliance for a Healthier Generation.

[Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies](#). Alliance for a Healthier Generation and National Recreation and Park Association.

[Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010: Summary of the Final Rule](#). United States Department of Agriculture.

[Local School Wellness Policy Outreach Toolkit](#). United States Department of Agriculture.

[Local School Wellness Policy Progress Reporting Tool](#). Alliance for a Healthier Generation.

[Local School Wellness Policy Public Update Guide](#). Alliance for a Healthier Generation.

[Model Local School Wellness Policy](#). Alliance for a Healthier Generation.

[WellSAT Wellness School Assessment Tool](#). UConn Rudd Center for Food Policy and Obesity.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

[WellSAT WSCC](#). University of Connecticut Collaboratory on School and Child Health.

[Whole School, Whole Community, Whole Child Model](#). Centers for Disease Control and Prevention.

[Think About the Link: WSCC in Practice](#). University of Connecticut Collaboratory on School and Child Health.

APPENDIX B: ESSENTIAL HEALTHY EATING AND PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS
K-2	• MyPlate • Breakfast • Meals and Snacks • Social Influences • Valid Information • Eating Goals • Food Safety • Advocating for Others to Eat Healthfully
3-5	• MyPlate • Fruits/Vegetables /Whole Grains • Fats • Added Sugars • Calcium • Meals and Snacks • Valid Information • Breakfast
6-8	• Disease Prevention • MyPlate • Labels • Variety • Fruits/Vegetables/ Whole Grains • Fats • Added Sugars • Calcium • Meals and Snacks

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
K-2	• Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Social Influences on Physical Activity
3-5	• Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Social Influences on Physical Activity • Physical Activity and Weight • Physical Activity and Academics • Phases of Exercise Sessions • Opportunities for Community Physical Activity • Valid Information on Physical Activity Services • Personal Physical Activity Goals • Physical Activity Advocacy • Resisting Peer Pressure that Discourages Physical Activity
6-8	• Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Social Influences on Physical Activity • Physical Activity and Weight • Physical Activity and Academics • Differences between Physical Activity/Exercise/Fitness • Phases of Exercise Sessions • Opportunities for Community Physical Activity • Injury Prevention • Weather-Related Safety • Valid Information on Physical Activity Services • Personal Physical Activity Goals • Physical Activity Advocacy • Resisting Peer Pressure that Discourages Physical Activity

School Site Annual Evaluation Form:

The purpose of this evaluation is to determine if the District is meeting the wellness goals set forth in the TUSD Wellness Policy and to determine particular areas of strength or weakness. This evaluation must be completed annually **by an Administrator and a teacher (or design-ee) at each school site** and returned to the Superintendent or designee by April 1st of each year.

Please include as many additional comments as possible, as the Wellness Committee and the Board would like to take note of best practices among the schools.

For items marked "Needs Improvement", you must include a comment next to each question as to why you did not meet this goal and/or what you plan to do next year to accomplish this goal.

(Examples: funding, man power, support/resources needed, etc.).

If you have any questions regarding filling out this survey, you can contact the Child Nutrition Office at (209)667-9048 or email Childnutrition@turlock.k12.ca.us.

School Site: _____ **Date:** _____

Person completing evaluation (Print Name): _____

Contact phone Number / Email: _____

Responses for the following questions could be one of the following choices:

Needs Improvement, Meets, or Exceeds (unless otherwise indicated).

Overview	Needs Improvement	Meets	Exceeds
1. Your school promotes a healthy lifestyle to your staff, students, and parents.			
2. The programs and/or activities provided by your school set your school at or above the standards of the TUSD Wellness Policy.			
3. Were you aware of the TUSD Wellness Policy be-fore you filled out this evaluation form? (Circle the response that best reflects your opinion).	No	Somewhat	Yes

Additional comments on how your school site promotes health and wellness:

School Health, Safety and Environment	Needs Improvement	Meets	Exceeds
1. School site is monitored for potential hazards.			
2. Students are taught campus safety rules.			
3. An “anti-bullying” policy is enforced.			
4. Healthy habits and injury prevention for staff and students are promoted at your school site.			
5. A drug- and substance-free environment is pro-moted.			
6. Your school encourages events that promote and support a healthy lifestyle.			
7. Grants and other resources are researched and implemented for training and materials for health curriculum, outside of standard funding given to your school.			

Additional comments on your school site's health, safety, and environment:

Nutrition	Needs Improve- ment	Meets	Exceeds
<i>Nutrition Services Department</i>			
1. Cafeteria staff are well-prepared and efficiently serve meals to your students.			
2. Fresh, safe, free drinking water is available to students on campus.			
<i>Food and Nutrition Standards</i>			
3. Each school ensures foods and beverages sold and served on school campus to students starting at midnight and up to one half hour after the school day will comply with the California Education Code and California Code of Regulations.			
4. Documentation of nutrition information for foods sold outside of Nutrition Services on school campus during the school day are kept on file by the school at which the event occurs.			
5. Food safety and sanitation standards are followed at all school-related events (i.e. cafeteria, class celebrations, fundraisers, athletic events, etc.).			
6. Marketing and advertising of noncompliant foods and beverages is not permitted on school campus.			
7. Fundraising efforts support healthy eating by selling non-food items or foods that are low in fat, sodium and added sugars.			
8. Non-food rewards are encouraged for students achievement.			
9. Classroom celebrations involving food are limited to no more than 4 celebrations per year.			

Additional Comments on food and beverages available on campus and nutrition education:

Physical Education and Physical Activity	Needs Improvement	Meets	Exceeds
1. Your school provides all students with the opportunity to be physically active on a regular basis through physical education instruction and physical activity programs.			
2. The physical education curriculum at your school follows the California Education Code requirements.			
3. Physical education/activity is not used for disciplinary purposes.			
4. Physical education is delivered by well-prepared and well-supported staff.			
Additional comments on your school site's physical activity and physical education:			
Family, Staff and Community Involvement	Needs Improvement	Meets	Exceeds
1. The school community, parents, teachers, and staff encourage a healthy lifestyle for students.			
2. Teachers and staff model healthy behaviors.			

Additional comments on how your school site involves community, staff and teachers in student wellness:



Healthy Treats Guidance

Ditch the donuts!

Celebrate Healthy

Bring something Healthy instead!



Excerpts from our District Wellness Policy

Snacks served during the school day or in after-school programs should make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables, whole grains, as the primary snacks and milk, water or 100% juice as the primary beverages. Water stations are available in all cafeterias within our District.

School staff will encourage parents/guardians or other volunteers to support the District's nutrition education program by choosing nutritional quality when selecting any snacks which they may donate for occasional class parties.

Schools will limit celebrations that involve food during the school day to no more than one party per class per month. Class parties or celebrations shall be held after the lunch period and only foods that meet state and federal nutritional standards (Smart Snacks) can be served.

Ideas for Non-food Celebrations

Not every party has to involve food! Consider talking to your child's teacher about other ways to celebrate student birthdays, such as:

- Bring in his/her favorite game or book or a special art project to share with the class
- Put together a "goody bag" of non-edible treats such as glow sticks, balloons, stickers, tattoos, etc.
- Make him/her line leader or star student or getting some sort of special privilege for the day. Be creative!

Approved

- Fresh Fruit ~ cut up or whole
- Fruit Kabobs
- Yogurt tubes / cups with fresh fruit
- Fruit Roll-ups
- Healthy granola bars
- Graham crackers
- Apple slices with topping
- Animal crackers
- Apple Sauce
- Popcorn
- Baked chips
- Goldfish crackers
- Whole Grain muffins
- Whole Grain cookies
- Cereal that contains Whole Grain and are low in sugar.

**** All baked snacks must be packaged/ purchased from a store.**

TUSD requires that all foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet Smart Snacks

Healthy Celebrations



There are many opportunities for celebration throughout the year, from birthdays to holidays to other special occasions that may occur. Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from unhealthy food to healthy fun!



Try these ideas for fun activities and healthy foods at school celebrations:

- Plan special games and activities. Ask parents to provide game supplies, pencils, erasers, stickers, and other small school supplies instead of food.
- For birthdays, let the birthday child choose and lead an active game.
- Create a special birthday event. The birthday child wears a sash and crown, sits in a special chair and can be the teacher's assistant for the day.
- Provide a free choice activity time at the end of the day.
- Allow children a trip to the treasure box (parents can help supply it with small toys, books, note pads, paints, pencils, book-marks, stickers etc.)
- Check with Nutrition Services to see what healthy snacks or fresh items they can provide for a reasonable fee.



Healthy Celebration Snack Ideas

- Fruit smoothies
- Fruit salads with low fat cottage cheese
- Yogurt parfaits
- Angel food cake topped with fresh fruit
- Popcorn
- Low fat pudding
- Applesauce or other fruit cups
- Berries with low-fat whipped topping
- Bananas or strawberries with low-fat yogurt dip
- Graham crackers with Jam
- Whole grain crackers with reduced fat cheese

TUSD requires that all foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet Smart Snacks

For additional questions, please contact Child Nutrition at (209)667-9048 or Childnutrition@turlock.k12.ca.us.

**Help Us Make the
Healthy Choice the
Easy Choice at School!**
#schoolwellness



Ideas for Healthier Students

Elementary School Students

- Have a classroom show-and-tell
- Have a scavenger hunt for items or information related to the party theme
- Provide “free choice” activity time at the end of day
- Take a fun walk around the school
- Have a dance party
- Read outdoors enjoy class outdoors
- Pick a children’s book related to the party theme. As a special guest or a parent to come in and read it
- Play a favorite game or play puzzles

Middle School Students

- Provide a five minute chat break at end of class
- Have fun brainteaser activities
- Play jeopardy
- Play a fun video

High School Students

- Have drawings for donated prizes among students who meet certain grades stand-ards
- Play a fun video
- Offer reduces homework or “no homework” pass
- Have a field trip

Promoting healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them.

Competitive Foods Regulations Summary (Elementary)

Elementary School – Food Restrictions

References: *Education Code* sections 49430, 49431, 49431.7; *California Code of Regulations* sections 15575, 15577,

15578; *Code of Federal Regulations* sections 210.11, 220.12

-An elementary school contains no grade higher than grade 6.

-Effective from midnight to one-half hour after the end of the official school day.

-Applies to all foods sold to students by any entity.

-Sold means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

Compliant foods

Must meet one of the following general food standards:

-Be a fruit, vegetable, dairy, protein, or whole grain item* (or have one of these be the first ingredient), or

-Be a combination food containing at least a quarter cup of fruit or vegetable.

And must meet the following nutrition standards:

≤ 35% calories from fat (except nuts, seeds, reduced-fat

cheese or part-skim mozzarella, eggs, dried fruit and

nut/seed combo, fruit, non-fried vegetables, seafood),

and

<10% calories from saturated fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, eggs, dried fruit and nut/seed combo), and

≤ 35% percent sugar by weight (except fruit**, non-fried vegetables, dried fruit and nut/seed combo), and

<0.5 grams trans fat per serving (no exceptions), and

≤200 milligrams sodium per item/container (no exceptions), and

≤200 calories per item/container (no exceptions)

Paired foods

-If exempt food(s) are combined with nonexempt food(s) or added fat/sugar they must meet ALL nutrition standards above.

-If two foods exempt from one or more of the nutrition standards are paired together and sold as a single item, the item must meet for trans fat, sodium, and calories.

A whole grain item contains:

The statement "Diets rich in whole grain foods... and low in total fat... may help reduce the risk of heart disease...", or A whole grain as the first ingredient, or

A combination of whole grain ingredients comprising at least 51 percent of the total grain weight (manufacturer must verify), or At least 51 percent whole grain by weight.

** Dried blueberries cranberries, cherries, tropical fruit, chopped dates, or chopped figs that contain added sugar are exempt from fat and sugar standards. Canned fruit in 100 percent juice only.

Check your district's wellness policy for stricter rules.

Groups or individuals selling foods/beverages to students must keep their own records as proof of compliance.

Elementary School – Beverage Restrictions

References: *Education Code* Section 49431.5, *California Code of Regulations* Section 15576, *Code of Federal Regulations* sections 210.10, 210.11, 220.8, 220.12

-An elementary school contains no grade higher than grade 6.

-Effective from midnight to one-half hour after the end of the official school day.

-Applies to all beverages sold to students by any entity.

-Sold means the exchange of beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, or water and meet all criteria under that specific category.

Compliant beverages

Fruit or Vegetable juice:

≥50% juice, and

No added sweeteners, and

≤8 fluid ounce serving

size Milk:

Cow's or goat's milk, and

1% (unflavored), nonfat (flavored, unflavored), and

Contains Vitamins A and D, and

≥25% of the calcium Daily Value per 8 fluid ounces, and

≤28 grams of total sugar per 8 fluid ounces, and

≤8 fluid ounce serving

size Non-dairy milk:

Nutritionally equivalent to milk (see 7 *CFR* 210.10(d)(3), 220.8(i)(3)), must contain per 8 fluid ounces:

≥276 milligrams calcium

≥8 grams protein

≥500 IU Vitamin A

≥100 IU Vitamin D

≥24 milligrams magnesium

≥222 milligrams phosphorus

≥349 milligrams potassium

≥0.44 milligrams riboflavin

≥1.1 micrograms Vitamin B12, and

≤28 grams of total sugar per 8 fluid ounces, and

≤5 grams fat per 8 fluid ounces, and

≤8 fluid ounce serving size

Water:

No added

sweeteners No

serving size limit

All beverages must be caffeine-free (trace amounts are allowable).

Elementary School – Student Organizations

Reference: *California Code of Regulations* Section

15500 Student organization is defined as a group of

students that

are not associated with the curricula or academics of the school or district.

Effective from midnight to one-half hour after the end of the official school day.

Student organization sales must comply with all food and beverage standards and all of the following:

-Only one food or beverage item per sale.

-The food or beverage item must be pre-approved by the governing board of the school district.

-The sale must occur after the last lunch period has ended.

-The food or beverage item cannot be prepared on campus.

-Each school is allowed four sales per year.

-The food or beverage item cannot be the same item sold in the food service program at that school during the same school day.

MIDDLE/HIGH SCHOOL-FOOD RESTRICTIONS	MIDDLE/HIGH SCHOOL-BEVERAGE RESTRICTIONS
Middle/High School – Food Restrictions References: <i>Education Code</i> sections 49430, 49431.2, 49431.7, <i>California Code of Regulations</i> sections 15575, 15577, 15578, <i>Code of Federal Regulations</i> sections 210.11, 220.12 -A middle/junior high contains grades 7 or 8, 7 to 9, 7 to 10. -A high school contains any of grades 10 to 12. -Effective from midnight to one-half hour after the end of the official school day. -Applies to all foods sold to students by any entity. -Sold means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus. "Snack" foods must meet one of the following general food standards: Be a fruit, vegetable, dairy, protein, or whole grain item* (or have one of these be the first ingredient), or Be a combination food containing at least a quarter cup of fruit or vegetable. And must meet the following nutrition standards: ≤35% calories from fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, eggs, dried fruit and nut/seed combo, fruit, non-fried vegetables, seafood), and <10% calories from saturated fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, eggs, dried fruit and nut/seed combo), and ≤35% sugar by weight (except fruit**, non-fried vegetables, dried fruit and nut/seed combo), and <0.5 grams trans fat per serving (no exceptions), and ≤200 milligrams sodium per item/container (no exceptions), and ≤200 calories per item/container (no exceptions). Paired foods If exempt food(s) are combined with nonexempt food(s) or added fat/ sugar they must meet ALL nutrition standards above. If two foods exempt from one or more of the nutrition standards are paired together and sold as a single item, the item must meet for trans fat, sodium, and calories. "Entree" foods must be intended as the main dish and be a: -Meat/meat alternate and whole grain rich food; or -Meat/meat alternate and fruit or non-fried vegetable; or -Meat/meat alternate alone (cannot be yogurt, cheese, nuts, seeds, or meat snacks = these are considered a "snack" food), A competitive entree sold by District/School Food Service the day of or the day after it appears on the reimbursable meal program menu must be: ≤400 calories, and ≤35% calories from fat, and <0.5 grams trans fat per serving A competitive entree sold by Food Service if not on the menu the day of or day after or any other entity (PTA, student organization, etc.) must meet one of the following general food standards: -Be a fruit, vegetable, dairy, protein, or whole grain item (or have one of these as the first ingredient), or -Be a combination food containing at least ¼ cup fruit or vegetable. -And meet the following nutritional standards: ≤35% calories from fat, and <10% calories from saturated fat, and ≤35% sugar by weight, and <0.5 grams trans fat per serving, and ≤480 milligrams sodium, and ≤350 calories <i>Check your district's wellness policy for stricter rules.</i> Groups or individuals selling foods/beverages to students must keep their own records as proof of compliance.	Middle/High School – Beverage Restrictions References: <i>Education Code</i> Section 49431.5, <i>California Code of Regulations</i> Section 15576, <i>Code of Federal Regulations</i> sections 210.10, 210.11, 220.8, 220.12 -A middle/junior high contains grades 7 or 8, 7 to 9, 7 to 10. -A high school contains any of grades 10 to 12. -Effective from midnight to one-half hour after the end of the official school day. -Applies to all beverages sold to students by any entity. -Sold means the exchange of beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus. A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, water, electrolyte replacement beverage/ sports drink, or flavored water and meet all criteria under that specific category. Compliant beverages: Fruit or Vegetable juice: ≥50% juice, and No added sweeteners, and ≤12 fluid ounce serving size Milk: Cow's or goat's milk, and 1%(unflavored), nonfat (flavored, unflavored), and Contains Vitamins A and D, and ≥25% of the calcium Daily Value per 8 fluid ounces, and ≤28 grams of total sugar per 8 fluid ounces, and ≤12 fluid ounce serving size Non-dairy milk: Nutritionally equivalent to milk (see 7 <i>CFR</i> 210.10(d)(3), 220.8(i)(3)), and ≤28 grams of total sugar per 8 fluid ounces, and ≤5 grams fat per 8 fluid ounces, and ≤12 fluid ounce serving size Water: No added sweeteners No serving size limit Electrolyte Replacement Beverages (High Schools Only): Must be either less than or equal to 5 calories per 8 fluid ounces (no calorie) OR less than or equal to 40 calories per 8 fluid ounces (low calorie), and Water as the first ingredient, and ≤16.8 grams added sweetener per 8 fluid ounces, and 10-150 milligrams sodium per 8 fluid ounces, and 10-90 milligrams potassium per 8 fluid ounces, and No added caffeine, and ≤20 fluid ounce serving size (no calorie) OR less than or equal to 12 fluid ounces per serving size (low calorie) Flavored Water (High Schools Only): Must be either less than or equal to 5 calories per 8 fluid ounces (no calorie) OR less than or equal to 40 calories per 8 fluid ounces (low calorie), and No added sweetener, and No added caffeine, and ≤20 fluid ounce serving size (no calorie) OR less than or equal to 12 fluid ounce serving size (low calorie) All beverages must be caffeine-free (trace amounts are allowable). Middle/High Schools – Student Organizations Reference: <i>California Code of Regulations</i> Section 15501 Student organization is defined as a group of students that are not associated with the curricula or academics of the school or district. Effective from midnight to one-half hour after the end of the official school day. Student organization sales must comply with all food and beverage standards and all of the following: -Up to three categories of foods or beverages may be sold each day (e.g., chips, sandwiches, juices, etc.). -Food or beverage item(s) must be pre-approved by the governing board of the school district. -Only one student organization is allowed to sell each day. -Food(s) or beverage(s) cannot be prepared on campus. -The food or beverage categories sold cannot be the same as the categories sold in the food service program at that school during

	the same school day. -In addition to one student organization sale each day, any and all student organizations may sell on the same four designated days per year. School administration may set these dates.
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USDA Non-Discrimination Statement

For all other FNS nutrition assistance programs, state or local agencies, and their sub-recipients, must post the following Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.