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|  | **Provisions of Final Rule** |  |
|  | **Content of the Wellness Policy** |  |
| 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 | **Nutrition promotion:**  (AIMS) is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer’s specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. |  |
|  | **Education:**  The District aims to teach, model, encourage and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion.  ***Essential Healthy Eating Topics in Health Education***  When possible classes will include in the health education curriculum the following essential topics on healthy eating:   * The relationship between healthy eating and personal health and disease prevention * Food guidance from [MyPlate](http://www.choosemyplate.gov) * Reading and using USDA's food labels * Eating a variety of foods every day * Balancing food intake and physical activity * Eating more fruits, vegetables, and whole grain products * Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat * Choosing foods and beverages with little added sugars * Eating more calcium-rich foods * Preparing healthy meals and snacks * Risks of unhealthy weight control practices * Accepting body size differences * Food safety * Importance of water consumption * Importance of eating breakfast * Making healthy choices when eating at restaurants * Eating disorders * The Dietary Guidelines for Americans * Reducing sodium intake * Social influences on healthy eating, including media, family, peers, and culture * How to find valid information or services related to nutrition and dietary behavior * How to develop a plan and track progress toward achieving a personal goal to eat healthfully * Resisting peer pressure related to unhealthy dietary behavior * Influencing, supporting, or advocating for others’ healthy dietary behavior.   All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](http://www.fns.usda.gov/sites/default/files/CN2014-0130.pdf). These school nutrition personnel will refer to [USDA’s Professional Standards for School Nutrition Standards website](http://professionalstandards.nal.usda.gov/) to search for training that meets their learning needs.  ***Water***  To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.  ***Competitive Foods and Beverages***  The District is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) may when possible meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. |  |
|  | **Physical Activity:**  Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) when reasonable not be withheld.  **Physical Education:**  The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection).  All students will be provided equal opportunity to participate in physical education classes. When possible,schools sites will make appropriate accommodations to allow for equitable participation for all students  The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](http://www.pyfp.org/) or other appropriate assessment tool) and will use criterion-based reporting for each student.  ***Essential Physical Activity Topics in Health Education***  School nsites will include in the health education curriculum the following essential topics on physical activity:   * The physical, psychological, or social benefits of physical activity * How physical activity can contribute to a healthy weight * How physical activity can contribute to the academic learning process * How an inactive lifestyle contributes to chronic disease * Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition * Differences between physical activity, exercise, and fitness * Phases of an exercise session, that is, warm up, workout, and cool down * Overcoming barriers to physical activity * Decreasing sedentary activities, such as TV watching * Opportunities for physical activity in the community * Preventing injury during physical activity * Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active * How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity * Developing an individualized physical activity and fitness plan * Monitoring progress toward reaching goals in an individualized physical activity plan * Dangers of using performance-enhancing drugs, such as steroids * Social influences on physical activity, including media, family, peers, and culture * How to find valid information or services related to physical activity and fitness * How to influence, support, or advocate for others to engage in physical activity * How to resist peer pressure that discourages physical activity   ***Physical Activity Breaks (Elementary and Secondary)***  The Wellness Committee recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. |  |
|  | **Fundraising:**  When possible foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. School sites will make available to parents and teachers a list of healthy fundraising ideas [*examples from the* [*Alliance for a Healthier Generation*](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/fundraisers/) *and the* [*USDA*](http://healthymeals.nal.usda.gov/local-wellness-policy-resources/wellness-policy-elements/healthy-fundraising)]. |  |
|  | **Other school activities that promote student wellness:**  ***Active Academics***  Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.  School sites will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.  Teachers will serve as role models by being physically active alongside the students whenever feasible.  ***Before and After School Activities***  School sites offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. School siteswill encourage students to be physically active before and after school by:  ***Active Transport***  The District will encourage active transport to and from school, such as walking or biking. |  |
|  | **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. | **School Wellness Committee**  ***Committee Role and Membership***  The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).  The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychi***Community Involvement, Outreach, and Communications***  The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district’s website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.  The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports. atrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.  ***Leadership***  The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. |  |
|  | Tiffany Tung - DWC Committee Chair |  |
|  | Marisol Magana - DWC Committee Co-Chair |  |
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