

Hampton School District Policy	Section: <u>J</u> Code: JLCF-R Title: School Wellness Implementation Category: R (Recommended) Page: 1 of 5
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GUIDELINES FOR SCHOOL WELLNESS IMPLEMENTATION

1. **Foods Available at School** (outside the school nutrition program to include the following)

- Vending machines
- Beverage contracts
- Fundraisers
- Student stores
- School parties/celebrations

Healthy snacks will be encouraged and modeled by all classroom teachers at classroom events during school hours. Food offered to students will be coordinated with the School Food Service Director. Only water will be offered via vending machines to students in grades K-5. Beverage contracts will be coordinated through the School Food Service Department. Student stores will not offer food items. A letter will go home to parents at the beginning of each school year for students in grades K-5 encouraging them to support healthy food choices for parties at school and delineate individual classroom practices when appropriate.

Monitoring Responsibility: School Building Principal/Designee

Measurement Method: Observation and Documentation

2. **Food Safety/Food Security**

All foods made available will comply with state and local safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in school. For safety and security of the food and facility access to the Food Service operation is limited to Food Service staff and authorized personnel. Food allergy procedures will be followed in all venues. Nutrition information for products offered will be made available immediately upon request. Beginning July 1, 2005, each school must obtain at least two food safety inspections each year conducted by a state or local agency responsible for food safety inspections.

Monitoring Responsibility: Food Service Director/Building Principal/Classroom Teacher and Inspection from Health Inspector

Measurement Method: Documentation

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Reviewed:	October 2010, January 11, 2011
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3. School Food Service Operation

The School Food Service will aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation will not take precedence over the nutritional needs of the students. If subsidy of the program is needed, it will not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals. Consistent with NH state minimum standards as follows:

- Require that each school makes a meal available during school hours to every student under its jurisdiction, in accordance with RSA 189:11-a, I-II;
- Provide a qualified individual, such as, but not limited to, a school nutrition/food service director, to oversee the operation of school meals, to maintain proper resources that meet state and federal regulations, and maintain state health requirements for each school site within the district and;
- Require that each newly-constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).
- All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.
- If a school nutrition/Food Service director is employed, each food service direction shall, whenever feasible, obtain certification or credentials from an approved program, including but not limited to, School Nutrition Association (SNA) certification, within the first 5 years of employment.
- Students shall be provided with time to consume meals at school. A recommended minimum of 15 minutes to consume breakfast and 25 minutes to consume lunch at school.
- Students in grades 1-2 will be encouraged to have at least two colors other than white and brown as part of their lunch meal.

Monitoring Responsibility: School Food Service Director

Measurement Tool: State Review, Observation, and Documentation

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4. Nutrition Education

Nutrition education will be integrated into other areas of the curriculum such as math, science, language arts and/or social studies. The school cafeteria serves as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom. Nutrition education will involve sharing information with families and the broader community to positively impact students and the health of the community.

Monitoring Responsibility: Classroom Teacher/Curriculum Coordinator/Principal
Measurement Tool ~ Documentation

5. Other School Based Activities

After School programs will encourage physical activity and practice healthy lifestyle habits. School Wellness policy goals are considered in planning all school-based activities (such as school events, field trips, dances, and assemblies). Efforts will be made to incorporate a coordinated health curriculum by 2010. Implementation by principal, assistant principal, or curriculum coordinator.

Monitoring Responsibility: School Building Administrator/Designee
Measurement Tool: Tracking Date

6. Physical Activity

Support and participate in Walk to School programs. Time allotted for physical activity (in addition to physical education) that is consistent with research, national and state standards. Provide at least one daily supervised and unstructured recess period consisting of a minimum of 15 minutes, K-5. Consider planning recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake, reduce food waste, and provide a better social environment. Schools encourage families and community members to institute programs that support physical activity. Physical activity facilities on school grounds will provide a safe environment. School/community collaboration—schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.

Monitoring responsibility: School Building Principal/Designee
Measurement Tool: Documentation

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GUIDELINES FOR SCHOOL WELLNESS IMPLEMENTATION

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7. Physical Education

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels. Devote at least 50 percent of class time to actual physical activity in each week, with as much time as possible spent in moderate to vigorous physical activity. Consistent with NH state minimum standards as follows:

Ed 306.41 Physical Education Program--Pursuant to Ed 306.26 and 306.27, the local school board shall require that a school physical education program for grades K-8 provide for:

- A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;
- Fitness education and assessment to help children understand and improve or maintain their physical well-being;
- Development of cognitive concepts about motor skills and fitness.
- Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;
- Promotion of regular amounts of appropriate physical activity now and throughout life.
- Utilization of technology in attaining instruction, curricular, and assessment goals.

In the area of physical education, the local school board shall require that each school physical education program provides

- Systematic instruction in grades K-8, designed to enable students to:
 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;
 - Demonstrate understanding of movement concepts, principles, and performance of physical activities;
 - Participate regularly in physical activity. Work toward a health enhancing level of physical fitness for all students;

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- Exhibit responsible personal and social behavior that respects self and others in physical activity settings;
- Value physical activity for health, enjoyment, challenge, self expression, and social interaction.
- Sound assessment practices in physical education that:
 - Match goals and objectives;
 - Require evaluation and synthesis of knowledge and skills;
 - Emphasize higher-order thinking skills;
 - Clearly indicate what the student is asked to do;
 - Are at an appropriate skill level according to state standards and the needs of the individual;
 - Have criteria that are clear to students and teachers;
 - Are engaging and relevant to students
 - Link to ongoing instruction;
 - Provide feedback to students;
 - Provide cost-effective benefits to students;
 - Reflect real-world situation;
 - Emphasize use of available knowledge and skills in relevant problem contexts.

Monitoring Responsibility: School Building Administrator/Designee
Measurement Tool ~ Tracking Date

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