

Administration Guidelines

Wellness, Physical Activity and Nutrition



Forward

In 2005, Pinellas County Schools established School Wellness Policy and the Pinellas County Schools Administrative Guidelines for Wellness, Physical Activity and Nutrition. Since that time, the School Health Advisory Committee annually reviews these Administration Guidelines and updates them to reflect new laws and regulations, changing health trends, and input from healthy school teams and the Pinellas County School Board.

Please communicate these Administration Guidelines with your staff and periodically remind all employees about the importance of these school wellness procedures. Many of the Guidelines are restatements of procedural requirements that must be followed. Other Guidelines reflect best practices in school wellness that are encouraged by the District. The appendixes at the end of this document were created for schools to use when communicating a specific issue to parents and/or staff. Please share these single topic handouts as frequently as possible.

The Pinellas County Schools Administrative Guidelines for Wellness, Physical Activity and Nutrition, 2016-2017 is the framework for all Pinellas County Schools to become healthier places to learn and work.

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GLOSSARY OF TERMS

1. **A la Carte:** Refers to individually priced food items provided by the school food services department. These items may or may not be part of the reimbursable meal.
2. **Alliance Competitive Foods Guidelines:** science-based, age-appropriate, calorie and portion controlled standards covering snacks offered for sale to students outside of the school (reimbursable) meal program such as products sold in school vending machines, a la carte lines, snack and other food carts, fundraisers and school stores.
3. **Alliance for a Healthier Generation:** The Alliance for a Healthier Generation, founded by the American Heart Association and the Clinton Foundation, works to reduce the prevalence of childhood obesity and to empower kids to develop lifelong, healthy habits. The Alliance works with schools, companies, community organizations, healthcare professionals and families to transform the conditions and systems that lead to healthier children.
4. **Alliance School Beverage Guidelines:** science-based, age-appropriate, calorie and portion controlled standards covering beverages offered for sale to students outside of the school meal program such as products sold in school vending machines, a la carte lines, snack and other food carts, fundraisers and school stores.
5. **Body Mass Index (BMI):** a formula that assesses weight relative to height. It provides a useful screening tool to indirectly measure the amount of body fat.
6. **Competitive Foods:** Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program and/or After School Snack Program. This definition includes but is not limited to food and beverages sold or provided in vending machines, in school stores or as part of school fundraisers. School fundraisers include food sold by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company or organization.
7. **Extended School Day:** Time during the before-school and after-school activities that include extended academics, clubs, intramural sports, band and choir practice, drama rehearsals, etc.
8. **FMNV:** Foods of Minimal Nutritional Value (**FMNV**). Refers to the four categories of foods and beverages (soda water, water ices, chewing gum and certain candies) that are restricted by the U. S. Department of Agriculture under the child nutrition programs.
 - Federal regulations prohibit the sale of certain foods determined to be of minimal nutritional value. These items may not be sold on any school campus during the school day.

- Restricted Foods – Foods and beverages that are restricted from sale to students are classified in the following four categories:
 - 1) Soda Water: Any carbonated beverage except as allowed under the Smart Snack standards. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.
 - 2) Water Ices: Any frozen, sweetened water such as “...sicles” and flavored ice with the exception of products that contain fruit or fruit juice.
 - 3) Chewing Gum: Any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
 - 4) Certain Candies: Any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:
 - Hard Candy: A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, and is characterized by a hard, brittle texture. Includes such items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after-dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints and cough drops.
 - Jellies and Gums: A mixture of carbohydrates that are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans jellied and fruit-flavored slices.
 - Marshmallow Candies: An aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.
 - Fondant: A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.
 - Licorice: A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.
 - Spun Candy: A product that is made from sugar that has been boiled at a high temperature and spun at a high speed in a special machine.
 - Candy-Coated Popcorn: Popcorn that is coated with a mixture made predominantly from sugar and corn syrup.
9. **Food Services:** Refers to the school’s operation of the National School Lunch Program, School Breakfast Program and After School Snack Programs and includes all food services operations conducted by the school principally for the benefit of school children, all of the revenue from which is used solely for the operation or improvement of such food services.

10. **Food Service Area:** Any area on school premises where school food service program meals are served and/or eaten.
11. **Fruit or Vegetable Juice:** Beverages labeled as containing 100% fruit or vegetable juice.
12. **HealthierUS School Challenge: Smarter Lunchrooms:** The HealthierUS School Challenge: Smarter Lunchrooms (HUSC: SL) is a voluntary certification initiative recognizing those schools enrolled in [Team Nutrition](#) that have created healthier school environments through promotion of nutrition and physical activity.
13. **Healthy School Program:** Healthy Schools Program is an evidence-based initiative under the Alliance for a Healthier Generation that will help create and sustain healthy environments where students can learn better and flourish.
14. **Let's Move, Active Schools:** *Let's Move!* Active Schools is a physical activity and physical education solution to ensure 60 minutes of physical activity a day is the new norm for schools. Powered by a national collaboration of leading health and education organizations, *Let's Move!* Active Schools streamlines the selection of programs, resources, professional development and funding opportunities, and delivers a customized Action Plan – making it simple for teachers and strategic for administrators. It helps schools develop a culture in which physical activity and physical education are foundational to academic success.
15. **Lunch Period:** Time that food service program is serving food items and includes time interval that students are eating.
16. **Sale items:** All competitive foods (and/or beverages) items available at schools outside of the school (reimbursable) meals program including vending machines, a la carte lines, school stores, snack and other food carts and fundraisers. Any item that is offered for individual sale (even if the item is part of a school meal) is considered “competitive.” This includes, for example, milk, juice, water and side items.
17. **School Campus:** All area of the property under the jurisdiction of the school that is accessible to students during the school day.
18. **School Day:** The school day has been defined by the United States Department of Agriculture (USDA) as part of the Smart Snack standards as the period from the midnight before to 30 minutes after the official school day.
19. **School Meal Initiative (SMI):** The umbrella term for all regulations and policies that address the nutrition standards and menu planning systems.
20. **School Meals:** Meals provided under the National School Lunch Program, School Breakfast Program and After School Snack Program for which schools receive reimbursement in accordance with all applicable federal regulations, policies, instructions and guidelines.

21. **Snacks:** Defined as either competitive foods or a la carte (see definitions above), depending on whether or not they are provided by the school food services department.

INTRODUCTION

The Child Nutrition and WIC Reauthorization Act of 2004 established into law a local school wellness policy provision. The wellness policy provision requires every school district that participates in the federal school meals programs to enact a wellness policy by 2006-2007 school year. The four components required by policy include 1) nutrition education, 2) physical activity, 3) other school-based wellness activities and 4) nutrition guidelines for all foods available on campus during the day.

Since 2006, Pinellas County Schools has annually published the Administration Guidelines for Wellness, Physical Activity and Nutrition. Since 2007, Pinellas has used the Alliance for a Healthier Generation's Healthy Schools Program Framework of Best Practices and assessment tools for schools to monitor their progress toward the District's Wellness Guidelines. Beginning in the 2015-2016 school year, these Wellness Guidelines were reorganized to mirror the Healthy School Program Framework of Best Practices. This revised format will make it easier for schools to review the Wellness Guidelines and then assess their progress on the Alliance for a Healthier Generation's website.

In addition to the Annual Summary Report on Administrative Guidelines on Wellness, Physical Activity and Nutrition, Pinellas County Schools will monitor progress toward specific goals within in Pinellas County Schools District Strategic Plan, Strategic Direction: Safe Learning Environment, Goal 3: The District will improve the safety, security, health, and management of the work and learning environment.

Pinellas County Schools acknowledges the importance of diversity and culturally inclusive practices in all school wellness efforts.

I. SCHOOL HEALTH AND SAFETY POLICIES AND ENVIRONMENT

(This section aligns to Module 1, Healthy School Program Assessment.)

A. School Health Advisory Committee (F.S. 381.0056)

1. The school district and/or individual schools within the district will create, strengthen or work within existing School Health Advisory Committee (SHAC) to develop, implement, monitor, review and, as necessary, revise school nutrition, physical activity, social/emotional wellness policies, and all other components of the Coordinated School Health Model.
2. SHAC will serve as a resource to school sites for implementing those policies.
3. A School Health Advisory Committee (SHAC) consists of a group of individuals representing the Coordinated School Health Model. The Coordinated School

Health Model consists of eight components representing health education, physical education, school health services, school nutrition services, school counseling, psychological and social services, healthy school environment, school-site health promotion for staff, family and community involvement in school health, and comprehensive school health education.

B. Monitoring

1. The superintendent or designee will ensure compliance with established district wide nutrition and physical activity.
2. In each school, the principal or designee will ensure compliance with those policies in his/her school.
3. All schools are registered with the Alliance for Healthier Generation's Healthy School Program and may use its resources to establish effective practices that promote wellness. On an annual basis, schools will use the Healthy School Inventory instrument to assess their school's nutrition and physical activities environment and policies.
4. School food services staff members, at the district or school level, will ensure compliance with nutrition policies within school food services areas and will report on this matter to the superintendent (or at the school level, to the school principal). The school district will report to the superintendent and school board on the most recent USDA School Meals Initiative (SMI), review findings, and any resulting changes.
5. The superintendent or designee will write an annual summary report on district-wide compliance with the district's established nutrition and physical activity wellness policies and guidelines based on aggregated data from all schools' Healthy School Inventories. The report will be provided to the school board and distributed to the School Health Advisory Committee, parent/teacher organizations, school principals, school health services personnel, and posted on the district's website.
6. The district in conjunction with SHAC will revise, as necessary, the wellness policies, administrative guidelines, and develop work plans to facilitate implementation.

C. Healthy Environment

1. The school environment is supported by programs and policies that nurture positive behavior, ensure environmental and physical safety, and promote a feeling of belonging and respect for all students, staff and families. (Safe and Healthy Schools Florida)
2. Each school shall incorporate a student health, wellness, or fitness goal (or objective that supports another goal) into their School Improvement Plan. (School Wellness, eLearning Center)
3. All schools should convene a Healthy School Team (F.A.C. 5P-1.003) that meets regularly with members representing the eight components of the

Coordinated School Health Model (health education, physical education, school health services, nutrition services, counseling/psychological/social services, healthy/safe school environment, health promotion for staff, family/community involvement) to address the health concerns of the school and to annually update the school's Healthy School inventory/on-line assessment. All members should receive an electronic communication when unable to attend.

4. All Healthy School Teams shall:
 - a. Be responsible for ensuring compliance with competitive food and beverage items sold on a school campus.
 - b. The Healthy School Team shall be responsible for monitoring food & beverages sold to students on campus beyond the requirements of the National School Breakfast & Lunch Program. (vending, fundraising, snack carts, school stores) (HealthierUS School Challenge/ Smart Snacks in Schools)
 - c. Ensure that all fundraisers within the school day are in accordance with the Smart Snacks in Schools standards.
 - d. Report compliance to the Health Education Office for overall compliance with the District's wellness policy/guidelines.
 - e. Annually, complete the Healthy School program pre Assessment in the fall and post Assessment in the Spring
5. All Healthy School Teams are encouraged to utilize resources from:
 - a. Alliance for a Healthier Generation "Healthy Schools Program," <http://www.healthiergeneration.org/>
 - b. Action for Healthy Kids, <http://www.actionforhealthykids.org/>
 - c. *Healthier* US School Challenge, <http://teamnutrition.usda.gov/HealthierUS/index.htm>
 - d. Let's Move, <http://www.letsmove.gov/>
 - e. Fuel Up to Play 60, <http://www.fueluptoplay60.com/>
 - f. USDA Team Nutrition
6. All Healthy School Teams are encouraged to apply for recognition with:
 - a. Alliance for a Healthier Generation "Healthy Schools Program," <http://www.healthiergeneration.org/>
 - b. *Healthier* US School Challenge, <http://teamnutrition.usda.gov/HealthierUS/index.htm>
 - c. Let's Move, <http://www.letsmoveschools.org/>

7. Beginning with the 2016-2017 school year, ALL elementary schools will offer physical activity EVERYDAY through physical education, recess or both.
8. Physical activity should not be used as a punishment (i.e.: students required to run laps, do “duck walks,” push-ups or other physical activity).
9. Schools should prohibit withholding recess as a punishment. (Healthy Schools Program)
10. Schools are prohibited from withholding any form of physical activity as a punishment. Physical activity includes physical education, recess, and classroom physical activity breaks.
11. Schools are encouraged to allow family and community members to have access to indoor and outdoor school facilities outside school hours to participate in or conduct health promotion and education programs. (Healthy School Program & Safe and Healthy Schools Florida)
12. All school cafeterias and dining areas should be healthy nutrition environments. Pinellas County Schools should ensure that all students have daily access to school meals (breakfast and lunch.) Schools are strongly encouraged to have lunch within the school day with equal access throughout the day for all students. (USDA 7 CFR 210 Subpart C, 210.10 [f]) requires that school lunch periods must be between 10:00am and 2:00pm. Adequate time should be allowed for students to receive and consume meals, and cafeterias should provide a pleasant dining environment. The minimum recommended eating time for each student after being served is at least 10 minutes for breakfast and 20 minutes for lunch.
13. Each elementary, middle, and high school shall make a breakfast meal available if a student arrives at school on the school bus less than 15 minutes before the first bell rings and shall allow the student at least 15 minutes to eat the breakfast. (F.S. 1006.06).
14. Free potable water will be available to students where meals are served (Healthy, Hunger-Free Kids Act of 2010; Sec. 203)
15. Schools should provide student’s access to hand washing or hand sanitizing throughout the school day.
16. Schools should not advertise or market foods and beverages that do not meet Smart Snack criteria to students. (e.g., signs or marketing materials promoting these foods are not visible to students on the school campus during the school day). (HealthierUS School Challenge)
17. School-based marketing should be consistent with nutrition education and health promotion. Examples: vending machine covers that promote water, pricing structures that promote healthy options in a la carte lines or vending machines, sales of fruit for fundraisers and coupons for discount gym memberships.
18. Food and Beverages sold to students on the school campus at events outside of the school day should offer and promote water, fruits and vegetables as an option. (HealthierUS School Challenge)

19. Schools may not give students food as a reward and may not withhold food as punishment. (Healthy Schools Program and HealthierUS Schools Challenge)
20. Healthy Fundraising
 - a. USDA Smart Snack Standards do not apply to fundraisers that take place more than 30 minutes after the last bell of the school day, off campus or on weekends.
 - b. All foods and beverages sold as a fundraiser outside of the school meals program during the regular and extended school day must meet the USDA Smart Snack Standards. School-sponsored food fundraisers which meet the nutrition standards as defined and required in 7 CFR 210.11 are permitted to occur on any school day provided it is (30) minutes after the conclusion of the last designated meal service period. (FDACS 5P-1.003) The Alliance Competitive Foods and Beverages Guidelines can be used for a resource. <https://foodplanner.healthiergeneration.org/calculator/>
 - c. Unless being sold by the district school food service program, it is impermissible for any competitive food item sold to students as a fundraiser or otherwise during the school day to consist of ready-to-eat combination foods of meat or meat alternate, as defined in (7 CFR 210.10, and grain products as defined in 7 CFR 210.11). For example pizza or hot dog on bun.

D. Nutritional Guidelines for All Foods on Campus

1. Smart Snacks in Schools
 - a. The Healthy, Hunger-Free Kids Act of 2010 required USDA to establish nutrition standards for all foods and beverages sold in schools, beyond the National School Lunch and Breakfast Programs. This new rule, known as the “Smart Snacks” standards, carefully balances science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on campus. USDA published an Interim Final Rule that takes effect on July 1, 2014 as a revision to the Regulations Governing Federally Funded School Meals Programs USDA 7 Code of Federal Regulations Parts 210,220,245. These rules apply to all foods or beverages **sold** to students as in ala carte in the cafeteria, in school stores, snack bars, vending machines and/or fundraisers.
 - b. The law specifies that the nutrition standards shall apply to all foods sold:
 - (1) outside the school meal programs;
 - (2) on the school campus; and
 - (3) at any time during the school day.
2. For the purposes of this rule USDA has established that the **School Campus** is all areas of the property under the jurisdiction of the school that are accessible to students during the school day. USDA has also established the **School Day** as

the period from the midnight before, to 30 minutes after the end of the official school day.

3. Standards for Foods; these apply to all grade levels
 - a. Any food sold in schools must:
 - (1) Be a “whole grain-rich” grain product; or
 - (2) Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
 - (3) Be a combination food that contains at least $\frac{1}{4}$ cup of fruit and/or vegetable.
 - b. Accompaniments
 - (1) Accompaniments such as ketchup, mayonnaise, cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold
 - c. Foods must also meet several nutrient requirements:
 - (1) Calorie limits:
 - (a) Snack items: ≤ 200 calories
 - (b) Entrée items: ≤ 350 calories
 - (2) Sodium limits:
 - (a) Snack items: ≤ 200 mg
 - (b) Entrée items: ≤ 480 mg
 - (3) Fat limits:
 - (a) Total fat: $\leq 35\%$ of calories
 - (b) Saturated fat: $< 10\%$ of calories
 - (c) Trans fat: zero grams
 - (d) Exemptions include:
 - 1) Reduced fat cheese
 - 2) Nuts and seeds and nut/seed butters
 - 3) Dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat

4) Seafood with no added fat; and

5) Part-skim mozzarella

(4) Sugar limit:

(a) \leq 35% of weight from total sugars in foods

(b) Exemptions include:

1) Dried/dehydrated fruits or vegetables (no added nutritive sweeteners)

2) Dried fruits with nutritive sweeteners for processing and/or palatability (e.g., dried cranberries, tart cherries, and blueberries)

3) Exempt dried fruit with only nuts/seeds (no added nutritive sweeteners or fat)

d. Exemptions from meeting all nutrient standards:

(1) Fruits that are fresh, frozen or canned packed in water, 100 percent juice, light syrup or extra light syrup

(2) Vegetables that are fresh, frozen or canned with no added ingredients except water and a small amount of sugar for processing

(3) Entrees that are served as part of the National School Lunch program are exempt the day of service and the school day after

4. Nutrition Standards for beverages; vary by grade level:

a. All schools may sell:

(1) Plain water (with or without carbonation)

(2) Unflavored low fat milk

(3) Unflavored or flavored fat free milk and milk alternatives permitted by National School Lunch Program/School Breakfast Program (NSLP/SBP)

(4) 100% fruit or vegetable juice and

(5) 100% fruit or vegetable juice diluted with water with no added sweeteners

b. Portion Sizes:

(1) Elementary schools may sell up to 8-ounce portions. There is no portion size limit for plain water.

(2) Middle schools may sell up to 12-ounce portions of milk and juice.

There is no portion size limit for plain water.

- (3) High schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.
- (4) Additionally for high schools the standards allow “no calorie” and “lower calorie” beverage options for high school students.
 - (a) No more than 20-ounce portions of Calorie-free, flavored water with or without carbonation) and other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
 - (b) No more than 12-ounce portions of beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

c. Caffeine:

- (1) Elementary and Middle Schools: foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances.
- (2) High Schools have no caffeine restrictions.

E. Foods of Minimal Nutritional Value (FMNV) and Guideline Exemptions

1. School Nurses: These guidelines do not apply to school nurses using FMNVs during the course of providing health care to individual students.
2. Accommodating Students with Special Disabilities: Students with special needs whose Individualized Education Program (IEP) plan indicates the use of FMNV or candy for behavior modification (or other suitable need) may be given FMNV or candy items.
3. School Events: Students may be given FMNV, candy items or other restricted foods, during the school day for up to two different school-wide events each school year to be determined by school. A school administrator must approve the exempted events. During these events, FMNV may not be given during meal times in the areas where school meals are being served or consumed, and regular meal service (breakfast and lunch) must continue to be available to all students in accordance with regulation.
4. Testing/Assessment Days: Schools and parents may provide one additional nutritious snack per day for students taking the State/District tests. The snack must comply with the Wellness Guidelines of the Pinellas County Schools Nutrition Standards and may not contain any FMNV. The one exception may be peppermint hard candies.
4. Instructional Use of Food in Classroom: For instructional purposes, as part of a prepared lesson, teachers may use FMNV. Students may consume food prepared in class for instructional purposes. Food may not be provided or sold to other students or classes. Food provided for students as part of a class, including

family and consumer sciences and culinary programs or school cultural heritage event for instructional enrichment purposes, would be exempt from these guidelines. However, FMNV may not be served during meal periods in the areas where school meals are being served or consumed and regular meal service (breakfast and lunch) must continue to be available to students.

5. Athletic, Band and Other Competitions: The nutrition guidelines do not apply to students who leave campus to travel to athletic, band or other competitions. The school day is considered to have ended for these students. School activities, athletic functions, etc. that occur after the normal school day are not covered by these guidelines.
7. These guidelines do not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school.

II. HEALTH EDUCATION

(This section aligns to Module 2, Healthy School Program Assessment.)

A. All teachers of health education use an age-appropriate sequential health education curriculum that is consistent with state or national standards for health education. (Healthy Schools Program and Safe and Healthy Schools Florida)

B. Pinellas County Schools shall implement the Florida Standards for Health Education that are based upon established health behavior theories, models, and evidence-based research, as well as "best practices." The Florida Standards for Health Education correspond to the National Health Education Skills and corresponding standards. (Safe and Healthy Schools Florida)

1. Core Concepts- Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Internal and External Influence- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Accessing Information- Demonstrate the ability to access valid health information, products, and services to enhance health.
4. Interpersonal Communication- Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.
5. Decision Making- Demonstrate the ability to use decision-making skills to enhance health.
6. Goal Setting- Demonstrate the ability to use goal-setting skills to enhance health.
7. Self-Management- Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

8. Advocacy- Demonstrate the ability to advocate for individual, peer, school, family, and community health.

C. Professional Development for Health Education

1. All elementary teachers are encouraged to participate in professional development in health education. (Healthy School Program and Safe and Healthy Florida)
2. All secondary teachers of health education participate at least once a year in professional development. (Healthy School Program and Safe and Healthy Florida)

D. Pinellas County Schools aims to teach, encourage and support healthy eating by students. Nutrition education shall be aligned to national guidelines identified by the Alliance for a Healthier Generation: <http://www.healthiergeneration.org/>. Schools shall provide nutrition education and engage in nutrition promotion that:

1. Is provided at each grade level as part of a sequential, comprehensive, standards-based health education program designed to provide students with knowledge and skills necessary to promote and protect their health. Nutrition lessons are posted in eLearning Center under Health Education.
2. Is not only part of health education classes but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects.
3. Includes enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens.
4. Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices.
5. Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise.)
6. Involves a collaborative and coordinated effort between food services and the school faculty.
7. Teaches media literacy with an emphasis on food marketing.
8. Includes training for teachers and other staff.
9. Involves sharing information with families and the broader community to positively impact students and the health of the community (e.g., district website and newsletters).

III. PHYSICAL EDUCATION AND OTHER PHYSICAL ACTIVITY PROGRAMS

(This section aligns to Module 3, Healthy School Program Assessment.)

Pinellas County Schools encourages regular physical activity as a personal behavior; students need opportunities for physical activity and physical education.

A. The K-12 Physical Education Program shall implement the Florida Standards for Physical Education aligned with the SHAPE (Society for Health and Physical Educator's) America's National Standards and the Florida State Standards: (Safe and Healthy Schools Florida)

1. The physically literate individual demonstrates competency in a variety of skills and movement patterns.
2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

B. K-12 physical education students will have their Body Mass Index (BMI) measured and recorded in the district server using Being Fit Matters (Fitnessgram). All physical education students' grades 3-12 will be measured in all remaining health related fitness assessments; **PACER, Sit & Reach, Curl Ups, Trunk Lift, and Push Ups**. Physical education teachers will record this data using the Being Fit Matters program on the district server. Pre and Post assessment data for physical education students must be recorded in the district server by the annually announced due date(s). Prior to conducting the Being Fit Matters fitness assessments, parents will be notified and given the option to "opt out" of the BMI assessment. Following the completion of the Pre and Post assessment, the Parent/ Student Fitness Report shall be provided to parents and students.

C. All teachers of physical education are encouraged to participate at least once a year in professional development in physical education.

D. Physical education programs are encouraged to promote student participation in a variety of community physical activity options. (Healthy Schools Program)

E. Physical Education programs encourage appropriate practices to include students with special needs. (Healthy Schools Program)

F. Physical activity should not be used as a deprivation or punishment. Students should not be deprived of physical education to complete an academic assignment.

Nor should they be required to run laps, or do “duck walks,” push-ups or other physical activity as a punishment. (Healthy Schools Program)

G. Safe Routes to School Program

1. Elementary schools are encouraged to work with the Pinellas County Health Department, local health organizations, public works, public safety, and police personnel to implement a Safe Routes to School program (a comprehensive SRTS program includes all **5 E**'s: education, encouragement, enforcement, engineering, and evaluation). Schools and PTAs are encouraged to partner together to assess walking and biking routes for safe access to elementary schools, address areas and routes that may need improvement to assure safety for the parent and student groups, and to assist parents in organizing adult supervised walking and biking groups. If funding is available for Safe Routes to Schools, the district encourages schools to apply for funds to further improve their programs.

H. Elementary School Physical Education and Activity

1. Physical Education is part of the required curriculum in elementary school and **MUST** be scheduled for 150 minutes per week and **MUST** be scheduled for a minimum of 30 minutes for any day that physical education is provided.
2. Physical education classes should be staffed by a certified physical education teacher and, when appropriate, with additional physical education assistants. Schools are encouraged to consider national guidelines for the student/teacher ratio of 1:25 (Safe and Healthy Schools Florida); PreK-1: 22, K-3 1:28, 4-5 1:35 (PCS).
3. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students.
4. Elementary Physical Activity Breaks
 - a. On a daily basis, all elementary students should have the opportunity to participate in physical activity beyond the physical education program. Physical activity should always be supervised. The principal shall determine how their school will meet this physical activity requirement. The district shall provide schools with web access for classroom physical activity breaks.
 - b. Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school wide testing, make it necessary for students to remain inactive for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active. **NOTE:** Classroom Physical Activity Break activities/models are posted in eLearning Center site under Health Education.
5. Elementary After-School Child-Care Programs

- a. By contract, Before and Afterschool Care Providers will align their programs to the guidelines of the Alliance for a Healthier Generation.
- 6. Elementary After-School Tutoring Programs
 - b. Tutoring programs offered on school campuses should meet the “Administrative Guidelines on Wellness, Physical Activity and Nutrition.”

I. Middle School Physical Education and Activity

- 1. Middle School Physical Education
 - a. Students in 6th through 8th grade will participate in a minimum of one semester of physical education.
 - b. A certified physical education teacher should staff physical education classes.
 - c. Schools are encouraged to consider national guidelines for the student/teacher ratio of 1:30 (Safe and Healthy Schools Florida); 1:37 (PCS).
 - d. Per School Board Policy 5420.02, students’ grades in secondary physical education classes are determined by "weighting" the various areas of the program, such as participation (50%), skill (25%) and knowledge (25%). Beginning in 2013-14, it is recommended that 25% of the middle school student grade be based on a personal fitness goal completion. Students are expected to develop their individual fitness goal based on their Being Fit Matters/Fitnessgram pre assessment scores and their understanding of the district-developed Fitness Improvement Rubric. Students will work toward this goal on a weekly basis and with guidance from Physical Education teachers will periodically reevaluate their goals. Middle school Physical Education teachers should use the following weighting components for each marking period: participation (25%), skill (25%) knowledge (25%), and fitness goal completion (25% based on the Fitness Improvement Rubric).
- 2. Middle School Physical Education Waivers
 - a. The physical education requirement for middle school students shall be waived for a student who meets the following criteria:
 - (1) The student is enrolled in a required remedial course.
 - (2) The student's parent indicates in writing to the school that:
 - (a) the student will enroll in another course from among those offered as options by the school district, OR
 - (b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

- (3) Schools must notify parents of the options available prior to scheduling a student into physical education.

3. Middle School Interscholastic Sports

- a. The middle school sports programs include:

- (1) Boys and Girls Volleyball
- (2) Boys and Girls Basketball
- (3) Boys and Girls Track and Field

4. Middle School After-School Child-Care Programs

- a. By contract, Before and After-School Care Providers will align their programs to the guidelines of the Alliance for a Healthier Generation.

5. Middle School After-School Tutoring Programs

- a. Tutoring programs offered on school campuses should meet the “Administrative Guidelines on Wellness, Physical Activity and Nutrition.”

J. High School Physical Education and Activity

1. Specific Credit Requirements for Graduation

- a. Physical Education/Health – For students entering 9th grade beginning in 2007-08, students are required to have one credit in Health Opportunities through Physical Education (HOPE) to include integration of health. A school may not require that the one credit in physical education be taken during the 9th grade year.
- b. A certified physical education teacher should staff Physical Education classes.
- c. Schools are encouraged to consider national guidelines for the student/teacher ratio of 1:35 (Safe and Healthy Schools Florida) 1:37 (PCS).

2. High School Physical Education Waivers / Prerequisites

- a. High School Athletics

- (1) For students entering 9th grade beginning in 2007-08, participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Florida Department of Education.

- b. High School Marching Band

- (1) Students in marching band should complete the athletic physical exam each year by a licensed physician before participation in band activities.

c. High School JROTC

- (1) For students entering 9th grade beginning in 2007-08, completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

d. High School 18-Credit Graduation Option Requirements

- (1) Health and physical education are not required in this option.

e. High School Interscholastic Sports and Academic Eligibility

- (1) A variety of Florida High School Activities Association and Department of Education-sanctioned athletics are offered for high school students. All students are encouraged to take part in these activities.
- (2) High school academic eligibility is a privilege, and it is based upon state guidelines, academic standing and citizenship. Transferring from one school to another and changing residence from one parent or guardian to another all have a bearing on athletic eligibility. Students and parents having individual questions about their child's eligibility should contact their school athletic director or principal.

3. After-School Tutoring Programs

- a. Tutoring programs offered on school campuses should meet the "Administrative Guidelines on Wellness, Physical Activity and Nutrition."

IV. NUTRITION SERVICES

(This section aligns to Module 4, Healthy School Program Assessment.)

**A. *Regulations Governing Federally Funded School Meals Programs
USDA 7 Code of Federal Regulations Parts 210,220,245; Florida State
Board of Education Rules 6-7.042(2)(c)***

B. Nutritional Guidelines for All Schools

For purposes of these guidelines:

Elementary Schools are schools providing regular or other instruction at one or more grade levels from PK through grade 5. This category includes schools serving grade 6 if also serving one or more grades PK through 5 (e.g., a K-6 school).

Middle Schools are schools providing regular or other instruction at one or more grade levels from 6 to 8.

High Schools are schools providing regular or other instruction at one or more grade levels from 9 to 12.

Schools containing K-12 grade levels should follow elementary school guidelines and schools containing 6-12 grade levels should follow middle school guidelines.

1. Foods of Minimal Nutritional Value (FMNV) Policy

School campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on the school campus including vending machines, school stores and fundraisers until after the end of the school day as defined by the USDA (30 minutes after the end of the official school day). State Board of Education Rule 6-7.042(2)(c). For exemptions see Section IV-G-1. (This should include the regular school day and/or the extended school day.

2. Nutrition Standards

The following specific nutrition standards pertain to all food and beverages served or made available to students **that are not sold** on school campuses. School meals and all foods sold to students are governed by federal regulations. (7 CFR Parts 210 & 220)

3. Portion Sizes

The following maximum portion size restrictions pertain to all foods and beverages served or made available to students **that are not sold** on school campuses. School meals and all foods sold to students are governed by USDA regulations.

4. Other

- a. Schools will not serve or make available to students fried chips.
- b. Schools will not serve or make available to students candy bars, any other packaged candies or FMNV.
- c. Schools will only allow foods in compliance with these Wellness Guidelines to be served or made available to students at no cost at any time during the school day on the school campus. Foods sold to students must be in compliance with the Federal Regulations under the Smart Snack standards listed in these guidelines.

5. Competitive Foods and Snacks

- a. A school campus may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on the school campus throughout the school day. This does not pertain to food items made available by the school food services department. State Board of Education

Rule 6-7.042(2c)

- b. Elementary classrooms may allow one nutritious, Wellness Guideline compliant snack per day under the teacher's supervision. The snack may be in the morning or afternoon but may not be at the same time as meal periods for that class. The snack may be provided by the school food services, the teacher, parents or other groups and must be at no cost to students.
- c. School-provided snack must comply with the guidelines of the Pinellas County Schools Nutrition Standards and may not contain any FMNV. (See section F. FMNV and Guidelines Exemptions)
- d. Schools will only allow foods in compliance with these Wellness Guidelines to be served or made available to students at any time during the school day on the school campus. **This is for foods that are being served to students at no cost only.** Any foods sold must meet the USDA Smart Snack standards.

C. Communication

1. The Food Services Department has established communication systems to inform students and their families of the school menus, nutritional information of foods, and food pricing information.
2. The school meals program reflects the diversity of the student population by posting the lunch menus at minimum in both English and Spanish for each month's menu on the district's website.
3. School nutrition staff shall be offered annual professional development. (Healthy Schools Program)

V. HEALTH SERVICES

(Under Development)

VI. COUNSELING, PSYCHOLOGICAL & SOCIAL SERVICES

(Under Development)

VII. HEALTH PROMOTION FOR STAFF

(This section aligns to Module 7, Healthy School Program Assessment.)

- A. Pinellas County Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.**
- B. The district shall establish and maintain an Employee Wellness Committee** composed of at least one district staff member, School Health Advisory Committee

member, dietitian or other health professional, Health Plan representative, Employee Assistant Plan (EAP) representative, and risk management team member.

C. The Employee Wellness Committee shall be a subcommittee of the SHAC. The Employee Wellness Committee is responsible for designing the district's Strategic Wellness Plan and for developing, promoting and evaluating the annual (operating) Wellness Plan. The plan shall be based on input solicited from school staff members and shall outline ways to encourage healthy eating, physical activity and other elements of a healthy lifestyle among the school staff.

D. The Employee Wellness Committee shall distribute its operating plan to the SHAC annually.

E. All worksites will select an "Employee Wellness Champion" to facilitate the Be S.M.A.R.T., Pinellas County Schools Wellness Program, offered by Risk Management Department, be a member of a school's Healthy School Team, and update the Healthy Schools Program Assessment, Employee Wellness section two times each year.

F. Staff Foods

1. Food and beverages available for purchase through staff worksite vending and district and school sponsored staff functions are encouraged to meet the Alliance High School Beverage and Competitive Foods Guidelines.

G. Reasonable Break Time for Nursing Mothers

1. Breastfeeding has been shown to provide multiple health and economic benefits. The health benefits include a lower risk of infection, illnesses and obesity for the baby, and mothers who breastfeed have a decreased chance of breast and ovarian cancer. The economic benefits of breastfeeding include lower rates of absenteeism, better retention of employees, lower health care costs, and higher productivity from employees.
2. Because employees need ongoing support in the worksite to be able to provide breast milk for their babies, the District is committed to providing an environment supporting breastfeeding for their employees.

Section 7 of the Fair Labor Standards Act (29 U.S.C. 207) states the following:

(1) An employer shall provide:

a. a reasonable break time for an employee to express breast milk for her nursing child for 1 year after the child's birth each time such employee has need to express the milk.

b. a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.

(2) An employer shall not be required to compensate an employee receiving reasonable break time under paragraph (1) for any work time spent for such purpose.

(3) An employer that employs less than 50 employees shall not be subject to the requirements of this subsection, if such requirements would impose an undue hardship by causing the employer significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the employer's business.

(4) Nothing in this subsection shall preempt a State law that provides greater protections to employees than the protections provided for under this subsection

VIII. FAMILY & COMMUNITY INVOLVEMENT

(This section aligns to Module 8, Healthy School Program Assessment.)

- A. Families and other community members help with school decision making** related to healthy nutrition and physical activity. (Healthy School Program & Safe and Healthy Schools Florida)
- B. Students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served and offered on school campus and feedback on the meal programs and other foods and beverages sold, served and offered on campus.** (Healthy School Program & Safe and Healthy Schools Florida)
- C. Schools are encouraged to allow family and community members to have access to indoor and outdoor school facilities outside school hours to** participate in or conduct health promotion and education programs. (Healthy School Program & Safe and Healthy Schools Florida)
- D. Students and school personnel are encouraged to engage in community service activities.** (Safe and Healthy Schools Florida)
- E. Schools provide ongoing recruitment and training of families and other community members as volunteers at school or other locations to support school programs.** (Safe and Healthy Schools Florida)
- F. The district encourages local business and non-profit organizations as school partners.** (Safe and Healthy Schools Florida)
- G. The district implements strategies to reduce the number of uninsured children.** (Safe and Healthy Schools Florida)



Highlights

All components of the PCS Wellness Guidelines are aligned to the guidelines from the Alliance for a Healthier Generation. www.healthiergeneration.org

NUTRITION EDUCATION: Instruction is required at all grade levels.

PHYSICAL ACTIVITY:

- 150 minutes/week with a minimum of 30 consecutive minutes of physical education on the days PE is provided is required. Students enrolled in PE in Grades 3 - 5 are required to complete the Being Fit Matters/Fitnessgram assessment, taught by a certified physical education teacher.
- On a daily basis, all elementary students shall have the opportunity of participating in physical activity beyond the physical education program.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES: Schools should provide access to hand washing/hand sanitizing before and after students eat.

FOODS ON CAMPUS: Schools may not sell low nutritional foods, including candy, on school property from midnight the night before until 30 minutes after the end of students' school day. This includes vending machines, school stores, and fundraisers. See Smart Snacks in Schools standards!

MENUS AND CAFETERIA OPTIONS: Food services menus meet or exceed regulatory nutrition requirements. All beverages served will be milk, 0-calories flavored or unflavored water, 100% fruit and/or vegetable juice. Energy supplement beverages are prohibited.

SNACKS AND SPECIAL EVENTS:

- Parents who would like to send class snacks should call the school office or teacher to make sure the items are within the guidelines. School-provided snacks must comply with the Pinellas County Schools Nutrition Standards and may not contain any Foods of Minimal Nutritional Value (candy, gum, soft drinks, etc.). Classroom snacks may not exceed the maximum portion size designated for that item. Please refer to the suggestions for healthy snacks.
- With principal permission, students may be given low nutritional foods, candy items or other restricted foods during the school day for **up to two different school-approved events each year**. These food items may not be given while school meals are being served.

INSTRUCTIONAL USE OF FOOD IN CLASSROOM: As part of an instructional, prepared lesson, teachers may use low nutritional foods. Occasionally, students may consume food prepared in class for instructional purposes; however, food may not be provided or sold to other students or classes. Low nutritional items may not be served during meal periods.

STUDENTS WITH SPECIAL NEEDS: Special needs students whose Individualized Education Plan (IEP) indicates the use of low nutritional foods or candy for behavior modification (or other suitable need) may be given low nutritional food or candy.

TESTING DAYS: Schools and parents may provide one additional snack per day for students taking tests. The school snack must comply with the district's nutrition guidelines and may not contain any low nutritional items such as candy, chips or desserts (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.). The one exception may be peppermint hard candies.

FIELD TRIPS AND STUDENT COMPETITIONS: School approved field trips and competitions are exempt from the nutrition guidelines.

HEALTHY SNACKS
-FOODS NOT SOLD-
SHOULD BE LIMITED TO:

- **200 CALORIES**
- **FAT CALORIES = 35%/LESS**
- **SATURATED FAT = 10%/LESS**
- **SODIUM = 200 MG/LESS**
- **SUGAR = 35%/LESS**

FRESH FRUITS
Canned fruits in natural juices
Raisins
Other dried fruits


GRAINS (1.5 oz. or less)
Whole grain crackers
Unsweetened cereals
Unbuttered popcorn
Baked tortilla chips
Pretzel and nut mix
Pretzels
Baked chips

CEREAL BARS (2 oz. or less)
Multigrain bars
Granola bar

BAKERY ITEMS (3 OZ. OR LESS)
Whole grain breads
Bagels
English muffins
Mini muffins

MISCELLANEOUS
Peanuts (1 oz. or less)
Fresh vegetables
Low-fat cheeses
Peanut butter
Salsa
Sugar-free gelatin
Yogurt (8 oz. or less)

BEVERAGES (8 oz. or less)

Frequently Asked Questions



HOW OFTEN ARE THE GUIDELINES CHANGED?

School districts participating in the National School Lunch Program and/or School Breakfast Program are required to develop a local wellness policy that addresses student wellness and the growing problem of childhood obesity. Each year the guidelines are reviewed and revised as necessary by the School Health Advisory Committee.

HOW DOES THIS AFFECT THE LUNCH THAT I SEND TO SCHOOL WITH MY CHILD?

These guidelines do not affect what you pack in your child's lunch. Parents may provide low nutritional or candy items for their own child but not for other children.

WHO DO I CALL IF I HAVE A QUESTION?

For more information, please contact the office at your child's school.



Highlights

All components of the PCS Wellness Guidelines are aligned to the guidelines from the Alliance for a Healthier Generation. www.healthiergeneration.org

NUTRITION EDUCATION: Instruction is required at all grade levels.

PHYSICAL ACTIVITY: Students in grades 6-8 will be required to take one semester of physical education unless the parent waives this requirement. Students enrolled in PE are required to complete the Being Fit Matters / Fitnessgram Assessment.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES: Schools should provide access to hand washing/hand sanitizing before and after students eat.

FOODS ON CAMPUS: Schools may not sell low nutritional foods, including candy, on school property from midnight the night before until 30 minutes after the end of students' school day. This includes vending machines, school stores, and fundraisers. See Smart Snacks in Schools standards!

MENUS AND CAFETERIA OPTIONS: Food services menus meet or exceed regulatory nutrition requirements. Energy supplement beverages are prohibited.

STUDENTS WITH SPECIAL NEEDS: Students with special needs whose Individualized Education Plan (IEP) indicates the use of low nutritional foods or candy for behavior modification (or other suitable need) may be given low nutritional food or candy.

SNACKS AND SPECIAL EVENTS:

- Parents who would like to send class snacks should call the school office or teacher to make sure the items are within the guidelines. School-provided snacks must comply with the Pinellas County Schools Nutrition Standards and may not contain any Foods of Minimal Nutritional Value (candy, gum, soft drinks, etc.). Classroom snacks may not exceed the maximum portion size designated for that item. Please refer to the suggestions for Healthy Snacks.
- With principal permission, students may be given low nutritional foods, candy items or other restricted foods during the school day for **up to two different school-approved events each year**. These food items may not be given while school meals are being served.

INSTRUCTIONAL USE OF FOOD IN CLASSROOM: As part of an instructional, prepared lesson, teachers may use low nutritional foods. Occasionally, students may consume food prepared in class for instructional purposes; however, food may not be provided or sold to other students or classes. Food provided for students as part of family and consumer sciences or culinary programs would be exempt from these guidelines. Low nutritional items may not be served during meal periods.

TESTING DAYS: Schools and parents may provide one additional snack per day for students during testing days. The school snack must comply with the district's nutrition guidelines and may not contain any low nutritional items such as candy, chips or desserts (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.). The one exception may be peppermint hard candies.

FIELD TRIPS AND STUDENT COMPETITIONS: School approved field trips and athletic and band competitions are exempt from the nutrition guidelines.

HEALTHY SNACKS

-FOODS NOT SOLD-

SHOULD BE LIMITED TO:

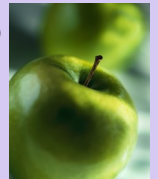
- **200 CALORIES**
- **FAT CALORIES = 35%/LESS**
- **SATURATED FAT = 10%/LESS**
- **SODIUM = 200 MG/LESS**
- **SUGAR = 35%/LESS**

FRESH FRUITS

Canned fruits in natural juices
Raisins
Other dried fruits

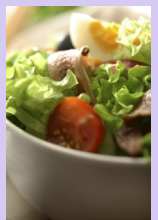
GRAINS (1.5 oz. or less)

Whole grain crackers
Unbuttered popcorn
Baked tortilla chips
Unsweetened cereal
Pretzel and nut mix
Pretzels
Baked chips
Granola Bars



BAKERY ITEMS (13 oz. or less)

Whole grain breads
Bagels
English muffins
Mini muffins



MISCELLANEOUS

Fresh vegetables
Low-fat cheeses
Peanut butter
Salsa
Sugar-free gelatin
Yogurt (8 oz. or less)

BEVERAGES (12 oz. or less)

Bottled water
Flavored water (0-calorie)
Low-fat milk, flavored or unflavored
100% Fruit juices

Frequently Asked Questions

HOW OFTEN ARE THE GUIDELINES CHANGED?

School districts participating in the National School Lunch Program and/or School Breakfast Program are required to develop a local wellness policy that addresses student wellness and the growing problem of childhood obesity. Each year the guidelines are reviewed and revised as necessary by the School Health Advisory Committee.

HOW DOES THIS AFFECT THE LUNCH THAT I SEND TO SCHOOL WITH MY CHILD?

These guidelines do not affect what you pack in your student's lunch. Parents may provide low nutritional or candy items for their own student but not for other students.

WHO DO I CALL IF I HAVE A QUESTION?

For more information, please contact the office at your student's school.





Highlights

All components of the PCS Wellness Guidelines are aligned to the guidelines from the Alliance for a Healthier Generation. www.healthiergeneration.org

NUTRITION EDUCATION: Instruction is required at all grade levels.

PHYSICAL ACTIVITY:

- One credit of physical education is required to meet the 24-credit graduation option. Health Opportunities through Physical Education (HOPE) is the district course that meets this requirement. Students enrolled in physical education are required to complete the Being Fit Matters / Fitnessgram Assessment.
- Marching Band students are required to get a physical examination before participating in band class.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES: Schools should provide access to hand washing/hand sanitizing before and after students eat.

FOODS ON CAMPUS: Schools may not sell low nutritional foods, including candy, on school property from midnight the night before until 30 minutes after the end of students' school day. This includes vending machines, school stores, and fundraisers. See Smart Snacks in Schools standards!

VENDING MACHINES: 100% of the beverage items offered for sale to high school students outside of the school meals program during the regular and extended school day will meet or exceed the Alliance for a Healthier Generation's School Beverage Guidelines. Energy supplement beverages are prohibited.

SNACKS AND SPECIAL EVENTS:

- Parents who would like to send snacks that would be distributed to other students should call the school office or teacher to make sure the items are within the guidelines. School-provided snacks must comply with the Pinellas County Schools Nutrition Standards and may not contain any Foods of Minimal Nutritional Value (candy, gum, soft drinks, etc.). Classroom snacks may not exceed the maximum portion size designated for that item. Please refer to the suggestions for healthy snacks.
- With principal permission, students may be given low nutritional foods, candy items or other restricted foods during the school day for **up to two different school-approved events each year**. These food items may not be given while school meals are being served.

INSTRUCTIONAL USE OF FOOD IN CLASSROOM: As part of an instructional, prepared lesson, teachers may use low nutritional foods. Occasionally, students may consume food prepared in class for instructional purposes; however, food may not be provided or sold to other students or classes. Food provided for students as part of family and consumer sciences or culinary programs would be exempt from these guidelines. Low nutritional items may not be served during meal periods.

STUDENTS WITH SPECIAL NEEDS: Special needs students whose Individualized Education Plan (IEP) indicates the use of low nutritional foods or candy for behavior modification (or other suitable need) may be given low nutritional food or candy.

TESTING DAYS: Schools and parents may provide one additional snack per day for students taking tests. The school snack must comply with the district's nutrition guidelines and may not contain any low nutritional items such as candy, chips or desserts (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.). The one exception may be peppermint hard candies.

FIELD TRIPS AND STUDENT COMPETITIONS: School approved field trips and athletic and band competitions that are off campus are exempt from the nutrition guidelines.

HEALTHY SNACKS

-FOODS NOT SOLD-

SHOULD BE LIMITED TO:

- **200 CALORIES**
- **FAT CALORIES = 35%/LESS**
- **SATURATED FAT = 10%/LESS**
- **SODIUM = 200 MG/LESS**
- **SUGAR = 35%/LESS**



FRESH FRUITS
Canned fruits in natural juices
Raisins
Other dried fruits

GRAINS (1 .5 oz. or less)
Whole grain crackers
Unbuttered popcorn
Baked tortilla chips
Pretzel and nut mix
Pretzels
Baked chips
Granola Bars

BAKERY ITEMS (3 oz. or less)
Whole grain breads
Bagels
English muffins
Mini muffins

MISCELLANEOUS
Fresh vegetables
Low-fat cheeses
Peanut butter
Salsa
Sugar-free gelatin
Yogurt (8 oz. or less)

BEVERAGES (12 oz. or less)
Bottled water
Flavored water (0-calorie)
Diet Soda
100% Fruit or Vegetable Juice

Frequently Asked Questions



HOW OFTEN ARE THE GUIDELINES CHANGED?
School districts participating in the National School Lunch Program and/or School Breakfast Program are required to develop a local wellness policy that addresses student wellness and the growing problem of childhood obesity. Each year the guidelines are reviewed and revised as necessary by the School Health Advisory Committee.

HOW DOES THIS AFFECT THE LUNCH THAT I SEND TO SCHOOL WITH MY CHILD?
These guidelines do not affect what you pack in your student's lunch. Parents may provide low nutritional or candy items for their own student but not for other students.

WHO DO I CALL IF I HAVE A QUESTION?
For more information, please contact the office at your student's school.

Elementary School Recess & Physical Activity



The **Healthy Schools Program Framework (HSP)** requires 20 minutes of daily recess as a Bronze level criterion. As part of the Alliance for a Healthier Generation’s Bronze Level Recognition, a school must be able to provide evidence for both daily recess and physical activity. See the Assessment items below.

HSP Assessment Item 103 Recess (Elementary Only):

Are students provided at least 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active?

To meet Bronze, a school must answer “Yes,” and then provide a master schedule demonstrating 20 minutes of recess per day per grade.

NOTE: The Alliance will accept a cumulative 20 minutes of physical activities to constitute recess. The activities/processes can be different on different days (i.e., master schedule depicts Health Education Recess for 20 minutes on Monday and Wednesday and Recess after lunch on Tuesday, Thursday and Friday.) The evidence must show a clear schedule for every class every day.

HSP Assessment Item 309 Availability of physical activity breaks in classrooms:

Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods on all or most days during a typical school week?

To meet Bronze, a school must answer “On most days during a typical school week,” and then describe how the school integrates physical activity breaks in the classroom for all students.

NOTE: These breaks can occur at any time during the school day, last from 5 minutes or more, and occur all at one time or several times during the school day. A school may combine physical activity breaks to count as part of or the entire 20 minutes of recess. But, a school may not claim the same physical break for both recess and as a physical activity break.

Recess Option Suggestions

Below are five ways some of Pinellas County Schools' Healthy School Program Award winning schools are providing recess.

10-10 Recess Program

At Rawlings Elementary teachers take their students outside for 10 minutes during the day. The teachers decided on the time of day that worked best for them and everyone collectively set a schedule and locations to not interfere with PE instruction. The PE teachers provided training for classroom teachers. Guidelines were shared with all teachers and PE equipment not in use by PE was set up. The other 10 minutes that count as recess are done inside the classroom – brain breaks, GoNoodle.com, etc. Rawlings calls it the 10/10 model - 10 minutes outside and 10 inside.

Teacher Led Outside Recess

At Sexton Elementary, all teachers developed a plan to use space away from PE classes with an agreeable schedule for each teacher to take their students out for recess. From a \$1,000 grant acquired by the PE department, each teacher was provided their own bag of marked recess equipment. Teachers are responsible for maintaining the equipment, and PE staff provided training for all teachers.

Important to consider: To not lose equipment, each teacher should assign a student(s) the task of collecting and carrying the equipment in and out the field.

Walk and Talk Recess Program

At Belcher Elementary the Walk and Talk recess option was developed by teachers and supported by all teachers. Weather permitting, recess is provided daily for the last 15 minutes of lunch. Students are still given the full lunch block to eat. However, if they finish lunch early they head outside to the recess area. There is rarely a time when any student uses their entire lunch block. When students finish eating, a cafeteria supervisor checks their tray (to make sure they really ate), and gives them the "ok" to go outside. An extra 5 - 10 minutes is added to the lunch block to ensure the students get the full 20 minutes of recess.

All staff members provide supervision. A schedule is created to ensure supervision at all times. And teachers add this duty to their sub folder to ensure that everyone shares in the coverage. Teachers rotate in and out of the recess time. At the end of a teacher's lunch period, he/she reports to the recess area. One teacher that is already there will collect their class and leave while the teacher who has just finished his/her lunch period takes over. This teacher is now on duty for 5 minutes until the next teacher arrives. There are always 2 - 3 staff members on duty at all times.

Rules were established by the teachers as a group. Posters were made and posted in the area for all to see. There are no materials involved because of the limited space in a small grassy area and to limit who would be responsible for getting things out and putting things away. It also helps ensure that all adults

monitor in the same way. A hopscotch and jump rope area is on the outside perimeter of the walking path. This way staff can see all children. A marked path was created and students were trained to walk in one direction only, stay in the path, and not to cut across the middle area which is a picnic area for students choosing not to walk.

Important to consider: Teachers must write accident reports for any student injury during the Walk and Talk, regardless if the student is in a teacher's class.

Recess Before School

Tarpon Springs Elementary provides students with access to recess in the morning. The school doors open at 7:55 am, where students may eat breakfast and then attend recess. Students are able to exert physical activity prior to the school day beginning at 8:25 am. The main exercises are walking, dancing, and calisthenics. Recess is monitored by the Physical Education Department. This is the only duty for the PE staff. The PE teachers rotate - two teachers do it one week, the other two the next week.

Teacher Determined Recess Options

At Bardmoor Elementary each grade level team developed their own plan on how to provide 20 minutes of recess. Some teachers take their students out as part of lunch (eat outside and then have play time); others have a break during other parts of the day, either outside or inside. Most teachers use the picnic area that is not associated with PE. And some use the Kindergarten playground, if they worked with kindergarten to design a schedule that does not interfere with the kindergarten program. Teachers use balls, hula hoops, etc. that PE is not currently using or teachers bring the equipment in for their class or students bring in items. A few teachers provide students with stretching flexibility activities after lunch.

Important to consider: Teachers are finding that even though they give up a little bit of time, they are getting that time back with more focused students.

For additional ideas and evidence-based studies on the benefits of recess and easy to use

Physical Activity Break resources (videos and activity suggestions), please go to...

eLearn, Health Education, Physical Activities.

FACTS

Joint Use Agreements

Sharing School Recreational Facilities with the Community

OVERVIEW

The U.S. is in the grips of a full-blown obesity epidemic. The prevalence of those who are obese has risen to 34%.¹ In 2009, adult obesity rates rose in 28 states, and in more than two thirds of states, obesity rates exceed 25 percent of all adults.² In light of these dire statistics, it is critical to find ways to increase physical activity opportunities in the places where people live, work, learn and play. However, nearly 50 percent of U.S. adults and 65 percent of adolescents do not currently get the recommended amount of physical activity each day.^{3,4}

Land use and facility planning by local governments and school districts have become separated in many communities and this lack of coordination has contributed to larger, more distant schools that have less connection with the people they serve.⁵ School facilities, especially those that are centered in the community, can be an excellent resource for recreation and exercise where there is limited availability or private options are too expensive. The most innovative districts are maximizing joint use of school facilities to address the educational and health needs of students and the community's need for recreational activity spaces.⁶

JOINT USE AGREEMENTS

Schools can offer a variety of safe, clean facilities, including running tracks, pools, gymnasiums, fitness rooms, and playgrounds. Unfortunately, districts often close their property to the public after school hours due to concerns around liability, security, maintenance, and other costs.

The reality is that if school districts maintain their property, carry insurance, require community groups to have insurance and enter into formal joint use agreements, they can minimize their

liability risks.⁷ Public Health Law and Policy has created an excellent toolkit that provides model agreements, case studies, funding options, and other information for implementing joint use agreements. (Available online at: http://www.phlpnet.org/healthy-planning/products/joint_use_toolkit). Joint use agreements allow school districts, local governments, and community-based organizations to overcome common district concerns and share costs and responsibilities of opening school property to the public after school hours.



THE HEALTH BENEFITS

In order for adults and children to get the exercise they need to be healthy, they need places to be active. Research has shown that people who have parks or recreational facilities nearby exercise 38 percent more than those who do not have easy access.⁸ Unfortunately, lower-income communities, especially in predominantly Latino or African-American neighborhoods often have fewer resources to support active lifestyles and places to play and exercise.⁹

SOME SUCCESS STORIES

Schools can create access by opening existing facilities during non-school hours, integrating the opportunity for community use when planning new

construction projects, or building collaborative relationships and entering into reciprocal agreements with local governments or community organizations.

- The San Francisco Unified School District and the City and County of San Francisco have an agreement that allows the city to unlock the outdoor playground areas for open, unsupervised use during non-school hours. The city assumes the liability and responsibility for injury, vandalism and/or littering during these recreation times.¹⁰
- The Oakland Unified School District, the City of Oakland, and the Unity Council partnered to build a community-based school that offered after-school sports programming for the district's students and families where opportunities had not previously existed. They built state-of-the-art field spaces and the after-school programs are now full with a wait list. The district has reported improved academic performance, reduced vandalism, and better student behavior.¹¹
- Florida has taken steps to help local governments and school districts coordinate around school facility and community planning. A state law requires local governments and school districts to share more information, establish an inter-local planning agreement, have a school official on the local planning board, and hold periodic joint meetings of elected boards.⁴

Funding for joint use projects or agreements may come from a variety of sources including developer impact fees, 21st Century Community Learning Center grants, special bond funds, local general obligation bonds, joint use partner funds, private foundation grants, business sponsorships, and utilization fees.⁵

THE AHA ADVOCATES

- Modify existing resources/and toolkits to apply more generally to states across the country and disseminate these resources to communities to educate and inform about the importance of developing and maintaining joint use agreements through existing state and federal funding programs or information dissemination.
- Integrate joint use agreements into the existing federal and state programs, such as the Land and Water Conservation Fund.

- Incorporate joint use agreements into statewide recreation plans (SCORPs).
- Have state and federal governments require communities applying for public funding or grants to implement joint use agreements.
- Pass state legislation that encourages, supports, or authorizes school districts to enter into agreements supporting joint use of facilities and protects schools from liability when they enter these agreements with third parties.¹²
- Integrate joint use agreements into school construction projects and encourage districts to reconsider traditional school architecture to make facilities more inviting to the community. Since the voter population with school-aged children is often declining in many areas of the country, it may be easier to garner support for school construction projects if the new facilities are shared with the community.

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Promoting a Healthy School Environment

HEALTHY FUNDRAISING



Candy, baked goods, soda and other foods with little nutritional value are commonly used for fundraising at school. Schools may make easy money selling these foods, but students pay the price. An environment that constantly provides children with sweets promotes unhealthy habits that can have lifelong impact.

As we face a national epidemic of overweight children, many schools are turning to healthy fundraising alternatives.

Benefits of Healthy Fundraising

Healthy Kids Learn Better: Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

Provides Consistent Messages: Fundraising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them.

Promotes a Healthy School Environment: Students need to receive consistent, reliable health information and ample opportunity to use it. Finding healthy alternatives to fund-raising is an important part of providing a healthy school environment.

Almost 20 percent of children are overweight, a threefold increase from the 1970's. Poor eating habits and a sedentary lifestyle are just behind smoking as the leading cause of deaths per year in the United States, and the number of deaths related to poor diet and physical inactivity is increasing.

Consequences of Unhealthy Fundraising

Compromises Classroom Learning: Selling unhealthy food items contradicts nutrition messages taught in the classroom. Schools are designed to teach and model appropriate skills and behaviors. Nutrition principles taught in the classroom are meaningless if they are contradicted by other activities that promote unhealthy choices, like selling candy and other sweets. It's like saying, *"You need to eat healthy foods to feel and do your best, but it is more important for us to make money than for you to be healthy and do well."* Classroom learning about nutrition remains strictly theoretical if the school environment regularly promotes unhealthy behaviors.

Promotes the Wrong Message: Selling unhealthy foods provides a message that schools care more about making money than student health. We would never think of raising money with anything else that increases student health risks, but food fundraisers are often overlooked. As schools promote healthy lifestyle choices to reduce student health risks and improve learning, school fundraisers must be included.

Contributes to Poor Health: Foods commonly used as fundraisers (like chocolate, candy, soda and baked goods) provide unneeded calories and displace healthier food choices. Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type 2 diabetes and high blood pressure.

WHAT SCHOOLS CAN DO

Ideas for Healthy Fundraising Alternatives

Schools can help promote a healthy learning environment by using fundraising alternatives to food:

HEALTHY FOODS	ITEMS SUPPORTING ACADEMICS	SELL CUSTOM MERCHANDISE
<ul style="list-style-type: none"> ◆ Fruit and nut baskets ◆ Fruit and yogurt parfaits ◆ Fruit smoothies ◆ Lunch box auctions ◆ Frozen bananas ◆ Trail mix 	<ul style="list-style-type: none"> ◆ Read-A-Thon ◆ Science Fair ◆ Spelling Bee ◆ Student Art Show ◆ Walk-a-thon 	<ul style="list-style-type: none"> ◆ Bumper stickers/decals ◆ Calendars ◆ Cookbook made by school ◆ Logo air fresheners ◆ T-shirts ◆ Sweatshirts

ITEMS YOU CAN SELL

THINGS YOU CAN DO

- ◆ Auction donated items
- ◆ Bike-a-thons
- ◆ Bowling night/bowl-a-thon
- ◆ Car wash
(pre-sell tickets as gifts)
- ◆ Carnivals (Halloween, Easter)
- ◆ Dances (kids, father/daughter)
- ◆ Family/glamour portraits
- ◆ Festivals
- ◆ Fun runs
- ◆ Gift wrapping
- ◆ Golf tournament
- ◆ Jump Rope a-thons
- ◆ Magic show
- ◆ Recycling cans/bottles/paper
- ◆ Rent a special parking space
- ◆ Singing telegrams
- ◆ Skate night/skate-a-thon
- ◆ Talent shows
- ◆ Tennis/horseshoe competition
- ◆ Treasure hunt/scavenger hunt
- ◆ Workshops/classes

- | | |
|---|---|
| <ul style="list-style-type: none"> ◆ Activity theme bags ◆ Air fresheners ◆ Bath accessories ◆ Balloon bouquets ◆ Batteries ◆ Books, calendars ◆ Brick/stone/tile memorials ◆ Bumper stickers & decals ◆ Buttons, pins ◆ Candles ◆ Christmas trees ◆ Coffee cups, mugs ◆ Cookbooks ◆ Crafts ◆ Coupon Books ◆ Customized stickers ◆ First aid kits ◆ Emergency kits for cars ◆ Flowers and bulbs ◆ Foot warmers ◆ Football seats ◆ Garage sale ◆ Giant coloring books ◆ Gift baskets ◆ Gift certificates ◆ Gift items ◆ Gift wrap, boxes and bags ◆ Graduation tickets ◆ Greeting cards ◆ Hats ◆ Holiday ornaments ◆ Holiday wreaths | <ul style="list-style-type: none"> ◆ House decorations ◆ Jewelry ◆ License plates or holders w/
school logo ◆ Lunch box auctions ◆ Magazine subscriptions ◆ Megaphones ◆ Mistletoe ◆ Monograms ◆ Music, videos, CDs ◆ Newspaper space, ads ◆ Parking spot (preferred location) ◆ Pet treats/toys/accessories ◆ Plants ◆ Pocket calendars ◆ Pre-paid phone cards ◆ Scarves ◆ School art drawings ◆ School frisbees ◆ School spirit gear ◆ Souvenir cups ◆ Spirit/seasonal flags ◆ Stadium pillows ◆ Stationery ◆ Student directories ◆ Stuffed animals ◆ Temporary/henna tattoos ◆ T-shirts, sweatshirts ◆ Valentine flowers ◆ Yearbook covers ◆ Yearbook graffiti |
|---|---|

◆ Survey student ideas

Promoting a Healthy School Environment **ALTERNATIVES TO FOOD AS REWARD**



Food is commonly used to reward students for good behavior and academic performance. It's an easy, inexpensive and powerful tool to bring about immediate short-term behavior change. Yet, using food as reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

CONSEQUENCES OF USING FOOD AS REWARD

“Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It’s like teaching children a lesson on the importance of not smoking, and then handing out ashtrays and lighters to the kids who did the best job listening.”

Marlene Schwartz, PhD, Co-Director, Rudd Center for Food Policy and Obesity, Yale University

Compromises Classroom Learning:

Schools are institutions designed to teach and model appropriate behaviors and skills to children. Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It’s like saying, “You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food.” Classroom learning about nutrition will remain strictly theoretical if schools regularly model unhealthy behaviors.

Contributes to Poor Health:

Foods commonly used as rewards (like candy and cookies) can contribute to health problems for children, e.g., obesity, diabetes, hypertension and cavities. Food rewards provide unneeded calories and displace healthier food choices.

Encourages over consumption of Unhealthy Foods:

Foods used as rewards are typically “empty calorie” foods - high in fat, sugar and salt with little nutritional value. Decreasing the availability of empty calorie foods is one strategy schools can use to address the current childhood obesity epidemic.

Contributes to Poor Eating Habits:

Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues. This teaches kids to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating.

Increases Preference for Sweets:

Food preferences for both sweet and non-sweet food increase significantly when foods are presented as rewards. This can teach children to prefer unhealthy foods.

About 20 percent of children are overweight. Over the past three decades, the childhood obesity rate has more than doubled for preschool children aged 2-5 years and adolescents aged 12-19 years, and it has more than tripled for children aged 6-11 years.

WHAT SCHOOLS CAN DO

Ideas for Alternatives to Using Food as a Reward

Schools can help promote a healthy learning environment by using nonfood rewards. The ideas below are just a beginning and can be modified for different ages. Be creative, and don't forget the simple motivation of recognizing students for good work or behavior.

Elementary School Students

- ◆ Make deliveries to office
- ◆ Teach class
- ◆ Sit by friends
- ◆ Eat lunch with teacher or principal
- ◆ Eat lunch outdoors with the class
- ◆ Have lunch or breakfast in the classroom
- ◆ Private lunch in classroom with a friend
- ◆ Be a helper in another classroom
- ◆ Play a favorite game or do puzzles
- ◆ Stickers, pencils, bookmarks
- ◆ Certificates
- ◆ Fun video
- ◆ Extra recess
- ◆ Walk with the principal or teacher
- ◆ Fun physical activity break
- ◆ School supplies



◆—————◆

- ◆ Trip to treasure box filled with nonfood items - stickers, tattoos, pencils, erasers, bookmarks, desktop tents
- ◆ Dance to favorite music in the classroom
- ◆ Paperback book
- ◆ Show-and-tell
- ◆ Bank system - Earn play money for privileges
- ◆ Teacher or volunteer reads special book to class
- ◆ Teacher performs special skill (singing, cart wheel, guitar playing, etc.)
- ◆ Read outdoors or enjoy class outdoors
- ◆ Have extra art time
- ◆ Have "free choice" time at end of the day or end of class period
- ◆ Listen with headset to a book on audiotape
- ◆ Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School Students

- ◆ Sit with friends
- ◆ Listen to music while working at desk
- ◆ Five-minute chat break at end of class
- ◆ Reduced homework or "no homework" pass
- ◆ Extra credit
- ◆ Fun video
- ◆ Fun brainteaser activities
- ◆ Computer time
- ◆ Assemblies
- ◆ Field trips
- ◆ Eat lunch outside or have class outside

High School Students

- ◆ Extra credit or bonus points
- ◆ Fun video
- ◆ Reduced homework
- ◆ Late homework pass
- ◆ Donated coupons to video stores, music stores or movies
- ◆ Drawings for donated prizes among students who meet certain grade standards



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

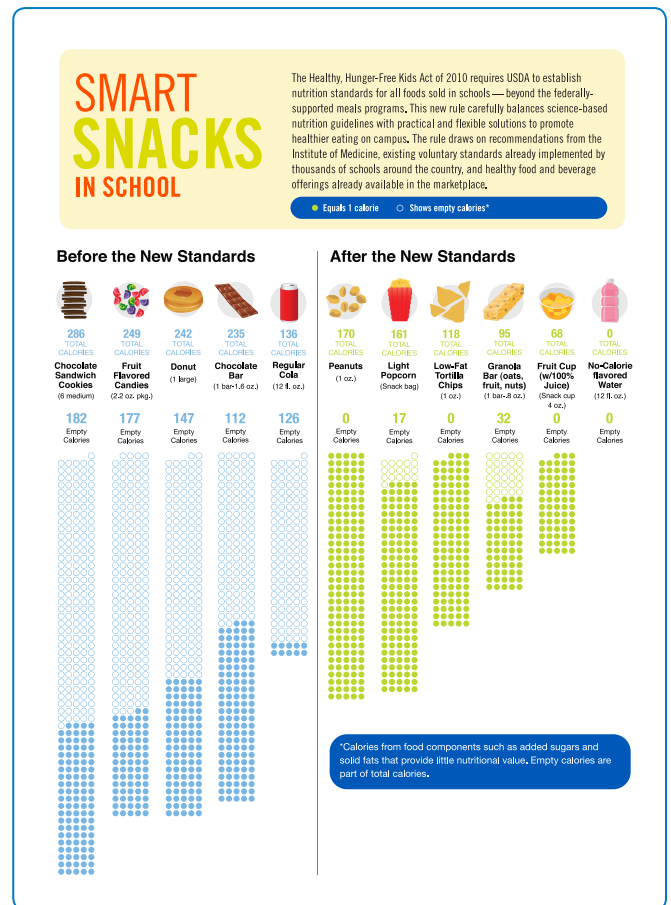
- **Any food sold in schools must:**
 - Be a "whole grain-rich" grain product; or
 - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
 - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
 - Contain 10% of the Daily Value (DV) of 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

Nutrition Standards for Beverages

- **All schools may sell:**
 - Plain water (with or without carbonation)
 - Unflavored low fat milk
 - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
 - 100% fruit or vegetable juice and
 - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- **Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.**
- **Beyond this, the standards allow additional “no calorie” and “lower calorie” beverage options for high school students.**
 - No more than 20-ounce portions of
 - Calorie-free, flavored water (with or without carbonation); and
 - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
 - No more than 12-ounce portions of
 - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

Other Requirements

- **Fundraisers**
 - The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
 - The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
 - The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.
- **Accompaniments**
 - Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
 - This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.

Public Comment

USDA is seeking comments on these standards. The formal 120-day comment period is open through October 28, 2013. We also want to continue to receive feedback during implementation of the standards, so that we are able to make any needed tweaks to the standards based on real-world experience. Feedback from students, parents, school food staff, school administrators, State agencies and other interested parties is critical to ensuring successful standards.

To find the standards online, simply go to <http://www.regulations.gov> and search by the docket number, which is FNS-2011-0019, or you may type in the name of the rule “Nutrition Standards for All Foods Sold in School”.

Comment Online:
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