

WELLNESS POLICY ON NUTRITION AND PHYSICAL ACTIVITY

The Board of Education recognizes the importance of nutrition and physical activity and their direct impact on our students' health, attendance and academic success. Healthy nutrition and physical activity will be supported throughout our district in all aspects of our children's school experience.

During a three-year period, the District will implement the wellness policy as set forth in its entire regulation and recognize the District Wellness Committee as responsible for its maintenance. The District Wellness Committee will be responsible for ongoing reviewing of wellness related issues. In addition, the District Wellness Committee will review data on our students' wellness and make recommendations to the Superintendent and/or Syracuse City School District Board of Education as appropriate.

The Syracuse City School District Wellness Policy Regulations document is based on the Alliance for a Healthier Generation’s model policy.

Syracuse City School District Wellness Policy Regulations

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Syracuse City School District Wellness Policy Regulations

Wellness Policy Statement

The Syracuse City School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success; we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

The District participates in the National School Lunch Program and is therefore required by federal law to establish a local school wellness policy for all schools under its jurisdiction and comply with the requirements that are established in the federal rules. The final rule was published in the Federal Register on July 29, 2016 and can be found online at: <http://www.fns.usda.gov/tn/local-school-wellness-policy>.

This Wellness Policy and Regulations document is important to the District because the District's Board of Education's core beliefs and commitments reflect the potential of our students, the purpose of public education, the impact of our teachers, leaders, schools and district on student achievement and its duty to promote a culture of high expectations and accountability. They also set forth our commitment to act on those beliefs to achieve our vision of becoming the most improved urban school district in the nation.

Research continues to indicate that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{[1][2][3][4][5][6][7]} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{[8][9][10]} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{[11][12][13][14]}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives;
- This policy applies to all students, staff and schools in the District; and

- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

The District has been identified by the NYSDOH for enhanced monitoring by the U.S. Centers for Disease Control and Prevention based on the data outlined below:

- **41.5%** of students in the SCSD are overweight or obese
Source: 2012-2014 Student Weight Status Category Reporting System (SWSCR)
- **34.4%** of the district population is living in poverty
Source: U.S. Census, American Community Survey 2014, Table S1701
- **53.3%** of children and youth (5-17 years) are living in poverty
Source: U.S. Census, American Community Survey 2014, Table B17001
- **16,583 (81%)** of student population eligible for free lunch
Source: E-School and Lunchbox Director 2015-2016
- **358 (2%)** of student population are eligible for reduced-price lunch
Source: E-School and Lunchbox Director 2015-2016
- **18.0%** of the population over 18 years of age has less than a high school education
Source: U.S. Census, American Community Survey 2014, Table B15001

Syracuse City School District Wellness Policy Regulations

I. District Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least three times per year to establish goals for and oversee school health and physical activity policies and programs; including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

This DWC is responsible for the implementation and maintenance of the wellness policy. The DWC will develop a mechanism to inform teachers, staff, students and families throughout the district about the wellness policy and the work that is being done to improve the health and academic success of its students. The DWC will help to ensure that the wellness policy is implemented at the building level. The DWC will include building level wellness team members serving as liaisons to the DWC and provide information and feedback on how or if policies are being implemented in all of the schools. There will also be a broad representation of district administration and key individuals involved in district level activities. To the extent possible, representation will include, but is not limited to, representatives from: district administration, district food service, district health professionals, representatives from elementary, middle, and secondary schools including school building wellness team members, a district level physical educator, a school board member, community parks and recreation, a local hospital or community health center, a parent organization, students, and others who are committed and interested in making the school environment healthier for students and staff and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC, facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. The DWC will support each school building within the district to establish an ongoing School Wellness Team (hereto as SWT) from the school improvement team at each school building. This team will be knowledgeable of and lead the implementation of school level compliance and review school-level issues in coordination with the DWC. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools^[15] to complete a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report. This wellness policy and the progress reports can be found at: <http://boarddocs.cnyric.org/ny/scsdny/Board.nsf/Public#>

Annual Progress Reports

Each SWT will establish appropriate wellness goals specific to their school community. The DWC will compile an annual report to be included in the district's overall annual report. This will include a report on the progress of the district in meeting its wellness goals and will highlight notable wellness programs, events and activities that occurred within the schools during the previous academic year. The DWC will work with the communications department to disseminate information about the wellness policy to the school community through a variety of communications channels, as appropriate.

The DWC will monitor and support goals and objectives for the District's SWT, specific and appropriate for each instructional level, for each of the content-specific components listed in Sections III-V of this policy.

Evaluation

The DWC will assess the wellness policy at least once every three years on the extent to which school buildings are in compliance with the District wellness policy, the extent to which the wellness policy compares to the Alliance for a Healthier Generation's model wellness policy and best practices, and the progress made in attaining the goals of the wellness policy. The District will actively notify households/families of the availability of the triennial progress report. The DWC will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input; which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the District. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, as well as a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website; as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating other important school information with parents.

The District will actively notify the public through the District website about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

The District is committed to serving healthy meals to children, aligned with the USDA Child Nutrition Standards. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). In addition, select school buildings participate in the Fresh Fruit and Vegetable Program (FFVP), Summer Food Service Program (SFSP), Snack Program, and Supper Program. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards which can be found online at:
<http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>)
- Promote healthy food and beverage choices using Smarter Lunchroom techniques^[16] such as:
 - Whole fruit options are displayed in attractive bowls or baskets
 - Sliced or cut fruit is regularly available
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - Food service workers are offered training to politely prompt students to select and consume the daily vegetable options with their meal
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are offered in multiple service and dining areas
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas when available
 - Announcements are used to promote and market menu options
- *Menus will be posted on the District website;*
- *Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professionals;*
- *School meals are administered by a team of child nutrition professionals;*
- *The District child nutrition program will accommodate students with special dietary needs;*
- *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Students are served lunch at a reasonable and appropriate time of day; and*
- *Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*

The District participates in the Community Eligibility Provision (CEP). CEP enables the district to serve all children breakfast and lunch at no charge for four successive school years, plus a qualifying grace year, if applicable. CEP

eligibility is based on Identified Student Percentage certified for free meals by a means other than a household application, compared to total school/individual enrollment.

Water

To promote hydration, the District will make free, safe, unflavored drinking water available to all students during meal times. The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present;
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.

Food and Beverages Sold Outside the Reimbursable Meal Program

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, snack or food carts and fundraisers during the school day.

Fundraising During the School Day

Only foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards will be sold through fundraisers on the school campus during the school day. The District's Food and Nutrition Services will make available to parents and teachers a list of Smart Snack approved food and beverage fundraising ideas. The District will support non-food fundraisers and encourage those that promote physical activity, such as walk-a-thons, jump rope for heart, fun runs, etc.

Celebrations and Snacks Brought from Home

The District will encourage that classroom celebrations and snacks brought from home will feature healthy choices that promote the wellness of all students. The District will encourage celebrations and special events to feature activities other than eating when possible. If school celebrations to involve food, healthy food choices must be made available. The District can provide a list of healthy party ideas to help guide parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#)^[17] and from the [USDA](#).^[18]

Rewards for Students in School

The District will encourage that food will not be used as a reward for children. The District can provide teachers and relevant school staff a [list of alternative ways to reward children](#). No school staff member should withhold food from a child as form of punishment for any reason, such as for performance or behavior.

Nutrition Education

Nutrition Education is a key component of comprehensive obesity prevention and diet-related disease prevention strategies. These are integral to health-promoting learning environments that this policy aims to create, to support healthy, academically and socially successful, school communities.

Nutrition Education will be facilitated through behaviorally-focused lessons and integrated within the comprehensive health education curriculum taught at every grade level (K-12). Educational strategies and key messages that encourage healthier food choices consistent with the Dietary Guidelines for Americans (2015-2020)^[19] and the Choose MyPlate food guide^[20] will be the primary focus. Topics may focus on strategies to increase consumption of fruits, vegetables and whole grain foods and limit the consumption of sugar-sweetened beverages and low-nutrient value foods.

Nutrition education will be a key component of environmental support strategies that help make the “healthier choices easier.”

The District aims to teach, model, encourage and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- *In elementary schools, nutrition education will be offered at all grade levels as part of a sequential, comprehensive, standards-based health education curriculum that meets New York State standards.*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.*

USDA’s Team Nutrition^[21] provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage both healthy choices and participation in school meal programs. The District will promote healthy food and beverage choices for all students throughout the school community. Nutrition promotion will also include marketing and advertising nutritious foods and beverages to students and will be implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements as outlined by the USDA professional standards for child nutrition professionals.^[22]

IV. Physical Activity

Physical activity is not to be used as a punishment and will not be withheld as a punishment. Instead, staff are strongly encouraged to use physical activity as a reward.

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity will be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school and out-of-school time activities, and the District is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

There is a written physical activity curriculum for grades K-12. The physical education curriculum is aligned with New York Physical Education Standards^[23] and SHAPE America Scope and Sequence^[24].

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with New York State standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection).

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 90 minutes per week throughout the school year. All District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#)^[25] or other appropriate assessment tool) and will use criterion-based reporting for each student. In addition:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education teachers in District will be required to participate in at least once a year professional development in education .
- All physical education classes in District are taught by licensed teachers who are certified or endorsed to teach physical education .
- Waivers, exemptions, or substitutions for physical education classes are not granted.
- Adaptive physical education is offered to special needs students that is related to the student’s individualized education plan (IEP).

Recess (Elementary)

Each school will define their recess standards as designated by their School Improvement Team. Each school will maintain and enforce its own indoor recess guidelines. Recess will complement, not substitute, physical education. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess and class transition periods.

Teachers can serve as role models by being physically active alongside the students in exercise breaks during class time with their students.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#)^[26] and the [Alliance for a Healthier Generation](#).^[27]

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by participating in a variety of activities that include but are not limited to: clubs, physical activity in aftercare, intramurals, or varsity sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in several of the activities listed below, including but not limited to:

- Walk to School Day
- Bike to School Day
- Designation of safe or preferred routes to school
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Schools shall encourage participation in after-school sports, intramurals, and other non-competitive physical activity programs via in school announcements, school newsletters, posters, etc. All schools are encouraged to promote physical activity opportunities for all students.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/School Wellness Teams. All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will support the mission of the DWC and include physical activity opportunities.

Community Partnerships

The District will continue to develop and enhance relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts. Family wellness activities will be planned and include nutrition and physical activity components.

Staff Wellness and Health Promotion

The DWC will promote staff members participation in health promotion programs and will encourage staff wellness. Staff wellness initiatives promote healthy, engaged staff, and allow staff to serve as healthy role models to students. Strategies that schools can use to promote staff wellness include: weight management, stress management, fitness classes, walking clubs, EAP, etc. Vending machines that are used by the school staff will have water available; therefore, staff can model healthy hydration. The District encourages all school staff to model healthy nutrition and physical activity behaviors. The District will discourage school staff from modeling unhealthy nutrition and physical activity behaviors.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

GLOSSARY

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

Food advertising and marketing - oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.

- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

APPENDIX A:

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake

- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

APPENDIX B:

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity *when health education is taught OR in semesters when students are enrolled in health or physical education. Examples of Physical Activity in Health Education include:*

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

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