

NOTE: Federal law requires all school districts receiving federal funding for child nutrition programs to have adopted a policy on "school wellness" as of the beginning of the 2006-07 school year. The district must involve parents, students, representatives of the school food authority, school board members and administrators, and the public in the development of this policy. Accordingly, THIS SAMPLE POLICY IS A TEMPLATE FOR DISCUSSION PURPOSES ONLY. THE AFOREMENTIONED PARTIES MUST BE INVOLVED IN THE DEVELOPMENT OF THIS POLICY. The district's Board of Education should review the parties' recommendations and revise the policy as appropriate to meet the district's needs and circumstances. In accordance with this policy, the district's Nutrition and Physical Activity Advisory Council may recommend future policy revisions to the Board.

School Wellness

Pursuant to federal law, the following parties have jointly developed this school wellness policy: members of the district's Board of Education, students, parents, teachers (including but not limited to physical education teachers), the district's director of food services, school nurses, community members knowledgeable about children's health (such as pediatricians, nutritionists, etc).

The Board promotes healthy schools by supporting student wellness, good nutrition, and regular physical activity as part of the total learning environment. Schools contribute to the basic health status of students by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential, as children who eat well-balanced meals and are healthy are more likely to learn in the classroom.

The district will establish and maintain a district-wide Nutrition and Physical Activity Advisory Council. The purposes of the council shall be to monitor the implementation of this policy, evaluate the district's progress on this policy's goals, serve as a resource to schools (i.e. provide lists of healthy incentives, snacks, etc.) and recommend revisions to this policy as the council deems necessary and/or appropriate.

To further the Board's beliefs stated above, the Board adopts the following goals:

NOTE 1: Those objectives denoted with this symbol (√) reflect suggested policy language from C.R.S. 22-32-136, which "encourages" Boards of Education to adopt policies to improve student health and nutrition.

Goal #1: The district will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. Such learning environment will teach students to use appropriate resources and tools to make informed and educated decisions about lifelong healthy eating habits and beneficial physical activity.

The goal of providing a comprehensive learning environment shall be accomplished by:

- a. The adoption of a district content standard for health and nutrition education that teaches students about the effects of nutrition and physical activity on their health.
- b. The provision of age-appropriate and culturally sensitive instruction to students that teaches them lifelong healthy eating habits and a healthy level of physical activity. ✓
- c. The availability of nutrition education in the school cafeteria as well as the classroom, with coordination between the district's food services staff and teachers.
- d. The participation of schools in USDA nutrition programs such as "Team Nutrition" and other nutrition education activities and promotions that involve students, parents and the community.
- e. Active promotion of healthy eating and physical activity to students, parents, school staff, and the community at school registration, parent-teacher meetings, open houses, staff in-services, etc.
- f. Encouragement to teachers to integrate nutrition education into core curriculum areas such as math, science, social studies, and language arts, as applicable.
- g. The availability of staff educational opportunities to inform them about nutrition and physical activity, including how to integrate these topics into their core instruction. These educational opportunities may include, but not be limited to, the distribution of educational and informational materials and the arrangement of presentations and workshops that focus on nutritional value and healthy lifestyles, health assessments, fitness activities, and other appropriate nutrition and physical activity-related topics.
- h. The availability of parent educational opportunities to inform them about nutrition and physical activity, including information about healthful foods and beverages to provide to their child and to bring to school activities and events. These educational opportunities may include, but not be limited to, education provided in the form of handouts, postings on the district's web site, articles and information provided in district or school newsletters, presentations that focus on nutritional value and healthy lifestyles, and through any other appropriate means available for reaching parents.

Goal #2: The district will support and promote proper dietary habits contributing to students' health status and academic performance.

All foods and beverages available on school grounds and at school-sponsored activities shall meet or exceed the district's nutrition standards. All schools participating in the School Breakfast and/or National Lunch Program shall comply with any state and federal rules or regulations regarding competitive food service and the service of Foods of Minimal Nutritional Value, as defined by the USDA.

The goal of supporting and promoting proper dietary habits shall be accomplished by:

- a. Adoption of district nutrition standards that limit the amount of fat and sugar content and limit portion sizes.
- b. A requirement that all students have access to fresh fruits and vegetables throughout the school day. ✓
- c. A requirement that all students have access to healthful food choices in appropriate portion sizes throughout the school day, including healthful meals in the school cafeteria with an adequate time to eat; healthful items in vending machines, pursuant to C.R.S. 22-32-124; and healthful items for fundraisers, classroom parties, and rewards in the schools. ✓
- d. A prohibition or restriction on student access to vending machines, school stores, and other venues that contain foods of minimal nutritional value.
- e. The adoption of rules specifying the time and place at which competitive foods may be sold on school property to encourage the selection of healthful food choices by students. ✓
- f. A prohibition or restriction on using food as a discipline or reward for students.
- g. Accessible information to students and their parents/guardians concerning the nutritional content of foods and beverages sold by or available to students, as well as the nutritional content of competitive foods sold or available on school district property. ✓
- h. An assurance that the school cafeteria is as pleasant an eating environment as possible, including displays of student art, plants, natural light if possible, small tables, and reduced noise, if possible.
- i. A requirement or encouragement that at any school function (parties, celebrations, receptions, festivals, sporting events, etc.), healthy food choice options be made available to students.
- j. A requirement that schools offer lunch before recess or if recess is after lunch, a requirement that schools prohibit students from leaving the cafeteria until a designated time, which will be at least 30 minutes after the lunch period begins.
- k. The encouragement of nonfood fundraisers such as flowers, gift-wrap, sporting events, and family fun runs.
- l. A requirement that all students have access to a school facility with a sufficient number of functioning water fountains in accordance with local building codes, or other means to provide students with sufficient water. ✓

NOTE 2: In adopting objectives to implement this goal, the committee should consider existing district policies, such as EFEA, Nutritious Food Choices.*

NOTE 3: Beginning July 1, 2009, each beverage offered for sale to students from any source, including the school cafeteria, vending machines, school stores and fund-raising activities conducted on school grounds, shall satisfy minimum nutritional standards for beverages adopted by the State Board of Education, subject to certain exceptions in the State Board's rules. The State Board's healthy beverages standards also apply to contracts entered into or renewed on or after July 1, 2009.

NOTE 4: USDA guidelines require schools participating in the National School Lunch Program to eliminate trans fats from lunches beginning in the 2012-13 school year and from breakfasts in the 2013-14 school year. Beginning September 1, 2013, state law prohibits schools from “making available” to students any food or beverage that contains any amount of industrially produced trans fat. C.R.S. 22-32-136.3(2). The trans fat ban applies to all food and beverages made available to students on school grounds during the school day and extended school day and includes items sold through the school cafeteria, school store or vending machines located on school grounds. C.R.S. 22-32-136.3(3). However, if the food or beverage sold through the cafeteria, store or vending machine is part of school fundraising efforts conducted by one or more students, teachers or parents, the trans fat ban does not apply. C.R.S. 22-32-136.3(4). The law also exempts items donated to the school that are given to students for consumption off school grounds and not during the school day. Id.

*NOTE 5: The USDA’s interim final rule, “Smart Snacks in School” became effective July 1, 2014. This rule outlines the nutrition standards for **all** foods sold in schools that participate in federal school meal programs under the National School Lunch Act and/or School Breakfast Act. The “Smart Snacks in School” standards do not apply to: (1) items sold during non-school hours, weekends or off-campus fundraising events; (2) foods brought from home for personal consumption; and/or (3) fundraiser foods not intended for consumption during the school day. A special exemption from this rule is permitted for “infrequent, school-sponsored fundraisers,” as determined by each state. The Colorado Department of Education (CDE) set this number at **three exemptions per school** for the 2014-15 school year. For more information on the “Smart Snacks in School” interim final rule, visit CDE’s Office of School Nutrition webpage or the USDA’s Food and Nutrition Services webpage.*

Goal #3: The district will provide more opportunities for students to engage in physical activity.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school’s daily education program from grades pre-kindergarten through 12. Physical activity should include regular instructional physical education, in accordance with the district’s content standards, as well as co-curricular activities and recess.

The goal of providing more opportunities for students to engage in physical activity shall be accomplished by:

- a. A requirement that periods of physical activity be provided for elementary students in accordance with policy JLJ, Physical Activity and consistent with requirements of state law.
- b. A requirement or encouragement that periods of physical activity be at least 225 minutes per week for secondary students.
- c. A requirement that all students have access to age-appropriate daily physical activity. ✓
- d. Increased opportunities for physical activity through a range of after-school programs including intramurals, interscholastic athletics, and physical activity clubs.

- e. Increased opportunities for physical activity during the school day through daily recess periods, elective physical education classes, walking programs, and the integration of physical activity into the academic curriculum.
- f. An encouragement that schools follow the recommendations of the National Association of Sport and Physical Education (NASPE), which guide students through a process that enables them to achieve a high personal level of fitness.
- g. An encouragement that secondary schools administer a health-related fitness assessment to students to help students determine their own level of fitness and create their own fitness goals and plans.
- h. An encouragement that beginning at an early age, schools introduce developmentally appropriate components of a health-related fitness assessment (i.e. FitnessGram, Physical Best or President's Council) to students.
- i. The promotion of walking or bicycling to and from school using programs such as Walking School Bus and Bike Train.
- j. The availability of health-promotion activities and incentives for students, parents and staff that encourage regular physical activity, such as speakers, recreational demonstrations, and walking clubs.

Adopted Date: January 24, 2006

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LEGAL REFS.: Section 204 of P.L. 111-296 (*Healthy, Hunger-Free Kids Act*)
C.R.S. 22-32-134.5 (*healthy beverages requirement*)
C.R.S. 22-32-136 (*policies to improve children's nutrition and wellness*)
C.R.S. 22-32-136.3 (*trans fat ban*)
C.R.S. 22-32-136.5(3)(a) and (b) (*physical activity requirement*)
1 CCR 301-79 (*State Board of Education – healthy beverages rules*)

CROSS REFS.: EF, Food Services
EFC, Free and Reduced-Price Food Services
EFEA*, Nutritious Food Choices
IA, Instructional Goals and Learning Objectives
IHAE, Physical Education
IHAM and IHAM-R, Health Education
IHAMA, Teaching About Drugs, Alcohol and Tobacco
IHAMB and IHAMB-R, Family Life/Sex Education
JLJ*, Physical Activity

NOTE 4: Boards of Education are “encouraged” to expand their local wellness policies to include goals for: (1) increasing the availability of physical education courses; (2) for those districts enrolling more than 1,500 students, ensuring all persons teaching physical education courses are licensed and endorsed to teach physical education; (3) increasing classes in health education; (4) providing health services; (5) providing nutrition services; (6) providing increased access to mental health counseling and services; (7) developing and maintaining a healthy school environment in the district’s schools; and (8) increasing the level of family and community involvement in developing and maintaining an emphasis on healthy lifestyles and choices.

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