

Pacific School
Wellness Policy

January 2017

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Pacific School Wellness Policy

Introduction

Mission and Vision

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

Pacific School strives to give each child a lifelong appreciation of learning. Our rich educational environment provides every student with a broad foundation of knowledge and practical experience. The curriculum integrates with California State Standards and is delivered through multi-graded classroom programs. Well-rounded instruction is complemented by a variety of programs, including music, Life Lab, and physical education, as well as visual, performing, and culinary arts. Students develop a sense of community while maintaining individuality and creative self-expression. Our diverse community fosters cooperative skills, mutual respect, and pride in academic progress.

Statement of Responsibility

The Governing Board recognizes that there is a link between nutrition education, the food served in schools, physical activity, and environmental education, and that wellness is affected by all of these. The Board also recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school.

The Board recognizes that it is the District's role, as part of the larger community, to model and actively practice, through policies and procedures: the promotion of family health, physical activity, good nutrition, sustainable agriculture, and environmental restoration.

The Board further recognizes that the sharing and enjoyment of food, and participation in physical activities, are fundamental experiences for all people and are a primary way to nurture and celebrate our cultural diversity. These fundamental human experiences are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

The Pacific School District Governing Board, Staff, and Advisory Council agree on the following principles:

- o Healthy children are the foundation of a healthy society;
- o Healthy, well-nourished children are better able to learn;
- o All children deserve nutritious, safe, and delicious food;

- o Eating habits developed in childhood will affect health throughout life;
- o Knowledge of food—how it is grown, who grows it, how it is prepared, its connection to tradition, and its influence in shaping the future of society—is integral to a healthy education;

Given the rapid rise in childhood obesity and diabetes, we have the responsibility to change practices that may contribute to poor health for our children, and to promote a partnership within the school community to share a common vision of sustainability and concern for our children and their future.

The Pacific School District Wellness Policy, therefore, includes the following:

1. Goals for nutrition education, physical activity, and other school-based activities that promote student wellness.
2. Nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
3. Assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture.
4. A plan for measuring the impact and implementation of the local wellness policy.
5. A plan for involving parents, students, school administration and staff, school board, and the public, in development of the local Wellness Policy.

The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:

Goals for the School District - Board Policy BP 0200

Student Wellness - Board Policy BP 5030

Comprehensive Health Education

School-Based Learning Experiences

The Governing Board and school staff recognize that experiential learning activities that assist students to make connections between diet, health, and environment are critical to student understanding of personal wellness and its relationship to environmental health. Schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students'

willingness and ability to solve today's environmental problems and prevent new ones from developing.

Pacific School will offer environmental education that fosters personal responsibility toward the environment and provides students with the concepts, knowledge and skills needed to contribute meaningfully to decisions involving the environment and its resources. Environmental facts shall be taught at all grade levels, so students will understand basic ecological principles and the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

Through the use of experiential learning opportunities in the school Life Lab garden and Food Lab, students will better understand where their food comes from and the impact their food choices make on the health of the larger social and natural communities they live in. In order to provide a comprehensive health education to our students, staff shall:

1. Integrate education with nutrition, farming, cooking, ecological interactions, and sustainable living into the curriculum for math, science, social studies and language arts at all grade levels
2. Facilitate learning experiences, particularly field-based learning experiences, that build basic understanding of how species (including humans) interact with each other and the physical world in both positive and negative ways to build complex, interdependent ecosystems
3. Integrate experiences in the classroom, cafeteria, Life Lab garden and kitchen classroom with visits and field experiences with farmers, farms, farmer's markets, community gardens and surrounding natural areas to facilitate student understanding and appreciation of fresh, local, sustainably grown food and strengthen students' understanding of where our food comes from and how its production affects the surrounding environment.
4. Teach students at all grade levels about the benefits of sustainable practices (recycling, composting, biodegradable materials, environmentally-sound waste disposal, energy conservation, and water conservation) and encourage opportunities to incorporate these practices at the school.
5. Build skills linked to meal preparation
6. Develop positive social interactions, good manners, and enjoyment of meals through positive dining experiences
7. Enhance respect for cultural diversity in food types, production practices, and preparation. Food and food preparation shall be used as a focus for education about diversity of global cultures,

customs, traditions, history, and celebrations.

8. Include families and the community as a resource in the learning process

The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:

Comprehensive Health Ed. - Board Policy BP 6142.8 & Administrative Regulation AR 6142.8

Nutrition Education

Nutrition is essential in developing healthy students capable of learning at their fullest potential. To help ensure the health and well being of each student attending Pacific School District, the Governing Board encourages teachers, principal, and Nutrition Services employees to recognize the lunch period as an integral part of the educational program of the district, and work to implement the goals of this policy. The district will provide guidance to school personnel in the areas of good nutrition, health, physical activity. The district will also insure that:

1. An economically sustainable meal program is established that makes healthy and nutritious lunches available to all students. A nutritious breakfast will also be provided to preschoolers. In addition, after-school snacks will be available to every student with an extended school day.
2. An instructional garden of sufficient size to provide students with experiences in preparing soil, planting, harvesting, preparation, serving, and tasting foods is maintained and in compliance with state standards.
3. The Life Lab and Food Lab curricula shall be integrated into the academic core curriculum in each classroom. Experiences that demonstrate the farm to table process (e.g. harvesting of fruits and vegetables from the Life Lab for preparation in the Food Lab) and ceremonies and celebrations that promote understanding of cultural diversity are encouraged in the Food and Life Labs. Sampling and tasting shall also be encouraged as part of nutrition education.
4. Students will be provided hands-on opportunities in food preparation in the Food Lab kitchen classroom. Staff is encouraged to utilize food from the school garden and local farms in Food Lab and the cafeteria as much as feasible.
5. Lunch periods shall be scheduled so that students do not have to eat lunch unusually early or late, and ideally, so that they come after periods of exercise.
6. All school eating areas shall contain free, safe, drinking water sources and facilities for washing hands.

7. A recycling program shall be established with student participation that encourages the purchase of recycled products and maximizes the reduction of waste by recycling, reusing, composting and purchasing, recycled products.
8. Meals will be attractively presented and served in a pleasant environment with sufficient time for eating (at least 20 minutes), while fostering good eating habits, enjoyment of meals, good manners, and respect for others.
9. A full-service kitchen will be maintained at Pacific School.

Nutrition Promotion

1. No food or physical activity shall be used as reward and punishment. Food should not be used as incentives.
2. Students at the K–6 level will not be involved in the sale of candy, sodas, or commercial sweets at school sponsored events or for any fundraising activity.
3. Marketing or advertising of commercial food items will not take place at school.
4. School fundraising, community building events, and all other food related marketing, that take place during the school day, will meet the nutritional standards adopted in this policy.
5. Food Lab and Life Lab Coordinators will promote healthy behaviors as part of their lunchroom lessons, notes in monthly lunch menu and green memo.

Physical Activity

The Governing Board recognizes the positive benefits of physical activity for student health and academic achievement. Recognizing that physical education is a crucial and integral part of a child's education, the district will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

Physical Education

Pacific School's physical education program is based on the Physical Education Framework for California Public Schools, which provides a comprehensive, sequential, developmental, age-appropriate program designed to provide students with the knowledge and ability needed to maintain an active, healthy lifestyle. The physical education program is designed to balance and contribute to children's academic learning.

Physical Education has a direct bearing on children's physical, mental, and social well being. The child who is well educated physically is likely to become a motivated, healthy adult. All children will be given opportunities to succeed in physical education and to develop a lifelong commitment to physical activity, regardless of disability, ethnicity, gender, native language, race, religion, or sexual orientation.

The healthy, physically active child is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play, physical agility and coordination are linked to academic success. As children enter adolescence, healthy physical activity benefits self-concept and the ability to take on new intellectual, social, and emotional challenges. For all age groups, physical education promotes social skills and cooperation.

In order to provide a high quality, comprehensive physical education program, Pacific School will strive for consistency throughout the grade levels, with quality instruction and positive, productive interactions between teachers and students. Teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;

The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:

Physical Education - Board Policy BP 6142.7 & Administrative Regulation AR 6142.7

Goals

Goal 1: Movement Skills and Movement Knowledge Disciplines:

1. Motor Learning
2. Biomechanics
3. Exercise Physiology and Health-related Physical Fitness

Goal 2: Self-Image and Personal Development Disciplines:

1. Human Growth and Development
2. Psychology
3. Aesthetics

Goal 3: Social Development Disciplines:

1. Sociology
2. Historical Perspectives.

Throughout the kindergarten through grade sixth curriculum, all three goals of physical education are addressed, together with their respective disciplines. There is a flow of learning from one goal to another and from one grade level to another following the California State Standards for Physical Education.

Standards

Physical Education Instruction is based on the following 7 Standards for all grade levels, Kindergarten through 6th, and the corresponding Benchmarks for each grade level.

Movement Skills and Movement Knowledge

- Standard 1 - The student will be competent in many movement activities.
- Standard 2 - The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.
- Standard 3 - The student will achieve and maintain a health-enhancing level of physical fitness.

Self-image and Personal Development

- Standard 4 - The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- Standard 5 - The student will demonstrate responsible personal behavior while participating in movement activities.

Social Development

- Standard 6 - The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.
- Standard 7 - The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Environment

A positive, supportive environment is important to the success of the overall physical education program. Support for physical education includes the following elements:

- Physical education is recognized as an integral part of the school curriculum.
- Physical education continually supports and interacts with other subject areas.
- Physical education is included as part of a planned staff development program.
- Facilities, equipment, and supplies are provided that are safe and adequate.
- A safe emotional environment enables and encourages all students to succeed.
- The school, home, and community are involved in the physical education program.

Instructional Minutes for Physical Education

In order to ensure that all students receive comprehensive, developmentally appropriate physical education instruction, students in Grades 1-6 will receive a minimum of 200 minutes of instruction every 10 school days. Teachers' lesson plans will indicate compliance to instructional minute requirements. Appropriate physical education instruction for children in Kindergarten will be integrated throughout the daily activities, both during class time and at recess.

Assessment

- All children will be assessed for sportsmanship, cooperation, and participation twice a year on the District's Standards-based report cards.
- All 5th grade students will participate annually in the California Physical Education Tests. Results are reported annually on the district School Accountability Report Card (SARC). Because of the combined 5th and 6th grade classroom, 6th grade students will also participate in the State testing, although their scores will not be reported.
- Staff Development needs will be determined each year by the teachers and administrator.

Other Opportunities for Physical Education

- Equipment, playground space, and appropriate supervision will be provided daily during morning and lunchtime recesses.
- Students shall have opportunities to enjoy physical activity through participation in gardening programs

- Students will be provided with movement and dance instruction as part of the arts and history/social studies curriculum.
- Those students participating in the After School Recreation Program will be provided with instruction and supervision in a variety of games and sports.
- Staff and other adults are encouraged to facilitate and participate in organized activities during lunch recess.

Physical Activity Exemptions

An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. The Superintendent or designee may grant temporary exemption from physical education if the student is ill or injured and a modified program to meet his/her needs cannot be provided.

Professional Development

The Governing Board recognizes that embedding health, environmental, and nutrition education in a school's curriculum, generates new content for students to learn. It also requires teachers to learn new content and new strategies for teaching it. For food service personnel, new menus require new ways of purchasing, preparing, and presenting foods. The transition to an educational model that makes food and health central parts of the academic curriculum requires professional development.

The Governing Board will ensure that:

- Professional development will be provided to enable the Food Service Staff to become full partners in providing excellent school meals.
- Professional development opportunities will be provided, at least annually, to teachers and the Food Service Staff on basic nutrition, nutrition education, and benefits of sustainable agriculture and Life Lab.
- Child Nutrition Services will be provided with USDA-approved computer software, training, and support to implement nutrient-based menu planning when such flexibility is desirable.
- Food Lab Instructors and district teachers are encouraged to receive professional development jointly, at least once a year, to facilitate a more coordinated approach to integrating classroom lessons with experiences in gardens, kitchen classrooms, and the cafeteria.

- Staff development opportunities will be provided, at least annually, to classroom teachers in physical education training and curricula.

Food Service/Child Nutrition Program - Board Policy BP 3550 & Administrative Regulation AR 3550

Free and Reduced Price Meals - Board Policy BP 3553 & Admin. Regulation AR 3553

Other Food Sales - Board Policy BP 3554 & Administrative Regulation AR 3554

Board Exhibits 3554

Pacific School Food Lab Program & Other Food Sales or Food Uses

Pacific School has a unique lunch program that combines the production and serving of healthy lunches with hands-on learning for students in the 5th & 6th grades. The lunch program is also used to educate students about local agriculture and food production, so that students will value their food and understand where it comes from.

Pacific School's Food Lab Program is the winner of the California School Board Association Golden Bell Award for excellence in science. Upper-grade students learn about nutrition and cooking as they plan and prepare the school lunch each day, and all students learn about the nutrients in their food during lunch. Children in the lower-grades use the Food Lab Program for special projects and seasonal events.

Pacific School's Food Lab Program coordinates with the school's Life Lab Gardening Program, which integrates nutrition and natural science lessons with gardening activities. All children participate weekly in the garden program, completing science experiments and activities and working in their garden beds. Produce and flowers from the Life Lab garden are harvested for the Food Lab lunch program.

Due to the quality of lunches and the variety of menus, participation in the school's lunch program is high. Approximately 70% of the students eat school lunches each day.

Goals

1. Continue the high level of student participation in the School Lunch Program at its current level through the rich variety of nutritious menus and ongoing parent information.
2. Monitor foods served to determine most successful menus, and solicit input from students and parents on food preferences.

3. Maintain specific nutritional requirements for preschool breakfast, lunch and after school programs that meet or exceed the State or Federal Guidelines.
4. Emphasize fresh, local, seasonal, whole, and sustainably grown foods, preferably organic and from local sources. Limit processed foods and foods with additives.
5. Create a pleasant learning, sharing environment during lunchtime that is well supervised and promotes conversations between students and staff members. Students will receive health & nutrition information as part of their lunchtime activities.
6. Allow a minimum of 20 minutes from the time the students sit down to eat their meals. Suggestions to reduce wait time will be explored, including: "Family style" serving, earlier start time for all classes, simplified menu choices, earlier preparation, and, if necessary, the purchase of equipment (bowls and serving utensils).
7. Ensure sufficient time between morning snacks and breakfast and lunch, and proper activity prior to lunchtime, so children have good appetites.

The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:
Business & Nonoperational Operations - Board Policy BP3550 & Administrative Regulation AR 3550

Nutritional Standards for the School Lunch Program

Federal regulations establish nutritional standards, nutrient levels and calorie levels for school meals provided by schools under the National School Lunch Program are contained in 7 CFR 210.10 and 220.8 (see Attachment A)

Nutritional Standards for Food & Beverages Sold or Present Outside of the District's Meal Program

Food:

- a) Not more than 35% of total calories from fat
- b) Not more than 10% of total calories from saturated fat
- c) No trans fats
- d) Not more than 35% of its total weight shall be composed of total sugar, including naturally occurring and added sugar
- e) Limited to 230 mg of sodium per item
- f) Not more than 200 calories per individual food item
- g) Grains must be 50% whole grain rich by weight or whole must be first ingredient

Beverage Options:

- a) Milk that is nonfat, 1%, soy or other non-dairy milk which meets nutritional requirements
- b) Water with no added sweetener
- c) Fruit or Vegetable-based with 100% juice, no added sweeteners

The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:

Board Policy BP 3553 & Administrative Regulation AR 3553

Guidelines for Food & Beverages Outside of the District's Meal Program

1. No food or physical activity shall be used as reward and punishment. Food should not be used as incentives.
2. Mid Morning Snacks sent from home shall be subject to the same nutritional guidelines as sold foods. Each class shall send home a list of appropriate snack foods being conscious of undue expense to low-income families.
3. The Board recognizes that class parties are a tradition in public education. However, parents and staff are encouraged to provide party snacks that are consistent with the goals of this policy and held after the lunch hour whenever possible.
4. Special Classroom Events may have less stringent guidelines but not more than four times a year, i.e. Valentine's Day or Graduation.
5. School fundraising or community building events involving food will meet the competitive foods nutritional standards adopted in this policy. Please refer to Appendix C.
6. Outreach materials will be given to parents to encourage understanding and involvement.

The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:

Board Policy BP 3554 & Administrative Regulation AR 3554

Waste Reduction

The Board recognizes that school meal programs that utilize pre-packaged, processed foods consistently generate more solid waste than those that cook from whole ingredients. The Governing Board will ensure that:

- Meals prepared at school utilize fresh, whole, unpackaged, unprocessed or minimally processed ingredients, to the maximum extent possible, in order to preserve nutritional content and reduce packaging waste.
- The cafeteria models environmentally sound practices, educates and involves students and staff in reducing waste, composting, recycling and purchasing recycled material.
- Post consumer food waste is composted and returned for use in the school garden program or local farm use.

Parent Outreach and Community Involvement

The Governing Board and school staff recognizes the value of reinforcing school-based nutrition and health education by engaging families and community members through participation, information, incentives and promotions.

At the first meeting of each school year, the Wellness Committee will set goals for community outreach and activities including all or some of the following strategies:

Implementation Strategies

1. Food Lab staff shall provide an information package to the parents and interested community members on the District's Life and Food lab program. This will include health and nutritional goals for the upcoming school year, information on accommodations for special dietary needs, guidelines and examples for parent-provided snacks for classes, and suggested activities and practices for the home that reinforce the program.
2. The Food Lab Coordinator will answer parents' and community questions and provide communication on the school health and wellness program. A telephone and email contact will be provided. This individual will assure that communication is regular, two-way, and meaningful.

3. Food and Life Lab staff will be encouraged to establish collaborations with community partners such as public health professionals, farming organizations, and other trained professionals to provide expertise and resources on health issues.
4. Form and maintain a Wellness library.
5. Food and Life Lab staff shall communicate regularly with families through the Weekly Memo and monthly lunch menu about special activities, and health and nutrition suggestions for the home.
6. Teaching staff shall encourage and promote healthy life styles with assignments and activities relating to nutrition and exercise.
7. The Parent's Club shall promote healthy fundraising activities such as Bike-A-Thons, Walk/Run-A-thons, and Farm to Table dinners.
8. To the extent feasible, healthy, locally-sourced products will be served at extracurricular school activities where food is served.

Wellness Policy Assessment

Pacific School Site Council members shall make up the Wellness Committee, which is instrumental in drafting the Wellness Policy and in facilitating its adoption by the Governing Board. In addition to drafting the policy, the Site Council/Wellness Committee shall review the district wellness and nutrition policies and practices, track implementation, and recommend changes or improvements annually. The Committee is responsible for addressing food-related topics of concern to the school community, and making Wellness Policy recommendations to the District Administration and Governing Board.

The Wellness Committee shall present to the Governing Board an Annual Report each year on the status of meeting the Wellness Policy goals. The report shall:

- Contain a review and comment on the District's Annual Budget Report pertaining to the Cafeteria Program;

- Contain recommendations for improving the delivery and cost effectiveness of food service;
- Recommend to the Governing Board strategies to eliminate potentially harmful food additives and processes, and to increase the amount of fresh, local produce offered through the School Meal Program;
- Indicate student preferences solicited through surveys and student participation on the district Lunch Program;
- Describe the Wellness Committee's progress in meeting its Parent & Community Outreach goals;
- In order to accurately assess the status of the district's Health Education Curriculum, The Wellness Committee shall survey teachers and other staff members to determine the level of:
 1. Integration of garden, nutrition, and conservation education and experiences with the core curricular areas of the classroom at each grade level
 2. Field trips and guest speakers, such as visits to farms, recycling centers, water treatment plants, and environmental projects
 3. Activities and regular practices related to recycling, waste reduction, and conservation
 4. Outdoor education activities related to health
 5. Activities that promote respect for cultural and agricultural values, including cultural events that focus on customs, history and traditions of a variety of countries and cultures.
 6. Meal preparation skill building activities
 7. The use of families and community as resources for health education

Nutrition Services Annual Report

In order for the community and the Wellness Committee to be fully informed about food service function, and able to assess the impact and implementation of the local Wellness Policy, information

about food service operations and financials is necessary.

The board shall require the Food Lab Coordinator to participate as a member of the Wellness Committee, or meet with the committee at least twice a year, and to prepare an Annual Report for the Board of Trustees, which will include:

- Description of the level of service and participation;
- Parent/community outreach plans & implementation (with assistance from Site Council);
- Budgetary needs for the future year;
- Report on the progress in meeting the Wellness Policy goals;
- Degree of nutrition education students are receiving and how it is administered.
- Nutritional quality of the food being served;
- Annual review of school food sales to determine:
 - Percentage of food purchased from local sources and the total dollar amount spent on local food (with assistance from school administration);
 - Estimated income benefit or loss due to increases in local purchasing;
 - Opportunities to increase purchase of local and seasonal items;
 - Impacts on participation, and on fruit and vegetable consumption;

Such report shall inform the work of the Wellness Committee, which shall prepare an annual report to the Board of Trustees that contains a review and comment on the Food Lab Coordinator's Annual Report. The school district's Wellness Policy, Food Lab Coordinator's Annual Report, the Wellness Committee's Annual Report, and Monthly Menus shall be available at the District Office and on the Pacific School District website.

Public Policy

The School Board will work cooperatively with School Boards throughout the state and the nation to advance goals of wellness by:

- Advocating for label disclosure through State and Federal legislation that will clearly label food products that have been irradiated, genetically modified or have been exposed to bovine growth

hormones;

- Sending a Board of Trustees resolution requesting support for labeling legislation to:
 - School Boards in the State;
 - State School Boards Association;
 - National School Boards Association.

Attachment A

Board Policies and Administrative Regulations

Attachment B: Competitive Food Rules

Institute of Medicine Nutrition Standards for Foods in Schools

Standards for Nutritive Food Components

1. Snacks, foods, and beverages meet dietary fat criteria per portion as packaged: no more than 35% of total calories from fat, less than 10% of total calories from saturated fat, and zero trans fat.
2. Snacks, foods, and beverages provide no more than 35% of calories from total sugars per portion as packaged. Exceptions to the standard are
 - a. 100% fruits and fruit juices in all forms without added sugars.
 - b. 100% vegetables and vegetable juices without added sugars.
 - c. Unflavored nonfat and low-fat milk and yogurt. Flavored nonfat and low-fat milk can contain no more than 22 grams of total sugars per 8-ounce portion, and flavored nonfat and low-fat yogurt can contain no more than 30 grams of total sugars per 8-ounce serving.
3. Snack items are 200 calories or less per portion as packaged, and à la carte entrée items do not exceed calorie limits on comparable National School Lunch Program (NSLP) items.
4. Snack items meet a sodium content limit of 200 mg or less per portion as packaged or 480 mg or less per entrée portion as served à la carte.

Standards for Nonnutritive Food Components

5. Beverages containing nonnutritive sweeteners are only allowed in high schools after the end of the school day.
6. Foods and beverages are caffeine-free, with the exception of trace amounts of naturally occurring caffeine-related substances.

Standards for the School Day

7. Foods and beverages offered during the school day are limited to those in Tier 1.
8. Plain, potable water is available throughout the school day at no cost to students.
9. Sport drinks are not available in the school setting except when provided by the school for student athletes participating in sport programs involving vigorous activity of more than 1 hour's duration.
10. Foods and beverages are not used as rewards or discipline for academic performance or behavior.
11. Minimize marketing of Tier 2 snacks, foods, and beverages in the high school setting by locating Tier 2 food and beverage distribution in low student traffic areas and ensuring that the exteriors of vending machines do not depict commercial products or logos or suggest that consumption of vended items conveys health or social benefit.

Standards for the After-School Setting

12. Tier 1 snack items are allowed after school for student activities for elementary and middle schools. Tier 1 and 2 snacks are allowed after school for high school.
13. For on-campus fundraising activities during the school day, Tier 1 foods and beverages are allowed for elementary, middle, and high schools. Tier 2 foods and beverages are allowed for high schools after school. For evening and community activities that include adults, Tier 1 and 2 foods and beverages are encouraged.

Definitions

Tier 1 foods and beverages for all students. Tier 1 foods are fruits, vegetables, whole grains, and related combination products, and nonfat and low-fat dairy products that are limited to ≤ 200 calories per portion as packaged and $\leq 35\%$ of total calories from fat, $< 10\%$ of total calories from saturated fat, zero trans fat (≤ 0.5 g per serving), $\leq 35\%$ of calories from total sugars, and ≤ 200 mg sodium. À la carte entrée items meet fat and sugar limits as listed above.

Tier 1 beverages are water without flavoring, additives, or carbonation; low-fat and nonfat milk in 8-oz portions, including lactose-free and soy beverages and flavored milk with no more than 22 g of total sugars per 8-oz portion; 100% fruit juice in 4-oz portions as packaged for elementary/middle school and 8-oz portions for high school; and caffeine-free, with the exception of trace amounts of naturally occurring caffeine substances.

Tier 2 foods and beverages are any foods or beverages for high school students after school. Tier 2 snack foods are those that do not exceed 200 calories per portion as packaged and $\leq 35\%$ of total calories from fat, $< 10\%$ of total calories from saturated fat, zero trans fat (≤ 0.5 g per serving), $\leq 35\%$ calories from total sugars, and a sodium content of ≤ 200 mg per portion as packaged. Tier 2 beverages are noncaffeinated, nonfortified beverages with < 5 calories per portion as packaged, with or without nonnutritive sweeteners, carbonation, or flavoring.

Attachment C:
Nutritional Requirements
for NSLP and SBP

Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs – Jan. 2012

Meal Pattern	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 ^a	Grades 6-8 ^b	Grades 9-12 ^c	Grades K-5	Grades 6-8	Grades 9-12
Amount of Food ^d Per Week (Minimum Per Day)						
Fruits (cups) ^{1,2}	5 (1) ^e	5 (1) ^e	5 (1) ^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{1,2}	0	0	0	3½ (½)	3½ (½)	5 (1)
Dark green ¹	0	0	0	½	½	½
Red/Orange ¹	0	0	0	½	½	1½
Beans/Peas (Legumes) ¹	0	0	0	½	½	½
Starchy ¹	0	0	0	½	½	½
Other ^{1,2}	0	0	0	½	½	½
Additional Veg to Reach Total ^h	0	0	0	1	1	1½
Grains (oz. eq) ¹	7-10 (1) ¹	8-10 (1) ¹	9-10 (1) ¹	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz. eq)	0 ^k	0 ^k	0 ^k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) ¹	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) ^{m,n}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) ^m	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) ^{n,p}	< 430	< 470	< 500	< 640	< 710	< 740
Trans fat ^m	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

¹In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

²Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

³One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

⁴For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(ii).

⁵The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).

⁶Larger amounts of these vegetables may be served.

⁷This category consists of "Other vegetables" as defined in §210.10(c)(2)(ii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(ii).

⁸Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

⁹At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

¹⁰In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

¹¹There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

¹²Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

¹³The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

¹⁴Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

¹⁵In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

¹⁶Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfast.