



Nutrition Services Department
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PERMANENT RECORD

Student Meal Charge Policy

Red Clay School Nutrition Services is committed to providing nutritious school meals to students at a low cost.

Payment for Student Meals: To assist for easy payment of meals, we offer PayPams, which allows you to pre-pay for your child's meals. You can also bring money personally or send it in with your student. Please place cash or checks in an envelope marked clearly with your student's name, their ID number, teacher's name, the amount and the check number. Turn in prepaid deposits to the cafeteria cashier(s) or school office.

Note: Schools participating in Community Eligibility Provision receive free breakfast and lunch daily (does not include snacks). Red Clay no longer charges for reduced price meals, if a student qualifies for reduced price meals, breakfast and lunch are free of charge.

Meal Charges:

We do understand that sometimes life gets busy and your child's account may get depleted before you or your child realizes they need to replenish his/her account. Keeping that in mind, our program does permit meals to be charged temporarily to allow time to send in payment. Our meal charge policy is as follows by grade level:

Elementary Students

- Students without money for meals will be able to select the reimbursable meal of their choice and the student's account will be debited for the amount owed.
- No Snacks or "a la carte" purchases will be allowed with a negative balance on an account.
- Negative Balance letters will be sent home with students to notify parents/guardians on a weekly basis, and balances may always be checked directly through PayPams.
- Accounts with a balances greater than \$25.00 will receive a school-messenger phone call alert to the phone number on file at Red Clay.

Middle and High School Students

- Students without money for meals will be able to select the reimbursable meal of their choice and the student's account will be debited for the amount owed.
- No Snacks or "a la carte" purchases will be allowed with a negative balance on an account.
- Account balances greater than \$8.00 will be given a cheese sandwich, fruit, vegetable, and a milk and will be unable to choose from all the selections for lunch or breakfast until the account is in good standing. *Students with allergies are exempt*
- Negative Balance letters will be sent home with students to notify parents/guardians on a weekly basis, and balances may always be checked directly through PayPams.
- Accounts with a balances greater than \$25.00 will receive a school-messenger phone call alert to the phone number on file at Red Clay.



RED CLAY CONSOLIDATED SCHOOL DISTRICT WELLNESS PLAN

PERMANENT RECORD

The purpose of the District Wellness Plan is to provide guidelines for the wellness of students of the Red Clay Consolidated School District in accordance with the Child Nutrition and WIC Reauthorization Act of 2004, and the Healthy Hunger Free Kids Act (HHFKA) of 2010, Section 204. Public Law 108-265, Section 204 and Public Law 111-296, Section 204 requires school districts to include the following focus areas within the wellness policy:

1. Goals for nutrition education, nutrition promotion, physical activity, mental and emotional wellness and other school-based activities to promote student wellness. A comprehensive food service program consistent with federal and state requirements.
2. Nutrition Guidelines for all foods available on school campus during the school day.
3. Assurance that guidelines for all reimbursable school meals meet the Federal school meal standards.
4. Involve parents, students, and representatives of the school food authority, the school board, school administrators and the public, in the development, implementation and monitoring of the wellness policy.
5. A plan to measure implementation and ensure compliance of the wellness policy.

The District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Red Clay Consolidated School District Board of Education is committed to providing a school environment that encourages student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

A. NUTRITION & HEALTH EDUCATION

The goal of nutrition and health education will be to teach, encourage, and support healthy eating by students for the reason that promoting student health and nutrition will enhance readiness for learning and increase student achievement. Nutrition education will provide all students with the knowledge and skills needed to lead healthy lives.

1.0 GOALS

- 1.1. Provide the amount and type of nutrition & health education required by the State Board of Education curriculum regulations for Health Education found here:

Delaware Health Education Standards:

<http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=1076&dataid=2347&fileName=EducationStandards.doc>

Legislative and Regulatory Guidance

<http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=1077&dataid=2352&fileName=Legislation.doc>

- 1.2. Integrate age-appropriate, comprehensive nutrition education and health education into the curricula of all Red Clay District Schools and assess knowledge gained by way of written

testing and/or opportunity to exercise new skills. Particularly Health and PE class. See APPENDIX I for recommended nutrition topics by grade.

- 1.3 Focus education on evidence-based, long-term balanced nutrition and healthy choices through the key messages of the USDA's most current "MyPlate" Guidelines and the "2010 Dietary Guidelines for Americans."
- 1.4 Include both functional knowledge of nutrition as well as skills-based lessons on healthy eating, life-skills, and the benefits of physical activity.
- 1.5 Provide training and professional development for physical and/or health education staff so that they may deliver effective nutrition education to students. Make training and resources available to the general teaching staff at the elementary level in order to deliver nutrition/health education to those students.
- 1.6 Incorporate school gardening into science lesson plans to increase "farm to fork" health education and skills at all grade levels through the establishment of a school garden for each district school and develop a related curriculum.

2.0 IMPLEMENTATION

- 2.1 Compliance with requirements for health education mandated by the State of Delaware to be overseen at the district level and by each school curriculum coordinator to contain the following:
 - 2.1.1 In grades K to 4, a minimum of thirty (30) hours **in each grade** of comprehensive health education and family life education, which must include nutrition core concept, should be integrated into yearly curriculum.
 - 2.1.2 In grades 5 and 6, a minimum of thirty five (35) hours **in each grade** of comprehensive health education and family life education, which must include nutrition core concepts, should be integrated into yearly curriculum.
 - 2.1.3 In grades 7 and 8, a minimum of sixty (60) hours of comprehensive health education, which must include nutrition core concepts, should be integrated into yearly curriculum
 - 2.1.4 In grades 9 to 12, one half (1/2) credit of comprehensive health education is required for graduation. This 1/2 credit course may be provided in the 9th, 10th, 11th or 12th grade and must include nutrition core concepts in the curriculum.
- 2.2 Health education will be taught by teachers, physical education instructors, or other qualified community members appointed by the school principal at the elementary level and by teachers that are licensed, certified, or have a degree in health education or a related health field at the middle and high school level.
- 2.3 Health educators throughout the district schools will utilize the tools and nutrition education plans prepared by the USDA Team Nutrition, USDA Center for Nutrition Policy and Promotion, and the Alliance for a Healthier Generation. These materials are free to all health educators and teachers and encompass key health messages to be delivered to students during required health education hours (APPENDIX G).
- 2.4 All students will be assessed in health and nutrition education and the results will be reported on report cards every term that health education is required or as part of another discipline.

- 2.5 All physical and/or health education teachers will be encouraged by school principals to enroll in at least one continuing education course prior to the start of each school year in addition to professional development hours. Continuing education units can be found on the National Commission for Health Educators website, the American School Health Association website, or Delaware Association for Health, Physical Education, Recreation and Dance:
<http://www.nchec.org/> , <http://ashaweb.org/>, or <http://dahperd.com/conferences>.
- 2.6 Principals and/or wellness liaisons will provide opportunities for health education staff and wellness committee liaisons to increase knowledge of nutrition and health by attending in-services, workshops, seminars, and trainings. It is recommended that such staff members attend at least one educational event per year in order to effectively develop curricula and distribute information to students. Such professional development courses and resources are available through the Alliance for a Healthier Generation that may be used to create such learning opportunities for staff:
https://schools.healthiergeneration.org/resources_tools/learning_opportunities/how-to_wellness_categories/
- 2.7 Principals and/or wellness liaisons will use the resources provided by the Healthy Foods for Health Kids (HFHK) Vegetable Gardening Programs available based on grade level to start a school garden. A Garden Steering Committee (GSC) and Garden Coordinator (GC) will be chosen to plan, implement, and monitor the wellbeing of the garden and its use. Science curriculum related to plants, geology, or biology will be tied into the school garden to provide skills-based learning and incorporate health education (See APPENDIX F for information on how to get started).

B. NUTRITION PROMOTION

The overall goal of nutrition promotion in schools is to bring basic health knowledge to the attention of staff, parents, and students. By building an environment that is centered on making healthy choices in both nutrition and physical activity students will be empowered to make these choices independently each day.

DEFINITIONS

- i. Regular School Day: Weekdays that school is in session beginning at 12:00 a.m. until 30 minutes after the scheduled school-end time (USDA).
- ii. School Campus: All areas of the property under the jurisdiction of the school that are accessible to students during the school day (USDA).
- iii. Competitive Foods & Beverages:

Foods and beverages are those that are sold or given at school during the school day outside of and in competition with the federally reimbursable meal programs. Examples of competitive foods and beverages include those sold during the school day in vending machines, school stores, and a la carte items or given as a reward or treat.

1.0 GOALS

- 1.1 Deliver consistent messages and district practices regarding nutrition and healthy living, disseminated throughout the district's schools, classrooms, cafeterias, homes, and community.
- 1.2 Distribute consistent nutrition messages to parents/guardians, other school professionals, community members, and the media so that lessons learned in school can be reinforced.
- 1.3 Promote nutrition principles through the encouragement of healthy food choices, such as fruits, vegetables, and whole grains.
- 1.4 Reinforce the importance of nutrition through the integration of these topics into other school subjects, field trips, after school programming, and assemblies when feasible.
- 1.5 Develop a student driven "school health council" that will promote key nutrition messages through planned activities and events.
- 1.6 Promote healthy choices during holidays, celebrations, and fundraisers (see APPENDIX C)
- 1.7 Food will not be used as a punishment or a reward (see APPENDIX C for alternatives).

2.0 IMPLEMENTATION

- 2.1 Wellness liaisons will provide schools with posters, flyers, and billboards to be distributed throughout classrooms, hallways, and cafeterias that display nutrition and healthy eating in a positive and attractive manner. These can be self-created or taken from USDA MyPlate materials website: <http://www.choosemyplate.gov/print-materials-ordering.html>
- 2.2 School cafeteria serving lines will be designed by the nutrition services department and cafeteria staff to promote healthier options by placing these food items conveniently near the register or in easily accessible areas on the line itself. The cafeteria environment will, to the best of our ability, contain minimal distractions, adequate lighting, and comfortable seating arrangements.
- 2.3 Wellness committee liaisons, school principals, school nurses, health and physical activity educators, students, and nutrition service employees will disseminate nutrition messages and student nutrition-related activities as often as possible through school newsletters, school websites, school menus and letters to parents/guardians in order to increase program transparency and incorporate nutrition education in the home.
- 2.4 Family Outreach: the wellness champion for each school will provide educational handouts, materials, and/or presentations at least once a year to families that focus on healthy lifestyles and eating patterns.
- 2.5 Prohibit school-based marketing of foods that do not meet USDA "Smart Snack" regulations. For Grades K-5 allow a maximum of one a la carte snack, one "mini" dessert-snack, and one a la carte beverage per meal to promote consumption of meals over snacks. Parental consent can waive this restriction on a la carte purchases and these are the minimum restrictions set for building administration.
- 2.6 Principals will select an adult supervisor or wellness champion/liaison to oversee the creation of a "student health council" at district schools of all levels and to facilitate student driven activities that will promote nutrition throughout the schools. This council will participate in the promotion of nutrition within schools and will be presented with additional learning opportunities through the school regarding nutrition and health. Principals will be encouraged to make this an EPER pay position

- 2.7 Fundraisers that involve food that occur during the school day, on school campus and whose primary audience is students are subject to the same nutrient standards as above (APPENDIX A). There are no exceptions. This policy does not apply to school-sponsored or school-related bona fide fundraising activities that take place off school grounds and not in transit to and from school. Nor does the policy apply to fundraising and booster sales that occur after the regular school day, off school campus or to non-students.
- 2.8 Traditional holiday and celebration-type foods are permitted four times each year as a school-wide event to be served to all students. These must be planned in advance by either the principal, school wellness committee liaison, or the nutrition services supervisor. These foods do **NOT** need to meet the guidelines as outlined in Appendix A “Smart Snacks” for competitive foods and beverages. All other celebrations, both big and small, during the year outside of the four planned events will be using “smart snacks” requirements or celebrating without food (See APPENDIX C for healthy alternatives to classroom celebrations). To protect students with allergies, parents may only send in food products that are compliant with the Red Clay School District Food Allergy Administrative Memorandum:
<http://www.redclay.k12.de.us/news1112/pdf/ManagingStudentswithFoodAllergies.pdf>

C. NUTRITION STANDARDS FOR ALL AVAILABLE FOODS ON SCHOOL CAMPUS

All reimbursable meals offered as part of the National School Breakfast Program (SBP) and the National School Lunch Program (NSLP) must meet the federal nutrient standards as required by the US Department of Agriculture (USDA) Child Nutrition Program regulations. Menus must comply with the current USDA food group and nutrient regulations when averaged over the week and food group portions should be consistent with those established for the three school grade levels. The Red Clay School Nutrition Program encourages students to select and consume all components of the school meals.

1.0 NATIONAL SCHOOL LUNCH & BREAKFAST PROGRAM

1.1 GOALS & IMPLEMENTATION

- 1.1.1 Provide a variety of nutrient dense foods and beverages including whole grain products, fruits and vegetables, and low-fat milk.
- 1.1.2 Provide annual training to all food service staff that covers basic nutrition, healthy eating concepts, allergies, and components of a reimbursable meal. Evaluate understanding of training materials through periodic quizzes.
- 1.1.3 The School Breakfast Program and School Lunch Program will meet the minimum number of servings to be offered both daily and weekly for all food components as outlined by the Final Ruling of Nutrition Standards set forth by the USDA (APPENDIX B, Figure 1).
- 1.1.4 The School Breakfast Program and School Lunch Program will work towards lowering the sodium content in all foods and recipes offered as a part of the meal program. Specific sodium targets are outlined in the Sodium Reduction Timeline by the USDA (APPENDIX , B Figure 2).

- 1.1.5 School meal programs will offer only unflavored low-fat milk (1% or lower milk fat) or fat-free flavored or unflavored milk with no more than 150 calories per 8 ounces.
- 1.1.6 School lunch programs will offer at least five different fruit and/or vegetable options a week.
- 1.1.7 At least one fruit other than 100% juice will be offered at breakfast every day. Fruit may be fresh, frozen, or canned in fruit juice or light syrup, but fresh fruit will also be served every day. All servings will be at least ½ cup. 100% fruit juice may only make up 50% of the total offered fruit component per week.
- 1.1.8 A different vegetable is served every day of the week at lunch. Over the course of the week all five vegetable subgroups will be offered (Dark green, red/orange, beans/peas, starchy, and other), specifically dark green or orange vegetables will be served three times per week and beans or legumes will be offered at least once a week.
- 1.1.9 Starchy vegetables will only be served two to three times per week (i.e. French fries, potatoes, green beans, peas, corn, etc.)
- 1.2.0 Students must take three out of the five meal components at lunch as part of Offer vs. Serve¹; a fruit or vegetable must be one of the components for the meal to be counted as a reimbursable meal.
- 1.2.1 Beginning in the school year 2014-2015 and thereafter, all grains served at lunch and breakfast will be whole grain rich (Whole grain-rich products must contain at least 50-percent whole-grains and the remaining grain, if any, must be enriched).
- 1.2.2 Only two ounces of grain based desserts will be offered each week during lunch.
- 1.2.3 The Nutrition Services Department will continue to choose products that comply with federal regulations and limiting saturated fat, sodium, and sugar content of the school menus through careful evaluation of food specifications.
- 1.2.4 Provide staff with the opportunity to obtain ServeSafe certification as needed and perform routine cafeteria audits for compliance with food safety and sanitation practices to prevent foodborne illness set by the Nutrition Department's Hazard Analysis and Critical Control Points system and Standards of Practice.

2.0 COMPETITIVE FOODS & BEVERAGES

Red Clay School District promotes the sale and distribution of nutritious foods and beverages for all school functions and activities in order to promote a healthy lifestyle and eating habits to students. Establishing healthy eating habits during the school day can help students excel academically and establish lifelong healthy eating habits. The USDA stipulates that the nutrition standards for competitive food will apply to all foods and beverages sold or given: (a) Outside the school meals programs; (b) on the school campus; and (c) at any time during the school day. Red Clay Nutrition Department will comply with all USDA regulations. See APPENDIX A for tables that outline grade-specific nutrient and food portion criteria for foods and beverages that meet USDA regulations for competitive foods or “smart snacks.”

¹. Offer versus Serve in the National School Lunch Program (NSLP). Connecticut State Department of Education. April 2012 (Revised June 2012). http://www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/nslp/offer_versus_serve_nslp.pdf

2.1 GOALS

- 2.1.1 Properly identify all foods and beverages outside of the school meals program that are sold to students on school campus during the school day as competitive foods and make sure these products meet or exceed the most current USDA regulations and selected Alliance for a Healthier Generation Competitive School Food and Beverage Guidelines as outlined in APPENDIX A. This includes a la carte, vending, snacks, school store and fundraising that occur during the school day on school campus defined in Section B.i and B.ii. See APPENDIX A for more details surrounding these guidelines.

2.2 IMPLEMENTATION

- 2.2.1 All competitive foods and beverages sold a la carte during school lunch and/or sold on school campus during the regular school day such as in vending machines, snack carts, etc. must comply with the competitive nutrient standards detailed in APPENDIX A. Compliance will be monitored and enforced by the school principals, wellness liaisons, and school nutrition department.

D. PHYSICAL EDUCATION

Physical education is vitally important for the growth and wellbeing of students. The physical education lessons received in school will prepare students for a healthy adult life and promote long-term mental and emotional wellbeing.

1.0 GOALS

- 1.1 All Red Clay Schools will provide education to students in every grade in order to meet the content of the National and Delaware Physical Education Standards 1 through 6. These standards can be found outlined here: <file:///C:/Users/jessica.farrand/Downloads/DePEClarificDocument.pdf>
 - 1.1.1 Elementary School students will receive at least 30-50 minutes of physical education one day per week.
 - 1.1.2 Middle School students will receive one semester of physical education each year.
 - 1.1.3 High School students will receive at least one credit of physical education throughout their high school career.

2.0 IMPLEMENTATION

- 2.1 Instruction will be written prior to the start of the school-year using any of the below resources or assistance from the District Physical Education Council and based on sequential curricula that align with national and/or state physical education standards.
- 2.2 All physical education courses at the middle and high school level will be taught by a certified physical education teacher with a degree or certification in a physical education field. Professional development will be provided and planned by the district's Physical Education Curriculum Council for physical education teachers

2.3 Physical education learning objectives will be assessed through the use of any of the following: Fitnessgram, self-created assessment, component V, physical activity journal, or other means approved by the Physical Education Council.

2.4 Physical education classes will be appropriately modified or adapted to promote the participation of all students, especially students with chronic health conditions and/or special needs.

2.5 Physical education requirements or recess will not be waived for other activities, classes, or taken away as punishments.

RESOURCES FOR PHYSICAL EDUCATION IN APPENDIX E

E. PHYSICAL ACTIVITY

1.0 GOALS

1.1 All schools will strive to meet the **recommend minimum** number of minutes of physical activity as recommended by the Centers for Disease Control and Prevention.

1.1.1 All schools will provide opportunities to students in all grade levels to participate in a minimum of 150 minutes of physical activity per week on school campus.

2.0 IMPLEMENTATION

2.1 Daily recess and/or allotted time for physical activity will be encouraged at each grade level.

2.2 Areas used for physical activity should be in a safe environment for students with proper supervision.

2.3 Schools will work towards bolstering the confidence of students to maintain a physically active lifestyle into adulthood.

2.4 The district will provide opportunities outside of the school day to participate in active programs, clubs, or groups (i.e. Girls on the Run, Boys on the Fly, seasonal sports).

2.5 Physical activity will be incorporated into other curricula throughout the school day to increase student's overall movement. Principals and curriculum developers will inform teachers of these expectations and available resources. For resources and opportunities to increase activity in the classroom and at the school level see APPENDIX E.

F. MENTAL & EMOTIONAL HEALTH

1.0 GOALS

1.1 The district will ensure that all schools are equipped with support staff to enable a multi-tiered system of support based on the school's needs.

1.2 Integrate age-appropriate social and emotional education into the curriculum for all grades.

1.3 Develop targeted mental health support for students in each school.

1.4 The district will promote an inclusive school culture.

2.0 IMPLEMENTATION

- 2.1 The district level special education and special services directors will be consulted throughout the year to ensure that each school is equipped with the support staff needed for students to achieve emotional and mental success for the year.
- 2.2 Special services will work with schools to coordinate training teachers on The Path Curriculum, so that teachers may block off time with their students to address social and emotional education.
- 2.3 The district will work towards placing a full time psychologist in in each building not only based on number identified disabled students but by total student body.
- 2.4 Students will not be excluded from activities based on a disability unless the activity poses a harm or threat to the student or an undue hardship. In addition, students with a disability will be provided with all the same wellness goals found in other sections of this wellness policy

G. MONITORING, EVALUATION, & ACCOUNTABILITY TO THE PUBLIC

1.0 GOALS & IMPLEMENTATION

- 1.1 Each school will have an appointed school wellness champion and establish a wellness committee that will coordinate implementation of the major components of the Wellness Policy and District Wellness Plan: Nutrition & Health Education, Nutrition Promotion, School Meals & Competitive Foods, Physical Activity and Education, and Mental & Emotional Health.
- 1.2 The school wellness champions will report committee updates to the principal of their respective school. School wellness champions will attend and share updates about the district wellness plan with other chairs annual meetings, which will be held a convenient time and location for all to attend.
- 1.3 The Wellness Plan will be reviewed yearly at district level meetings with administrators as well as at committee meetings with the District Wellness Committee (parents and community members welcome). This Wellness Plan will be available online to the general public and open for comments.
- 1.4 Principals along with School Wellness Champions will be responsible for completing an annual school assessment to evaluate their school's efforts to meet the goals presented in this Wellness Plan. These assessments will be made available online to the public.
- 1.5. School Nutrition Department administrators will monitor compliance of the School Meals and Competitive Food components as per USDA ruling. Compliance with meal patterns and dietary specifications will be monitored through menu-planning and nutrient analysis software. The nutrient analysis must ensure that the average levels of calories, saturated fat, and sodium in the meals offered over the school week are within the values specified in the current USDA ruling. Regular school site visits will be conducted to observe serving lines and the number of meals counted at point of service. Full administrative reviews will be conducted every three years as per USDA ruling.
- 1.6 All meeting minutes and agendas are posted to the Red Clay District site for public access. A website on the district site is maintained with up-to-date wellness policy and plan information as well as ways for the public or district staff to get involved in wellness at Red Clay.
- 1.7 The superintendent of the school district will be responsible for the implementation of the wellness policy throughout the school district

APPENDICES

APPENDIX A

Smart Snacks in School USDA's "All Foods Sold in Schools" Standards

USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

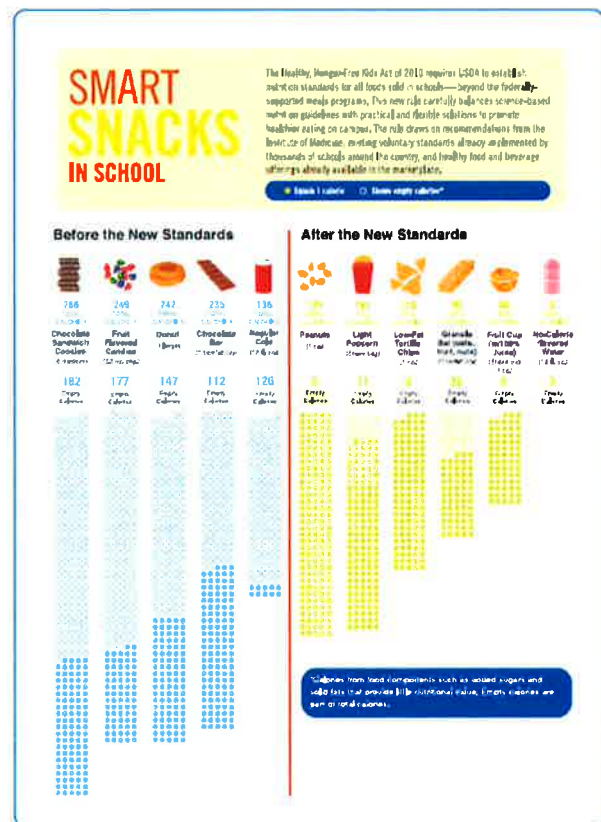
Smart Snacks in School also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

- Any food sold in schools must:
 - Be a "whole grain-rich" grain product; or
 - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
 - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
 - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*
- Foods must also meet several nutrient requirements:
 - Calorie limits:**
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories
 - Sodium limits:**
 - Snack items: ≤ 230 mg**
 - Entrée items: ≤ 480 mg
 - Fat limits:**
 - Total fat: ≤ 35% of calories
 - Saturated fat: < 10% of calories
 - Trans fat: zero grams
 - Sugar limit:**
 - ≤ 35% of weight from total sugars in foods

*On July 1, 2016, foods may not qualify using the 10% DV criteria.

**On July 1, 2016, snack items must contain ≤ 200 mg sodium per item



Smart Snacks in School Beverage Options

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish science-based nutrition standards for all foods and beverages sold to students in school during the school day. The new Smart Snacks in School nutrition standards will help schools to make the healthy choice the easy choice by offering students more of the foods and beverages we should be encouraging—whole grains, fruits and vegetables, leaner protein, low-fat dairy, while limiting foods with too much sugar, fat and salt.

Smart Snacks in School lays out targeted, science-based nutrition standards for beverages that reflect current nutrition science and progress being made in States and local communities across the country, as well as through existing voluntary efforts. The new standards allow variation by age group for factors such as portion size and caffeine content. While water is available on an unlimited basis, USDA has established reasonable, age-appropriate portion size standards for all other beverages in order to reinforce the important concepts of moderation and balance in student diets.

Highlights of the *Smart Snacks in School* nutrition standards include:

- **Healthier beverage options during the school day. All schools are allowed to sell:**
 - Plain water (carbonated or uncarbonated);
 - Unflavored low-fat milk;
 - Flavored or unflavored non-fat milk (and milk alternatives); and
 - 100 percent fruit and vegetable juices, and full-strength juice diluted with water, carbonated or non-carbonated, with no added sweeteners.
- **Portion sizes based on age.**

Elementary schools may sell up to 8-ounce portions of allowable milk and juice beverages, while middle and high schools may sell up to 12-ounce portions. In high schools, the standards limit the maximum container size to 12-ounces for lower calories beverages and 20 ounces for calorie-free beverages.
- **Additional options for older students.**
 - The new standards provide additional beverage options to high school students, recognizing their increased independence, relative to younger students, and the wide range of beverages available to high school students in the broader marketplace. Beyond water, milk and juice, Smart Snacks in School provides additional calorie-free and lower-calorie beverage options for high school students:
 - Calorie-free beverages, in up to 20-ounce portions; and
 - Lower-calorie beverages with up to 40 calories per 8 ounces or 60 calories per 12 ounces. These may be sold in up to 12 ounce portions.
- **Caffeinated beverages remain an option for high school students.**

The new nutrition standards do not restrict the sale of caffeinated beverages to high school students. USDA encourages school districts to exercise caution when selecting items for sale to their students. USDA will continue to monitor the Food and Drug Administration's (FDA) work on caffeine and will consider revising the nutrition standards in the future as appropriate.

APPENDIX B

Figure 1: USDA Meal Patterns and Dietary Specifications

Meal pattern	Breakfast meal pattern			Lunch meal pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
Amount of food ^b per week (minimum per day)						
Fruits (cups) ^{c,d}	5 (1) ^e	5 (1) ^e	5 (1) ^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{c,d}	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green ^f	0	0	0	½	½	½
Red/Orange ^f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) ^f	0	0	0	½	½	½
Starchy ^f	0	0	0	½	½	½
Other ^g	0	0	0	½	½	¾
Additional Veg to Reach Total ^h	0	0	0	1	1	1½
Grains (oz eq) ⁱ	7-10 (1) ^j	9-10 (1) ^j	9-10 (1) ^j	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) ^l	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,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat % of total calories ^{p,o}	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) ^{q,r}	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat ^{s,o}	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

^a In 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).

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

^c One 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.

^d For 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)(iii).

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

^f Larger amounts of these vegetables may be served.

^g This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(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)(iii).

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

ⁱ At 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).

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

^k There 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.

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

^m The 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).

ⁿ Discretionary 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.

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

^p Final 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 breakfasts.

Figure 2: Sodium Reduction Timeline and Amount

Age/grade group	Baseline: Current average sodium levels as offered ¹ (mg)	Sodium reduction: Timeline and amount			Percent change (current levels vs. final targets)
		Target 1: meet by July 1, 2014 (SY 2014–2015) (mg)	Target 2: meet by July 1, 2017 (SY 2017–2018) (mg)	Final target: ² Meet by July 1, 2022 (SY 2022–2023) (mg)	
School Breakfast Program					
K–5	573 (elementary)	≤ 540 (28.4% of UL)	≤ 485 (25.5% of UL)	≤ 430 (22.6% of UL)	–25
6–8	629 (middle)	≤ 600 (27.3% of UL)	≤ 535 (24.3% of UL)	≤ 470 (21.4% of UL)	–25
9–12	686 (high)	≤ 640 (27.8% of UL)	≤ 570 (24.8% of UL)	≤ 500 (21.7% of UL)	–27
National School Lunch Program					
K–5	1,377 (elementary)	≤ 1,230 (64.8% of UL) ..	≤ 935 (49.2% of UL)	≤ 640 (33.7% of UL)	–54
6–8	1,520 (middle)	≤ 1,360 (61.8% of UL) ..	≤ 1,035 (47.0% of UL) ..	≤ 710 (32.3% of UL)	–53
9–12	1,588 (high)	≤ 1,420 (61.7% of UL) ..	≤ 1,080 (47.0% of UL) ..	≤ 740 (32.2% of UL)	–53

¹ Current Average Sodium Levels as Offered are from the School Nutrition and Dietary Assessment Study-III. Data were collected in the 2004–05 school year.

² The IOM final targets are based on the Tolerable Upper Intake Limits (ULs) for sodium, established in the Dietary Reference Intakes (DRI) (IOM, 2004). The sodium ULs for school-aged children are 2,300 mg (ages 14–18), 2,200 mg (ages 9–13), and 1,900 mg (ages 4–8). The final sodium targets represent the UL for each age/grade group multiplied by the percentage of nutrients supplied by each meal (approximately 21.5% for breakfast, 32% for lunch), as recommended by IOM. IOM's recommended final sodium targets for the K–5 age/grade group breakfasts and lunches are slightly higher than 21.5% and 32%, respectively, of the UL because this proposed elementary school group spans part of two DRI age groups (ages 4–8 and 9–13 years).

APPENDIX C

Healthy Birthdays, Celebrations & Family Events

Birthdays, celebrations, and family events are great opportunities to promote a healthy lifestyle, provide consistent messages and create excitement around nutritious choices at school. Plan events that emphasize healthy foods and align with classroom lessons or shift the focus and plan non-food events centered on physical activity, music, art and games. Host events that make it easy for children to practice making healthy choices.

Children like adventure – don't be afraid to try something new!

Birthdays – *the birthday child can:*

- Be the teacher's helper.
- Wear a special crown, sash, button or badge all day.
- Donate and/or read a favorite book to the class.
- Choose the class music for writing or independent study time.
- Receive a personalized birthday card from the teacher via email or snail mail.
- Choose a game or activity the class does for the last few minutes of the school day.
- Have special time (for a walk, game or other activity) with the teacher, principal or another adult.
- Receive a "Celebrate Me" book from classmates with written stories, poems or drawings about the birthday child.

Family Events

- Health fairs
- School garden work days
- Cooking lessons or "Iron Chef" competitions
- Physical activity events with healthy snacks or prizes (dance contests, fun runs, obstacle courses, bike-a-thons, sock hops)
- Screenings of movies that promote healthy living
- Nutrition classes for the family from community partners like your cooperative university extension service
- Fall festival with active fall-themed games and a farmers' market
- Walk-to-school month with parent participation
- Creation of school teams for local runs or walks
- Parents and teachers vs. kids sports competition
- 30-day challenges – pick a healthy habit and organize a competition around it, starting with a kick-off event and ending with a celebration

Celebrations

- Give children extra recess time instead of a party.
- Have a dance party. Let students select the music. Invite the principal and other school staff!
- Get students involved in planning and preparing for celebrations – let them make decorations and favors and let them choose the games.
- Create a book honoring what is being celebrated that day. Have students draw pictures showing what the day means to them.
- Organize a special community service project instead of a party. Invite senior citizens in for lunch, collect goods and make cards for sheltered families, organize a project outside for Earth Day.
- Have students vote on a special class art project or craft. Invite a local artist to come in and do a demonstration.
- Arrange a treasure hunt around the classroom. Provide a special non-food treat at the end. Use a theme that ties into what the kids are learning in class.
- Ask students to come up with healthy party ideas, and ask parents to send in healthy recipes and ideas for activities, games and crafts. Create a "healthy classroom party guide" to distribute to parents.
- Plan around holiday themes. Students can make cards for winter holidays, decorate the classroom with hearts for Valentine's Day, and learn an Irish step-dance for St. Patrick's Day. Search education websites for ideas.

When food is offered

- Make good nutrition the expectation and the easy choice — offer fruits, vegetables, whole grains, low fat/fat-free dairy products and water.
- Check your school’s wellness policy or school improvement plan to see if they contain any guidelines or goals about foods for birthdays, celebrations, and family events. If they don’t, find out what it would take to address this issue.

Promote Healthy Living

- Plan family events that get parents engaged and on board with healthy living, as this will create more buy-in and support for a healthy school food culture. It also makes it more likely that healthy habits will be reinforced at home.

Resources

- Coalition for Activity and Nutrition to Defeat Obesity (CanDo) & Healthy Kids Club
- Guide to Healthy School Celebrations: www.ActionforHealthyKids.org/HealthyPartyGuide-CanDo

Action for Healthy Kids® fights childhood obesity, undernourishment and physical inactivity by helping schools become healthier places so kids can live healthier lives. We partner with a legion of dedicated volunteers – teachers, students, moms, dads, school wellness experts and more – to create healthful school changes. Our programs, tools and resources make it possible for everyone to play their part in ending the nation’s childhood obesity epidemic. Creating a healthy school food culture is a critical step towards reversing the national health crisis facing our children.

www.ActionforHealthyKids.org

† Adapted from “Healthy Celebrations,” Connecticut State Department of Education, May 2005 & “Healthy Celebrations at School,” Ohio Action for Healthy Kids, 2012

APPENDIX D

Fundraising Ideas

- Raffle
- Candles
- Book sale
- Cookbook
- *Car wash
- *Walkathons
- Student artwork
- Stuffed animals
- Stadium pillows
- School photo ID
- Educational games
- Holiday decorations
- Shopping donation programs
- School mascot temporary tattoos
- Faculty and/or student talent show
- Teacher/student sports competition
- Auction of donated goods and services
- Balloon bouquets for special occasions
- Bottled water with the schools own label
- Refillable water bottle with the school logo
- Glow in the dark novelties (popular at dances)
- Greeting cards, especially designed by students
- School calendars with all the important school dates on them
- Party bags for kids' birthday parties filled with non-food novelties
- Sale of flowers and balloons for the family to purchase for student graduates
- School spirit items — tee-shirts, sweatshirts, sweatpants, lanyards, pennants, bracelets and caps
- Growing and/or selling flowers and plants for holidays such as Valentine's Day and Mother's Day

APPENDIX E

Resources for Physical Education/Student Wellness and Physical Activity

Free/Discounted Programs

- In Classroom activity video with Lessons that match curriculum
<http://www.adventuretofitness.com/teachers>
- Recess Games: <http://www.playworks.org/games>
- Physical Activity Before School Program: <http://www.bokskids.org/>
- Activity Bursts in Classroom: <http://www.davidkatzmd.com/docs/ABCManual.pdf>
- Indoor Fitness Trail: https://schools.healthiergeneration.org/_asset/jt1ppk/09-877_FitnessTrailStations.pdf
- *Let's Move!* Campaign <http://www.letsmove.gov/learn-facts/epidemic-childhood-obesity>

Other Physical Education Resources

- SPARK PE and Afterschool Recreation : <http://www.sparkpe.org/physical-education-resources/standards-alignment/?st=Delaware>
- CATCH PE :<http://www.catchinfo.org/whatsnewphysicaleducation.html>
 - <http://catchinfo.org/catch-pe-resources-for-the-physical-educator/>
- Exemplary Physical Education Curriculum : <http://www.michiganfitness.org/EPEC/>
- PE Central: www.pecentral.org
- Game Day PE: <http://gamedaype.org/physical-education.html>
- FitnessGrams: <http://www.fitnessgram.net/overview/>
- CDC <http://www.cdc.gov/healthyyouth/sher/standards/>

Student Wellness/Physical Activity Resources

- Just A Minute (JAM): <http://www.healthetips.com/jam-program.php>
- North Carolina Energizers: <http://www.nchealthyschools.org/msenergizers>
- Michigan Brain Breaks: <http://www.emc.cmich.edu/brainbreaks/>
- Take 10!: <http://www.take10.net/whatistake10.asp?page=new>
- Teacher Toolbox: http://www.aahperd.org/naspe/template.cfm?template=teachers_toolbox.html
- Sports4Kids Playbook:
http://www.sports4kids.org/index.php?option=com_content&task=view&id=83&Itemid=67
- Action- Packed Classrooms: [Action-Pack Classrooms Vol. 2](#) by Cathie Summerford (you can find it cheaper on Amazon.com)
- No Gym, No Problem: No Gym, No Problem! <http://www.humankinetics.com/products/all-products/no-gym-no-problem>
- FitDeck Cards: Using FitDeck cards works well also <http://www.fitdeck.com/>
- Fitness Breaks <http://www.healthiergeneration.org/about.aspx?id=6253>
- Active School Parties <http://www.healthiergeneration.org/schools.aspx?id=6307>
- GoNoodle – Brain Breaks for the Classroom <https://www.gonoodle.com/how-it-works>

APPENDIX F

Healthy Foods for Healthy Kids (HFHK) Vegetable Gardening Programs

Description: **Education Cultivation** is our K-5 program, which allows every student in a school to engage in hands-on gardening activities through lessons that support the science curriculum. To accomplish this in a small, manageably-sized garden, each grade has a special job to do in the garden, for example: 2nd grade prepares the soil for planting, because soils are a part of their classroom studies. In the Education Cultivation program, students experience “seed to table” growing each and every semester, spring AND fall.

HFHK spends up to a year implementing the program, then the school becomes primarily responsible for running the program. During the implementation period, HFHK provides:

- Advice on where to build the garden, and supervision during garden planning and installation of a raised bed garden
- Advice on supplies/equipment needed
- introductory presentation to school faculty and staff describing vision, goals, and implementation of the garden program;
- recommendations for creating a Garden Steering Committee (GSC) and choosing a Garden Coordinator (GC);
- a garden planting map, including suggested crops and class logistics and seeds
- electronic access to HFHK’s teacher manual;
- Modeling of all lessons for every classroom, so that teachers can learn how to work with their students in the garden;
- Facilitation of GSC meeting(s) to discuss needs for continuation of garden program; and
- Instruction to GC (or other GSC Member) on how to prepare garden for summer and/or winter “rest.”

School responsibilities:

- **Scheduling:** School staff/volunteers will be responsible for creating class schedules which meet HFHK recommendations and deadlines.
- **Forming a GSC:** The GSC oversees the garden program, and should meet at least twice each semester. HFHK recommends that the GSC include a Wellness Committee representative, a lead teacher for each grade level, and PTA president or representative.
- **Appointing a Garden Coordinator** who will lead the GSC. The GC also will be responsible for overseeing garden maintenance, scheduling garden use, and scheduling volunteer helpers. GC duties will require an average of 0.5-2 hr/week during the growing season (usually March-May, Sept-Nov), depending upon number of students/classes involved.
- **Maintenance of grounds** around the garden beds: accommodate garden, hoses/irrigation, and fence into regular grounds maintenance; and coordinate grounds-keeping with planting and harvesting schedules as necessary.
- **Coordination with the cafeteria:** Cafeteria manager to meets with the GC or GSC to schedule the use of fresh-grown vegetables in cafeteria and arranges for their staff to clean and process vegetables for use. Alternatively, the cafeteria staff will instruct teachers/parents on how to clean garden produce for use in the classrooms.

Costs: HFHK can assist schools in applying for grants to cover the costs of building the garden and implementing the program. Cost is approximately \$5,500, but can vary widely depending upon several factors (e.g. number of students, whether a chain link fence is needed, etc.). Of this, approximately \$3,500 is to build the garden and purchase supplies, and approximately \$2,000 is for HFHK to implement the program.

How to get started:

Go to HFHK’s website to learn more about how the program works: <http://www.healthyfoodsforhealthykids.org/programs/> Then contact Thianda Manzara for an initial meeting (free) to discuss whether the program is appropriate for your school, and to evaluate your site. Expect to spend about a year getting funding and planning for the garden before starting the program.

Thianda Manzara, Ph.D.
Founder and President
Healthy Foods for Healthy Kids
302-981-0043, thianda@msn.com

APPENDIX G

Resources for Nutrition Education Curriculum Development (CONTACT NUTRITION DEPARTMENT FOR MORE MATERIALS)

- Common Core and Next Generation Science Standards Supported Health and Nutrition Lesson Plans: <http://cns.ucdavis.edu/resources/shcp/curriculum.html>
- HECAT: <http://www.cdc.gov/healthyouth/HECAT/>
- USDA Center for Nutrition Policy and Promotion: <http://www.cnpp.usda.gov/>,
- USDA Team Nutrition: <http://www.fns.usda.gov/tn/>,
- Alliance for a Healthier Generation:
https://schools.healthiergeneration.org/resources_tools/
- USDA Choose MyPlate: <http://www.choosemyplate.gov/>
- HealthTeacher.com (not free of charge, but check with your school health teacher for free access)
- Smart Moves-Smart Choices – Teen Anti-Drug Education:
<http://www.smartmovessmartchoices.org/>
- Kick Butt Generation www.ysmoke.org
- National Alliance on Mental Illness -
http://www.nami.org/template.cfm?section=Schools_and_Education