DATE: December 19, 2013

TO: Superintendent Carranza, Members of the Board of Education, SFUSD Leadership (Orla O’Keeffe, Bill Sanderson, Michelle Zapata, Kim Coates, and Zetta Reicker)

FROM: SFUSD Food and Fitness Committee

RE: Recommendations for SFUSD Wellness Policy Revisions

Prompted by the onset of the obesity epidemic in the late 1990’s, SFUSD adopted its first Wellness Policy in 2003 to address the Board of Education Resolution No. 211-12A8 and the Child Nutrition Reauthorization Act of 2004. While SFUSD’s Wellness Policy was considered ahead of its time a decade ago, the last revisions to this policy occurred in 2007, and it is in serious need of a revision for four main reasons:

(1) To meet updated state and federal guidelines;
(2) To set new standards for excellence given SFUSD’s progress over the past ten years
(3) To align the policy with the SFUSD Strategic Goals (Access and Equity, Student Achievement, and Accountability),
(4) To ensure that physical education/physical activity priorities are on par with those identified for school food programs at our district.

Over the course of the past two years, the Food and Fitness Committee, composed of parents, staff, students, City agencies, and nonprofits, with the assistance of members of the public, has undertaken the process of developing recommendations for updates to the District’s Wellness Policy. To develop the next generation of SFUSD’s Wellness Policy, the Committee relied on the framework of SFUSD’s strategic plan; researched the most recent scientific literature on the effect of nutrition and physical education (PE)/activity (PA) on student achievement and health; and integrated SFUSD-specific data on student health and academic achievement gaps.

The document we share today weaves together updates to nutrition standards for food accessible to students at school sites as well as recommendations for more deliberate nutrition education to help create and sustain healthy eating habits. In addition, a richly enhanced physical education/activity section is now included, reflecting current knowledge about the importance of PE/PA to student achievement and health.

________________________________________________________________________________________

1 Healthy School Nutrition and Physical Exercise Policy for San Francisco Unified School District, January 14, 2003
2 Public Law 108-265, June 30, 2004
3 Formerly known as the Student Nutrition and Physical Activity Committee
State and Federal Mandates

An assortment of federal and state laws and policies, including the 2010 Healthy, Hunger Free Kids Act, recognizes that schools can and should be doing more to support the health of our children during the school day. It is an undisputed fact that healthy children are better students. The data show health inequities persist in SFUSD among student groups with lower test scores, so improving student nutrition and access to physical activity are key to closing the achievement gap.

The disparities among racial groups are stark. Approximately, 56% of SFUSD fifth grade students are considered to be at a healthy weight.4 Latino and African American 5th grade students are significantly less likely to be at a healthy weight than their White or Asian counterparts.5 As a measure of general fitness, 45.7% of SFUSD fifth grade students meet 5 of 6 fitness standards as part of the Fitnessgram assessment, with 31.2% of Latino and 32.7% African American students in comparison with 56% of White and 56.3% of Asian students.6

At the same time, too many students start their school days hungry. The percent of students reporting that they did not eat breakfast rises in the grade levels. When fifth graders were asked if they had eaten breakfast on the day of the California Healthy Kids Survey, 13% said that they had not.7 When middle and high school students were asked about how many days they had eaten breakfast during the past 7 days, 20.3% of middle school students and 37.5% of high school students had not eaten breakfast in over 4 of the previous 7 days. These numbers were higher for Black and Hispanic students (27.9% of Black and 30.4% of Hispanic middle school students, and 51% of Black and 48.5% of Hispanic high school students had not eaten breakfast in at least half of the previous 7 days).8 A comprehensive Wellness Policy will provide much needed structure and support to the district and school sites, and better learning experiences for the students.

Federal law requires that all school districts establish and maintain a Wellness Policy. The USDA anticipates releasing proposed regulations regarding Local School Wellness Policies in early 2014. Each year, SFUSD (like all California districts) must report its progress in meeting the targets and goals in the Policy to the California Department of Education (CDE) and to the public. The Policy and a regular assessment of the implementation must also be readily available to the public, preferably on the SFUSD website. Starting in 2013-14, CDE will monitor the implementation of local wellness policies through the new USDA Administrative Review process.

Process to Date

Over the past year, Committee members conducted extensive research into best practices for Wellness Policies around the country; gathered local health data; and identified relevant research to support its updated recommendations to the Board. This work was done by a group of volunteers. Updates to our

4 Fitnessgram, 2012-13
5 Percentages of fifth grade students at a healthy weight: Latino: 39.0%; African American: 42.1%; as compared to White (68.5%) and Asian (66.9%) students; FitnessGram, 2012-13.
8 Youth Risk Behavior Survey, 2013.
work were provided on several occasions to Orla O’Keefe and Kim Coates, key SFUSD leaders. We also sought their assistance in determining the District’s policy development process. Our Committee was advised to develop a document that distinguishes between Policy, Administrative Rules and Best Practices. However, the distinction between these areas is subject to interpretation, and thus the task of drafting official language properly must reside with the appropriate District staff. The Committee hereby submits to Superintendent Carranza, the Board of Education, and SFUSD staff, recommendations for revisions to the SFUSD Wellness Policy, which, if adopted, will more effectively and equitably ensure student wellness and support learning.

**Overview of Recommendations for Wellness Policy Revisions**

SFUSD’s current Wellness Policy focuses extensively on food and nutrition concerns and less so on physical education/activity. And under that policy, SFUSD has made significant improvements in providing healthier food for students throughout the school day. In fact, with the leadership of Student Nutrition Services, support by the City Departments of Public Health and Children, Youth and Families and the dedication of principals, teachers and advocates, our 2013 school meals program is light years ahead of the rotating carnival of pizza, burritos, hotdogs, hamburgers and canned fruit served to students in 2003. The progress in physical education/activity, however, has been more measured. This revised policy is designed to continue progress with school food programs and to bring a similar trajectory of advancements to the realm of physical education/activity.

Our Committee’s proposed Wellness Policy revisions are divided in three broad sections: physical education/activity, food/nutrition, and other issues. Each contains numerous subsections prefaced with a one-page fact sheet of proposed changes offering at-a-glance key details on the issue being addressed, and research supporting the recommendations. We also specifically identify how the proposed Wellness Policy changes help SFUSD meet its goals for improving “Access and Equity,” “Student Achievement,” and “Accountability.”

The one-page summaries are supported by a more technical, detailed document that specifies the Wellness Policy revisions recommended by the Committee as well as any supporting federal, state or local laws that apply. Where applicable, we also provide explanations on how proposed changes differ from the original. We hope that this format will make the document accessible for everyone invested in its content and outcomes so they can provide meaningful input for each section in the next phase of the process.

Detailed recommendations are offered for the following sections.

**Physical Education/Activity**
- Physical Education
- Physical Activity during the school day
- Physical Activity after school hours

**Food/Nutrition**
- School Nutrition Service Standards and Practices
- State Meal Mandate
- Competitive Food Sold to Students during School Day
- Food Given to Students for Free
• Nutrition Education

We also provide recommendations and information on other issues including:
  • Staff Wellness
  • Background on Consumption of Water vs. Sugar Sweetened Beverages and Juice
  • Implementation, Assessment and Report on Policy Compliance
  • Quick Guide to Understanding the SFUSD Wellness Policy

Suggested Next Steps
Advancing the formal process of drafting and adopting a revised Wellness Policy now rests in the hands of staff of SFUSD and the Board. We understand that this is a significant task that may involve analyses of resources required, a review of and alignment with labor contracts, the determination of responsible staff, etc. We appreciate the commitment of SFUSD staff to do this work.

This Committee recommends the following next steps:
  • Designate who among SFUSD staff will oversee the implementation of and compliance with the Wellness Policy. (By February 2014)
  • SFUSD staff will provide a progress update to members of the Food and Fitness Committee and the public. (By April 2014)
  • Next meeting is scheduled for April 16, 2014 from 9am – 10:30am at 95 Gough.

Members of the Food and Fitness Committee want to thank Superintendent Carranza, members of the Board of Education, and SFUSD leadership for entrusting us with and supporting the development of these recommendations. This document before you represents a significant amount of work done over two years, particularly by Wellness Policy Task Force leaders: Mark Elkin, Desirae Feria, Christina Goette, Paula Jones, and Colleen Kavanagh as well as other FFC members and members of the public - Lena Brook, Teri Olle, Maryann Rainey, Marianne Szeto, Monica Lopez, Debbie Vasquez, and Keri Simmons.

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10 Federal law now requires each school district to designate a staff person responsible for ensuring that each school complies with the Wellness Policy. School districts are also required to periodically measure and make available to the public an assessment on the implementation of the Wellness Policy, and a description of the progress made in attaining the goals.
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Physical Education Factsheet

Landscape
Physical Education (PE) is part of the state mandated curricula, and one of the few areas that has attached to it specific number of minutes. Limited funding has resulted in a training of classroom teachers to provide mandated minutes at the elementary level, which in turn has resulted in many SFUSD students not receiving PE at the mandated levels.

Research Summary
The literature provides compelling evidence that physical activity not only strengthens the body, but the brain as well.11 As a mandated part of the curriculum, PE provides a unique opportunity to advance student achievement. A California Department of Education study of the FitnessGram found that physically fit children scored twice as well on academic tests as unfit children. Studies have repeatedly shown that physical activity has a positive influence on students’ academic performance, as measured by improved grades and standardized test scores.12 PE can play a role in closing the district’s achievement by ensuring equitable, quality PE for all students.

Schools in low-income areas are less likely to meet the state’s PE minute requirements13, denying students the opportunity to become academically and physically fit. Students at schools with an achievement gap often have the highest exposures to academic risk factors such as violence, low expectations, and lack of exposure to caring relationships, and therefore have the most to gain from PE.14 A review of 85 studies found mandatory PE as one of the largest potential for physical activity in school settings.15

Ensuring that children receive quality physical education that meet the state PE mandates will help create a fit student population that is ready to learn and prepared for a lifetime of physical activity. The Shape Up SF PE Advocates’ study found that all middle and high schools in the study met the mandated 400 minutes of PE every 10 days, but only 20% of elementary schools met the mandated 200 minutes every 10 days. Additionally, a deeper analysis of the Fitness Gram results indicate that in SFUSD:

12 Hanson and Austin, 2003. Robert Wood Johnson Foundation, 2007; Mahar et al., 2006. NASPe, 2011a; Wang and Veugelers, 2008; Trudeau and Shephard, 2008; Coe et al., 2006; Castelli et al., 2007; Carlson et al., 2008.
14 Hanson Austin, 2003.
• African-Americans and Latinos are less physically fit (relative to White and Asian students) at all grade levels (fifth, seventh, ninth grade) in all the Bay Area counties.
  o Only 31% of fifth-grade Latinos and 37% of fifth-grade African-Americans in San Francisco are physically fit, much less than the 56% of Whites and 57% of Asians. (See Table 1)
• Youth in San Francisco are significantly less physically fit than youth in every other Bay Area county, for all ethnicities and grade levels.
  o Only 31% of fifth-grade Latinos and 37% of fifth-grade African-Americans in San Francisco are physically fit, much less than the 45% of fifth-grade Latinos in Marin, 57% in San Mateo, 39% in Alameda, and 37% in Contra Costa counties.
• Socioeconomic disparities, by ethnicity and place:
  o By fifth-grade, only 31% of Latino children and 37% of Black children in San Francisco are physically fit, much less than the 77% of White children in Marin.
• Economically disadvantaged youth are much less likely to be being physically fit at every grade level in every county. (Table 2) Definition of Economically Disadvantaged (JM)

Table 1. % Physically Fit (attaining at least 5 of the 6 fitness standards in public schools) 2011-12, CA Dept of Education

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Table 2. % Physically Fit (attaining at least 5 of the 6 fitness standards in public schools)

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Summary of Recommendations
This section provides recommendations for increasing physical education for SFUSD students. The most expeditious way to meet state mandates (and costly) is to ensure all schools have adequate PE teachers for the student body; accountability measures such as including PE as part of a school’s Academic Performance Index (API) will also focus much needed attention on PE; lastly ensuring sufficient professional development and including the PE curriculum in the regular SFUSD curriculum adoption cycle will ensure higher quality PE.

Alignment with SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan in the following ways:

Access & Equity
Protect students’ right to quality physical education by codifying existing practices. SFUSDs recently developed approach to assure more equitable distribution of elementary level PE resources should be continued (in lieu of having PE teachers at each school). Ensure that limited black top or field space is utilized for PE/recess and disallow those spaces to be used as parking lots.

Ensure adequacy and consistency of funding, programming, equipment, and staffing to enable schools to meet state mandates. Ensure adequate staffing and paid professional development so every child in the district has the same access to quality physical education and physical activity. Lack of PE teachers at

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16 CDE collects information about the economic status of students through two fields: Parent/Guardian Highest Education Level and student’s eligibility for the National School Lunch Program (NSLP). The information from these two fields will be used to determine the student’s economic status and to carry out other analysis to assist with the interpretation of the PFT results. California Department of Education, Physical Fitness Test (PFT) Coordinator Manual. January 2012.
the elementary level was cited in the Shape Up SF study as a major barrier to meeting those mandated minutes.

**Student Achievement**
The State has provided clear guidelines for provision of physical education; lack of funding has constrained compliance at the Elementary level. SFUSD has begun a process to support schools in complying with state mandates.

**Accountability**
Incorporate PE into principals’ reviews and monitored by LEADS, as well as included in the district’s annual performance indicators. Provide necessary professional development to support administrators, principals, PE specialists and classroom teachers in providing a quality PE program.

*Because the original wellness policy had limited focus on physical education and physical activity, much of what is being proposed is new.*
Physical Education Policy Recommendations

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<th>CDE</th>
<th>Current SFUSD Wellness Policy</th>
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| **PE** | *Education Code Section 51210* (elementary minutes requirement); *Education Code Section 51222* (secondary minutes requirement); and *Education Code Section 51225.3 (a)(1)(F)* (high school graduation requirement). These sections require that locally adopted courses of study at the elementary and secondary levels include physical education; specify the minimum amount of physical education minutes to be provided to students; and describe the two-course high school physical education graduation requirement | • All sites have a PE credentialed teacher to provide the state mandated minutes by 2020  
• Update policy to remove swim test  
• Class sizes are comparable to any other subject area: 34 for HS, 33 for MS, 32 for 3-5, and 22 for K-2  
• All sites, K-12, submit and are held accountable to their PE Master Schedules/Curriculum Maps, etc..., that reflects state mandated instructional minutes and the provision of grade-level standard-based instruction.  
• Every site in the district has one of the following for PE: Site Coordinator, Department Head, and/or Curriculum LEAD  
• Ensure all sites have quality PE equipment and storage.  
• School facilities (fields/black top) are prioritized for PE and recess (not. used as parking lots) |
| **Accountability** | PE Master Plan adopted the CDE requirements  
hs students must pass swim test | • Fitness Gram - Adopted as part of PE Master Plan  
The PE Teacher on Special Assignment  
• A measure of a school’s fitness scores (e.g. Fitness Gram) will be included in a school’s API by 2018.  
• The Fitnessgram testing and protocols must be administered by certificated school staff that have been.
All students in grade 9 must meet the standards of the California mandated physical education tests in order to be waived for the two additional years of physical education between grades 10 - 12.

Education Code (EC) Section 60800 and the California Code of Regulations, Title 5, Section 1041 will ensure the implementation of the President’s Physical Fitness Standards and Practices and Fitnessgram testing at all K-12 schools.

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<th>PE Curriculum and Professional Development</th>
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<th>PE Curriculum adopted by district</th>
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<td>Professional development will be made available to all SFUSD staff on best practices and strategies to enhance physical activities and physical education, developed in collaboration with American Heart Association, the American Cancer Society, S.F. Recreation and Parks Department and Community Based Organizations currently providing physical activities within San Francisco.</td>
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- Physical Fitness Testing results are visibly posted/easy to find on every site's SARC report webpage and/or school website
- Disseminate Fitnessgram results to students, parents, and community
- Require that HS students pass 5 of 6 Fitness Gram elements as part of HS graduation requirements by 2018.
- PE reports cards will be standards-based. Students’ PE grades will be determined with PE teachers using on-going and common assessments @ K-12

- **K-12 PE Teachers** will be provided on-going PD training that will include: fitness test preparation & administration, how to meet the needs of ELL students, students with disabilities, connecting the common core standards to PE, etc...
- **K-5 Classroom Teachers** will be provided on-going training that will enable them to continue to provide PE instruction for their students.(in lieu of PE Teachers)
- Incorporate PE curriculum into SFUSD curriculum adoption cycle
| Funding | N/A | N/A | • All sites, K-12, will receive necessary and appropriate funding that will enable them to obtain instructional and human resources needed to implement standards-based PE instruction  
• Support the reauthorization of PEEF |
Physical Activity during the School Day Factsheet

Landscape
The SFUSD’s current wellness policy is limitedly focused on physical education and physical activity. To support students’ joyful learning, academic performance, behavior, and focus throughout the day, ongoing activity during the school day through brain breaks or recess at the elementary level is needed. Both physical education and recess promote activity and a healthy lifestyle; however, recess, particularly unstructured recess and free play, provides a unique contribution to a child’s creative, social, and emotional development. To facilitate of children’s healthy development and well-being, recess time should be considered a child’s personal time and should not be withheld for academic or punitive reasons.17

Research Summary
The literature provides compelling evidence that physical activity not only strengthens the body, but the brain as well.18 According to the Centers for Disease Control & Prevention (CDC) meta analysis, time spent in recess appears to have a positive relationship with children’s attention, concentration, and/or on-task classroom behavior. All studies found one or more positive associations between recess and indicators of cognitive skills, attitudes, and academic behavior; none of the studies found negative associations. With respect to brain breaks, the same CDC report describes physical activity that occurred in classrooms (apart from physical education classes and recess) and found positive associations between short (5 -10 minute) classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement; none of the studies found negative associations.19

Summary of Recommendations
This section provides recommendations for ensuring students are provided opportunities to be physically active during the school day (outside of physical education) as an effective approach to helping students maintain focus and positive behavior. Specifically, the recommended policy protects


students’ right to recess by codifying existing practices by ensuring recess is a complement to, not a replacement for, physical education, and ensures that school facilities are held open for physical education and recess; not for parking.

Alignment with SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan along the following ways:

Access and Equity
Provides children who do not have the opportunity to play in their neighborhood parks or participate in after school sports school time physical activity the ability to meet the recommended 60 minutes of moderate to vigorous physical activity per day throughout the school day.

Student Achievement
Ensures students obtain regular movement throughout the day to enhance student health and academics.

Accountability
Meets guidelines set forth by the American Academy of Pediatrics and fulfills SFUSD’s fundamental purpose of providing academic and cognitive development to its students by ensuring physical activity or recess is never withheld or used as a punishment.

Because the original wellness policy had limited focus on physical education and physical activity, much of what is being proposed is new.
Physical Activity during the School Day Policy Recommendations

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<td>• Ensure adequate time for recess at elementary levels</td>
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<td>• promote Physical Activity month in February and other activities throughout the year such as walk/bike to school day</td>
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<td>• Principals will be encouraged to ensure students get 20 min of MVPA prior to CLA/STAR testing</td>
</tr>
<tr>
<td>PA Professional Development</td>
<td></td>
<td></td>
<td>• provide teachers with PD and other resources to implement physical activity breaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• provide PD on alternate disciplinary approaches to withholding recess</td>
</tr>
</tbody>
</table>
Physical Activity after School Hours Factsheet

Landscape
The Centers for Disease Control and Prevention recommends that all children engage in 60 minutes of moderate to vigorous physical activity every day. Many SFUSD children do not have the opportunity to fill those minutes in their home settings because of environmental and economic factors, such as safety (traffic, violence), lack of playgrounds, and poverty. For children that don’t have the opportunity to play in their neighborhood parks or participate in after school sports, out of school time physical activity becomes an important contributor to their ability to meet the recommended 60 minutes of moderate to vigorous physical activity per day.

Research Summary
The literature provides compelling evidence that physical activity not only strengthens the body, but the brain as well. Nineteen studies (reported in 14 articles) focused specifically on the relationship between academic performance and activities organized through school that occur outside of the regular school day. These activities included participation in school sports (interscholastic sports and other team or individual sports) as well as other after-school physical activity programs. All 19 studies examining the relationships between participation in extracurricular physical activities and academic performance found one or more positive associations.

Summary of Recommendations
This section provides recommendation to ensure student opportunities for out of school time physical activity. Minimum amounts of physical activity are suggested for students attending afterschool programs on school property. Codifying existing practices such as bike racks; participation in the Safe Routes to School Program; and joint use efforts is also recommended.

The Wellness Policy revisions related to physical activity during out school time are denoted in the table below and follow the Alignment with SFUSD Strategic Plan section.

---

Alignment with the SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan along the following values:

Access & Equity
Ensuring that public school space is utilized in such a fashion as to promote as many opportunities as possible for all children to get 60 minutes of moderate to vigorous physical activity during the course of a day.

Student Achievement
The relationship between physical fitness and academic performance applies to out of school time physical activity.

Accountability
SFUSDs ExCel program incorporates recommendations for physical activity (and nutrition guidelines) into agreements with after school providers; and ensures they meet state and federal guidance.
Physical Activity after School Hours Policy Recommendations

The SFUSD’s developing process to create a streamlined accessible system for after school and community groups to access public school space can provide facility use reports

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<tbody>
<tr>
<td>1.1 Integrate the eight keys to quality youth development into after school physical activity:(^{23}) 1. youth feel physically and emotionally safe; 2. youth experience belonging and ownership; 3. youth develop self-worth; 4. youth discover self; 5. youth develop quality relationships with peers and adults; 6. youth discuss conflicting values and form their own; 7. youth feel the pride and accountability that comes with mastery; 8. youth expand their capacity to enjoy life and know that success is possible.</td>
<td></td>
<td></td>
<td>• Adopt CASPA (California After School Physical Activity) guideline 1</td>
</tr>
</tbody>
</table>

\(^{22}\) [http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf](http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf)

<table>
<thead>
<tr>
<th>Liability</th>
<th>2.4 Address concerns about liability by offering some protection to organizations or individuals who provide programs, time, or space for physical activity.</th>
<th>• Adopt CASPA guideline 2.4</th>
</tr>
</thead>
</table>
| Infrastructure                                                           | **Facilities:** 4.1 Have access to a variety of indoor and outdoor facilities. 4.2 Create policies that assist in the implementation of joint-use agreements, allowing after school programs to have access to both school district and community facilities. 4.3 Maintain safe after school sites that are easily accessible by walking, biking, or taking public transportation and that are located near or connected to other community destinations. **Equipment:** 4.4 Acquire, maintain, and store equipment that can be used to support a variety of age-appropriate physical activities, and replace equipment when needed. | • Adopt CASPA guideline 4, including:  
  **Transportation to/from school:**  
  • Continue to support biking to school by ensuring sufficient, safe bike racks/lockers are available for all students, staff, etc biking to school  
  • Continue to support programs like Safe Routes to School that promote active transportation to/from school  
  • Partner with SFPD to enforce 15MPH zones  
  **Joint Use:**  
  • Continue to support community use of school facilities after hours/weekends/summers with a preference for programs that include/promote physical activity.  
  • After school programs on school facilities must include 20% of program time or at least 30 minutes of physical activity for all students (incorporate into MOU/contract) |
<table>
<thead>
<tr>
<th>Safety</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 &amp; 4.6 Ensure safety measures (facility/equipment inspections and ongoing supervision)</td>
<td>4.7 Develop a community collaborative to implement physical activity programs 4.7-4.8 Secure after school physical activity program funding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PA Professional Development, Staffing &amp; Support</th>
<th>Quality &amp; Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Provide one trained staff member for every 20 students participating in physical activity during after school programming. 5. Ensure all directors and staff members support and promote after school activity programs.</td>
<td>2. Plan and evaluate after school physical activity. 6. Develop and maintain high-quality after school physical activity. 7. Ensure that all students achieve the appropriate amounts of physical activity after school.</td>
</tr>
<tr>
<td>• Adopt CASPA guideline 2 and 5  • Provide afterschool programs with professional development and other resources to implement physical activity</td>
<td>• Adopt CASPA guidelines 2, 6, 7, and 9  • Recommend that at least 50% of physical activity is spent in moderate to vigorous PA.</td>
</tr>
<tr>
<td>Inclusion</td>
<td>8. Ensure that all students are included in after school physical activity.</td>
</tr>
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<td>--------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>10. Build partnerships with the community to support after school physical activity.</td>
</tr>
</tbody>
</table>
School Nutrition Service Standards and Practices Factsheet

Landscape
Nutrition standards for the food served by the SFUSD’s Student Nutrition Services (SNS) for the School Breakfast Program, National School Lunch Program, Afterschool Snack Program and Seamless Summer Option Program are regulated by the United States Department of Agriculture under the National School Lunch Act and School Breakfast Act. SNS has always met these standards. Since the passage of the first SFSUSD Wellness Policy ten years ago, however, SNS has implemented voluntary nutrition standards and operational practices that exceed USDA’s requirement, to the betterment of the students. Their efforts to improve the health of students and their access to nutritious food include the following:

1. Eliminating most all competitive food so all students have access to the same meals, regardless of ability to pay;
2. Not counting pizza sauce as a vegetable serving;
3. Requiring meal vendors provide premade meals that have not been frozen;
4. Prohibiting certain controversial ingredients such as high fructose corn syrup, monosodium glutamate, and recombinant bovine growth hormone;
5. Prohibiting all peanuts and tree nuts from SNS foods due to the prevalence of allergies to these foods; and
6. Requiring food vendors disclose food sourcing information of ingredients, such as whether or not meal ingredients are locally-grown, sustainably produced, and/or free from non-therapeutic antibiotics.

These higher standards and practices are vulnerable, however, as they are not institutionalized as part of SFUSD policy or regulations.

Research
These voluntary measures taken by SNS reflect community input given at Food and Fitness Advisory Committee meetings and community events as well as parent and community surveys and emails. With these voluntary measures, the district prioritizes (1) student health and wellness over cheap, controversial food ingredients, (2) improving the student experience during meal times, and (3) student equity over revenue from a two-tiered meal program. Historical program data indicates that the operation of a competitive meal program did not increase overall program revenue, required significant staff time to operate, and decreased participation in the National School Lunch Program. Currently, the competitive food items sold include a cookie and Izzy drinks, which are high in sugar, and some students may be purchasing only these items as a substitute for their meals.
Summary of Recommendations
These existing practices should be adopted as formal district policy. And, as a new policy, we recommend SNS refrain from selling food in competition with the National School Lunch Program to help improve student health and keep the healthy food messaging consistent across the school day.

A description of how these proposed Wellness Policy revisions related to School Nutrition Service Standards support the SFUSD Strategic Plan section is below, and following this fact sheet is a table that describes the proposals in detail.

Alignment with SFUSD Strategic Plan
The recommendations in this section align with the SFUSD strategic plan along the following values:

Access and Equity
Ensures all SFUSD students who participate in school meal programs have access the same high quality food and nutrition standards across all SFUSD schools. Ensures that regardless of income status all SFUSD students have access to the same food choices at all times.

Student Achievement
Supports student health and ability to learn by making choices like using higher quality food ingredients and more vegetables and minimizing processed food and controversial food additives in school meals. Values student health by ensuring the school meal programs is not a source of student stigma.

Accountability
Codifies existing best practices and ensures that these practices will continue as district policy.
## School Nutrition Service Standards and Practices Policy Recommendations

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Current SFUSD Wellness Policy Status</th>
<th>Recommendations for SFUSD Wellness Policy Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>SFUSD practice, not policy</td>
<td>All children will have access to the same food regardless of income (vending and fundraiser sales excepted as defined under those sections).</td>
</tr>
<tr>
<td>Reduced Price</td>
<td>SFUSD practice, not policy</td>
<td>Children eligible for reduced price meals will not be charged the allowable federal reduced price fee.</td>
</tr>
<tr>
<td>No Hungry Children - policy</td>
<td>(Feeding Every Hungry Child in the San Francisco Unified School District - Resolution 93-10A1) – SFUSD policy – is not located in Wellness Policy currently.</td>
<td>It is the policy of the San Francisco Unified School District that hunger is such an extreme impediment to academic achievement that no child should ever be denied a school meal because of inability to pay.</td>
</tr>
<tr>
<td>Cost</td>
<td>Not in current Wellness Policy</td>
<td>SNS shall inform the Board of Education annually the cost of the reduced price fee policy and the No Hungry Children policy.</td>
</tr>
<tr>
<td>Competitive food sold by SNS</td>
<td>Not in current Wellness Policy</td>
<td>SNS will only sell food that is fully reimbursable under NSLP and available to all students regardless of their ability to pay.</td>
</tr>
<tr>
<td><strong>Student Rights</strong></td>
<td><strong>Time to Eat</strong></td>
<td><strong>Line Control</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
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</tr>
<tr>
<td></td>
<td>Not in current Wellness Policy (however, 35% of 2009 Fall Youth Vote respondents said that shorter lines would encourage them to eat school lunch)</td>
<td>Not in current Wellness Policy (however, 35% of 2009 Fall Youth Vote respondents said that shorter lines would encourage them to eat school lunch)</td>
</tr>
<tr>
<td></td>
<td>Children will have 10 minutes to eat breakfast and 20 to eat lunch after they receive their meals. SNS will provide data to the BOE annually for each school showing which schools meet this policy. Children may eat breakfast in classroom if their bus is late.</td>
<td>Principals will ensure adequate adult supervision to control the cafeteria line and ensure students are safe and not harassed.</td>
</tr>
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<tr>
<td><strong>SNS Nutrition Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>Federal Standards are enforced with the following set as higher standards for SFUSD:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SFUSD practice, not policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pizza sauce may not be counted as a vegetable serving,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current policy allows up to 40g total sugars in a 12 oz milk substitute including both natural and added sugar</td>
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<tr>
<td></td>
<td>Beverages – flavored milk and milk substitutes may not contain added sugar.</td>
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<tr>
<td></td>
<td>SNS sells a few items including a cookie, Izzy drinks and water as competitive foods and beverages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No foods may be sold by SNS in competition with the National School Lunch Program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peanuts are prohibited in the current Wellness Policy.</td>
<td></td>
</tr>
</tbody>
</table>
| | Peanuts and other tree nuts are prohibited in the NSLP and SBP.
<table>
<thead>
<tr>
<th></th>
<th>Some of these restrictions are in the current Wellness Policy as recommendations; however, transfat is in as a rule.</th>
<th>The following ingredients may not be used: High fructose corn syrup, MSG, etc. transfats*, as well as the additional ingredients in SFUSD’s 2012 school meals bid contract.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is in the current 2012 SFUSD bid contract (IFB MS-2012).</td>
<td>Meals can never be frozen, except if part of a disaster plan or in the event of unforeseen obstacles to daily delivery.</td>
</tr>
</tbody>
</table>
State Meal Mandate Factsheet

Landscape
The state of California requires that all school districts provide a nutritionally adequate meal for needy children each school day. Individual schools must adhere to this policy at all times including the following:

1. Offering bagged lunches to students during field trips (not requiring that parents provided a bagged lunch for their child)
2. Offering nutritionally adequate meals to all students on days when the school meal program has been replaced by class or school wide events involving food. Failing to do this is against state regulations and jeopardizes the district’s compliance with California Department of Education.

Research Summary
Research supports the importance of nutritionally balanced meals for students, and especially for students from households with low income.

Summary of Recommendations
This section establishes formal policy that prohibits replacement of the School Meal Program.

The Wellness Policy revisions related to the state meal mandate are denoted in the table below and follow the Alignment with SFUSD Strategic Plan section.

Alignment with SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan along the following values:

Access and Equality
Ensures that all SFUSD students have access to nutritionally balanced meals on all school days regardless of their income status.

Student Achievement
Values student health by ensuring the school meal programs is not a source of student stigma.

Accountability
Ensures that school sites are compliant with the state meal mandate.

24 Nutritionally adequate meals must adhere to USDA nutrition regulations
25 Needy children are children qualified for free or reduced priced lunches
# State Meal Mandate Policy Recommendations

<table>
<thead>
<tr>
<th></th>
<th>CDE</th>
<th>Current SFUSD Wellness Policy</th>
<th>Recommendations for SFUSD Wellness Policy Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Meal Mandate</td>
<td>California Education Code Section 49550 (which resulted from the enactment of Senate Bill 120, Chapter 1277/1975, Child Nutrition Facilities Act of 1975) requires all public school districts and county superintendents of schools to make available, free or at a reduced price, one nutritionally adequate meal to each needy student every school day. A needy student is one who qualifies for free or reduced price meals, according to specified family size and income standards.</td>
<td>The current SFUSD Wellness Policy does not address this issue</td>
<td>Bagged lunches for field trips must be ordered from SNS. Measures must be taken to avoid overtly identifying low income students.</td>
</tr>
</tbody>
</table>
Competitive Food Sold to Students during the Day Factsheet

Landscape
Individual schools in SFUSD allow food and beverage sales to children in a variety of circumstances either through vending machines, bake sales by students, and student fundraisers. These food sales are considered “competitive foods.” There have been many changes in the rules at the state and federal level around the nutrition standards governing these sales. The current Wellness Policy does not reflect these changes. It also does not reflect the current science around sugar sweetened beverages and juice. Finally, the current policy also does not reflect local policies governing competitive food sales by mobile food vendors.

Research
A plethora of research has been published since the passage of the original Wellness Policy showing that juice (which can have higher sugar levels than soda) and sugar sweetened beverages are major contributors to the metabolic diseases appearing in childhood, like hypertension, diabetes and obesity. They also interfere with executive function, and therefore compromise a child’s ability to fully benefit from his education. Students who eat a quality diet and do not consume sugar sweetened beverages have higher test scores than their peers. Please see the Fact Sheet on “Consumption of Water v. Sugar Sweetened Beverages and Juice” in this document for specific research references and summaries.

Competitive foods, which are any foods or beverages sold or served outside of the school meal and snack programs, are the principal source of the low-nutrient, energy-dense foods that students consume at school and can negatively impact school meal participation.\(^27\) Data has shown that 29 percent of U.S. elementary students consumed competitive items on a typical school day, and the most commonly-reported sources of competitive items in elementary schools were fundraisers, parties, and rewards or other classroom activities.\(^28\) In addition, middle school fundraising and other practices have been linked with higher student body mass index outcomes.\(^29\) National organizations recommend that schools avoid food-based fundraising.\(^30\)

\(^{27}\) Sanchez-Vaznaugh, Emma V., Brisa N. Sánchez, Jonggyu Baek, and Patricia B. Crawford. ““Competitive food and beverage policies: are they influencing childhood overweight trends?.” Health Affairs 29, no. 3 (2010): 436-446.
**Summary of Recommendations**

This section provides recommendations to define the nutrition standards for competitive food and beverage sales and consolidate the federal, state and local rules that govern what and when can be sold. Many of those changes are minor or done for clarity. The more impactful proposals are (1) to limit beverages on campus to those that promote health, (2) to eliminate juice and all sugar sweetened milk beverage sales due to their high sugar content and (3) to extend the application of the Wellness Policy to the entire school day, from the start of the before school programs until 5pm or the end of the last after-school program, whichever is later.

A description of how these proposed Wellness Policy revisions related to School Nutrition Service Standards support the SFUSD Strategic Plan section is below, and following this fact sheet is a table that describes the proposals in detail.

**Alignment with SFUSD Strategic Plan**

The recommendations in this section align with the SFUSD strategic plan along the following values:

**Access and Equity**
Provides all students with the same high quality standards by defining the “school day” to include before school time and after school programs as well as Child Development Centers operating on campus. Ensures that all SFUSD students have access to the same food choices at all times regardless of income status, and that an inability to pay for foods sold in food fundraisers is not a frequent source of stigma for students.

**Student Achievement**
Updates the existing standards to reflect the known research on the negative affect of sugar and juice consumption on health and executive function by eliminating juice and chocolate milk as options for sales to students.

**Accountability**
Updates the existing policy to comply with federal and state rules.
# Competitive Food Sold to Students during the Day Policy Recommendations

<table>
<thead>
<tr>
<th>Competitive Foods</th>
<th>Comment</th>
<th>Recommendations for SFUSD Wellness Policy Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When may CF be offered to students?</strong></td>
<td><em>NOTE - The SFUSD existing policy is summarized in adjacent box with proposed language eliminations indicated with strike outs and new proposed language underlined.</em>*</td>
<td><strong>Elementary, Child Development Centers, Preschools</strong> <em>(SFUSD): Competitive food sales are not allowed. Middle Schools:</em> vending machines may not be open from midnight (federal) until 1/2 hour after the lunch period <em>(existing SFUSD WP)</em> after the end of any after-school programs or 5pm, whichever is later <em>(SFUSD proposed policy). High School:</em> vending may be open outside the lunch period if they meet the nutrition standards, including the requirement that only snacks may be offered, not meals *(existing SFUSD policy). Other non-vending sales are allowed 1/2 hour <em>(existing SFUSD policy)</em> after the after-school programs end or 5pm, whichever is later. <em>(SFUSD proposed policy).</em> All sales must meet the nutrition standards and time restrictions outlined here except for the 4 allowed annual fundraisers <em>(CA state law-see Fundraising section).</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF Nutrition Standards</th>
<th>Summary</th>
<th>The nutrition standards for competitive foods shall follow the federal standards with several exceptions. See details below. Federal proposed standards are subject to change during the rulemaking process and will likely be finalized in 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offerings</td>
<td>Same as current SFUSD policy.</td>
<td>Fruit must be offered for sale wherever competitive foods are sold.</td>
</tr>
<tr>
<td>Whole Grains</td>
<td>SFUSD existing policy is noted in adjacent box with an update for a new state rule.</td>
<td>Whole grains or converted grains that retain most of their nutrients should be used *(SFUSD). Greater than or equal to 51% of grains must be whole grains or whole grains must be first on ingredient list <em>(State).</em></td>
</tr>
<tr>
<td>Nutrition Standards Competitive Foods</td>
<td>Comment</td>
<td>Recommendations for SFUSD Wellness Policy Revisions</td>
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</tr>
<tr>
<td>Fat</td>
<td>Proposed is the same as existing SFUSD policy except that it eliminates all references to trans fats being allowed in any amount per new federal rules.</td>
<td>No more than 30% calories from fat (SFUSD), excluding nuts, seeds, eggs; and &lt;=10% saturated fat (FEDS). No trans fatty acids may be added to the product.</td>
</tr>
<tr>
<td>Sodium</td>
<td>No SFUSD policy exists on sodium. Proposed federal requirements are noted in adjacent box.</td>
<td>≤200 mg sodium per portion as packaged for non NSLP/SBP snack items; Entrée items: ≤480 mg sodium per portion for non-NSLP/SBP entrée items (FEDS).</td>
</tr>
<tr>
<td>Sugar</td>
<td>See notes in adjacent box.</td>
<td>(FEDS/current SFUSD) No more than 35% of calories or weight may come from sugars in food. (SFUSD, federal proposed rule not decided yet). Exemptions to the Standard: Dried whole fruits/vegetables, dried whole fruit/vegetable pieces; and dried dehydrated fruits/vegetable with no added nutritive sweeteners. (Fed proposed rule)</td>
</tr>
<tr>
<td>Calories</td>
<td>Strike SFUSD language in this section referring to package sizes because calorie restrictions in federal proposed rule is effective and easier standard to follow.</td>
<td>Elementary: n/a. MS/HS (FEDS): max of 200 calories per portion for non-NSLP side dishes, 350 for NSLP a la carte entrees. Strike SFUSD WP references to portion size limits by weight.</td>
</tr>
<tr>
<td>Minimum nutrient value</td>
<td>SFUSD uses a different standard of 5% of 8 nutrients. We recommend aligning with the federal standard to expand options while maintaining nutrition integrity.</td>
<td>Foods must have at least 10% of the Daily Value of a nutrient of public health concern (calcium, vit. D, etc) from a naturally occurring ingredient.</td>
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<td>------------------------</td>
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</tr>
<tr>
<td><strong>Nutrition Standards... Competitive Foods</strong></td>
<td><strong>Comment</strong></td>
<td><strong>Recommendations for SFUSD Wellness Policy Revisions</strong></td>
</tr>
<tr>
<td>Other</td>
<td>Keeps current SFUSD policy.</td>
<td>(SFUSD) California grown, organic, as little processing as possible preferred; vending products containing peanuts must contain a warning label.</td>
</tr>
<tr>
<td><strong>CF Beverage Standards Summary</strong></td>
<td>Some of this is existing SFUSD policy and some is proposed changes to SFUSD policy. See details below.</td>
<td>The following beverages may be sold or provided to students outside of the NSLP: (1) water, water must be a choice whenever beverages are provided (either for free or purchase) to students, (2) carbonated water (3) naturally flavored water with less than 5 calories (4) fat-free and low-fat milk and milk substitutes without added sweeteners and flavors. The following may not be provided to students on any SFUSD campus: sugar-sweetened beverages, juice, energy drinks, caffeinated drinks, artificially sweetened drinks.</td>
</tr>
<tr>
<td>Additives</td>
<td>Keeps current SFUSD policy</td>
<td>No added vitamins, herbs, or artificial or natural sweeteners</td>
</tr>
<tr>
<td>Caffeine</td>
<td>Keeps current SFUSD policy</td>
<td>No caffeinated beverages allowed.</td>
</tr>
<tr>
<td>Sweetened beverages</td>
<td>Keeps current SFUSD policy</td>
<td>No sweetened beverages of any kind are permitted.</td>
</tr>
<tr>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Juice</td>
<td>Current SFUSD policy allows 100% fruit juice, plain or carbonated; no added sweeteners (natural or artificial); maximum size 12 oz are allowed. Federal rules require a limit of only 8 oz for elementary school. Our proposal is for no juice sales.</td>
<td>No juice is permitted.</td>
</tr>
<tr>
<td>Water</td>
<td>Current SFUSD policy</td>
<td>Water must be in all vending machines.</td>
</tr>
<tr>
<td>Beverage Standards, Competitive Foods...</td>
<td>Comment</td>
<td>Recommendations for SFUSD Wellness Policy Revisions</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Dairy</td>
<td>Keeps current SFUSD policy</td>
<td>Dairy milk must be non-fat, 1% or 2% (no flavored milk)</td>
</tr>
<tr>
<td>Artificially sweetened beverages</td>
<td>Keeps current SFUSD policy</td>
<td>Artificially sweetened beverages are not allowed.</td>
</tr>
<tr>
<td>Milk substitutes</td>
<td>Keeps current SFUSD policy</td>
<td>Unsweetened, plant derived milks (soy, rice, almond) are allowed.</td>
</tr>
<tr>
<td>Flavored</td>
<td>Very similar to existing SFUSD policy—allows up to 5 cal. to allow for natural flavors. We recommend mirroring federal regulations.</td>
<td>Flavored water allowed as long as flavor is natural and does not add more than 5 calories- examples, mint or lemon flavored waters</td>
</tr>
<tr>
<td>CF Vending Machines</td>
<td>Monitoring</td>
<td>Keeps current SFUSD policy</td>
</tr>
<tr>
<td>Contracts</td>
<td>change in wording from &quot;Explore the feasibility of&quot; to &quot;Recommend&quot;</td>
<td>Explore feasibility of Recommend putting all District vending under contract with one vendor to obtain the most favorable financial return and ensure compliance with the nutrition standards. As contracts come up for renewal, new contracts should only be made on a month to month basis.</td>
</tr>
<tr>
<td>Packaging sizes</td>
<td>Existing SFUSD policy has a specific, detailed list of subcategories of food. The details make it difficult to follow, so we recommend deleting that section and using the more simple proposed federal standards.</td>
<td>Snacks must be &lt;=200 calories as packaged as long as sugar &lt;35% calories by weight and fat &lt;30/10% total calories (feds set fat standard at 35/10% but existing SFUSD standard is 30/10%).</td>
</tr>
<tr>
<td>Vending, Competitive Foods...</td>
<td>Current Policy with Recommendations for SFUSD Wellness Policy Revisions</td>
<td></td>
</tr>
<tr>
<td>Compliance Required</td>
<td>Unnecessary clause in existing policy, redundant, propose to strike.</td>
<td>Vending machines within SFUSD school sites will comply with the nutritional standards recommended by the Student Nutrition and Physical Fitness Committee immediately (pending contract obligations).</td>
</tr>
<tr>
<td>Time of day</td>
<td>In high schools, vending not operated by SNS may be open outside of lunch period (SFUSD current policy - note that vending is not allowed in MS/ES).</td>
<td></td>
</tr>
<tr>
<td>Compliance</td>
<td>Unnecessary clause in existing policy. Propose to strike.</td>
<td>All vending machines will be stocked with products that meet the requirements (an approved list will be provided to school site administrators and vending machine contractors, and is available on SFUSD SNS web site (insert link)). All machines vending beverages in bottles must have at least one slot offering plain bottled water.</td>
</tr>
<tr>
<td>Nutrition Labeling</td>
<td>Not in current SFUSD policy. Signed into law on March 23, 2010, the Patient Protection and Affordable Care Act amended the Federal Food, Drug and</td>
<td>Require that for an article of food sold from a vending machine that does not permit a prospective purchaser to examining the Nutrition Facts Panel before purchasing the article, or does not otherwise provide visible nutrition information at the point of purchase, and is operated by a person engaged in the business of owing or operating 20 or more vending machines, the vending machine operator must disclose the number of calories for the article of food.</td>
</tr>
<tr>
<td>High Schools only</td>
<td>existing SFUSD policy</td>
<td>Schools serving students in Pre-K/Child Development Centers, K-5s, and K-8s may not keep vending machines in areas accessible to students.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Cosmetic Act to require the labeling of calories for food and beverages in vending machines operated by a person engaged in the business of owing or operating 20 or more vending machines.</td>
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</table>

37
<table>
<thead>
<tr>
<th>Student Run Sales during the school day</th>
<th>Comments</th>
<th>Current Policy with Recommendations for SFUSD Wellness Policy Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SFUSD existing policy is summarized in adjacent box with proposed language eliminations indicated with strike outs and new proposed language underlined.</td>
<td>Student Run Sales during the school day:</td>
<td></td>
</tr>
<tr>
<td>Elementary:</td>
<td>Elementary, Middle, High: Student-run fundraising food sales during the school day are limited to 4 days total per year, per California Code (15500, 15501) of Regulation. Food sold may be prepared at home or brought in from a restaurant and may not be prepared on the school campus and cannot be the same item as sold by SNS on that day, at that school. Beverages and snack items must meet District nutrition standards. (This means no soda, chips, candy, etc.). See list of District approved products for vending at: <a href="http://www.sfusdfood.org">www.sfusdfood.org</a>.</td>
<td></td>
</tr>
<tr>
<td>Only four sales per year per school, Only after the last lunch period, only one item, cannot prepare items on school campus, cannot be same item as sold by Food Service Dept. that day at that school. (CA Code)</td>
<td>Pre-Schools/Child Development Centers: No student fundraising allowed at any time.</td>
<td></td>
</tr>
<tr>
<td>Secondary:</td>
<td>Elementary Schools: In addition, sales may occur only after the last lunch period; only one item. (CA Code)</td>
<td></td>
</tr>
<tr>
<td>Student-run fundraising food sales during the school day are limited to 4 days total per year, per California Code (15500, 15501) of Regulation.</td>
<td>Secondary Schools: In addition, at the four food fundraising events referenced above multiple student organizations may sell. (California Code of Regulations Section 15500, 15501). Food sold, must follow the following guidelines: No more than three categories of food (e.g., beverages, snacks, fresh fruit) may be sold; Sales are subject to approval by the school principal.</td>
<td></td>
</tr>
<tr>
<td>Limit sales to items which meet the competitive food standards.</td>
<td>Competitive standards are updated above (SFUSD/CA Code).</td>
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</table>
**Fundraising:**

**Student Run Sales after the school day**

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<thead>
<tr>
<th>Comments</th>
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<tbody>
<tr>
<td>CA Code:</td>
<td>Students may sell food after school hours provided the sale meets the conditions set forth in the California Code of Regulation referenced above. Food and beverages sold must be from the District-approved list;</td>
</tr>
<tr>
<td>Foods:</td>
<td>Elementary/Middle/High School: Students may sell food which meets the SFUSD competitive food standards, only after the end of the afterschool program, so as to not be in competition with the Federal Snack or Supper program.</td>
</tr>
<tr>
<td>Standards apply. Non-compliant foods can be sold from ½ hour after the end of the school day (elementary: only students can sell non-compliant items).</td>
<td></td>
</tr>
<tr>
<td>Beverages:</td>
<td>Only one student group may sell per day; no more than three types of items may be sold (e.g., beverages, snacks, fresh fruit).</td>
</tr>
<tr>
<td>Standards apply. Non-compliant items can be sold from ½ hour after the end of the school day (non-compliant items can be sold at a school-sponsored event that takes place after school but before ½ hour after school).</td>
<td>An administrator must take responsibility for scheduling and supervising such sales, and for ensuring that every student group that wants to sell has an equal opportunity to do so. All such sales are at the discretion of the Principal.</td>
</tr>
<tr>
<td>Proposed language changes hours of student sales so they will not be in competition with Federal snack/meal programs.</td>
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### Parent / Staff Sales

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<tr>
<td>Per CA CODE: Parent/Staff sales are not specifically delineated. They follow general fundraising guidelines for non-compliant food sales above. SFUSD proposed changes to current policy include elimination of parent/staff sales before school and until the end of the afterschool program. In addition, sugar sweetened beverages are not allowed for sale at any time.</td>
<td>Parents or school staff may not sell food during the school day; however, sales may be held before school starts or after the end of the school day, so as not to compete with the School Lunch Program, from midnight before until after the end of the afterschool program, so as not to compete with the School Meal or Snack Programs. See list of District-approved products for vending at: <a href="http://www.sfusdfood.org">www.sfusdfood.org</a>. Healthy food choices are recommended for all parent-run food sales. In Child Development Centers, elementary and middle school, sales by parents of food which does not meet District nutrition standards are limited to 10 times per school year, and must take place after 5:00 PM weekdays or anytime on a weekend or school holiday—the end of the afterschool program or on non-school days. The 10 times per school year rule includes all parent groups (i.e., there are only 10 sales, but Any number of parent groups may sell on each sale day. Food for those 10 sale days may be homemade, come from restaurants, or catering trucks, and the beverages and snacks sold do not have to meet District nutrition standards with the exception of no sugar sweetened beverages being sold. In high schools an unlimited number of sales by parents of food which does not meet District nutrition competitive food standards (with the exception of sugar sweetened beverages) may be held at school events including sports and performances, but must take place after 4:00 PM weekdays or anytime on weekends or school holidays—the end of the afterschool program or on non-school days. Sale of food at events which are not school-related (e.g., an outside agency rents the school property and holds an event featuring a food sale) are not subject to District nutrition policy. Sales of candy or other food outside of school as a fundraiser, such as catalog order sales, are at the discretion of the Principal. All other sale of candy at school is prohibited, except as outlined in sections iii and iv. However, Healthy food choices or non-food based fundraising are highly recommended.</td>
</tr>
<tr>
<td>Mobile Food sold adjacent to campus</td>
<td>Catering Trucks</td>
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<tr>
<td>Push Carts</td>
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</table>
Food Given to Students for Free Factsheet

Landscape
The current Wellness Policy encourages parents, principals, teachers and administrators and third party individuals and organizations operating on school campus to make healthy choices when food is used for teaching tools, parties and rewards or as part of a regular (formal or informal) snack program. This recommendation is followed very inconsistently both among the schools and among the classrooms in the same school as well as after and before school programs. The result is that only some students have nutritionally healthy classrooms and the messaging around the importance of good nutrition to learning and health is inconsistent.

Research
In 2004-05, a study showed that 30% of elementary school children consume competitive foods on a typical day. The most common means of getting those foods was fundraisers, parties rewards and other classroom activities. These snacks and treats can interfere with children’s ability to focus and learn as well as decrease consumption of more nutrient dense foods available at mealtimes. These foods are often made available to children through several different people or groups, resulting in days where children are offered “treats” multiple times throughout the day.

Summary of Recommendations
To address this inconsistency, in this section we recommend applying the competitive food nutrition standards to foods given to students (as opposed to sold) with noted exception for cheese and defining the later of 5pm or the end of the last after-school program as the “end of the school day.” There is also a recommendation to apply the catering truck rules to push carts.

A description of how these proposed Wellness Policy revisions related to School Nutrition Service Standards support the SFUSD Strategic Plan section is below, and following this fact sheet is a table that describes the proposals in detail.

Alignment with SFUSD Strategic Plan
The recommendations in this section align with the SFUSD strategic plan along the following values:

Access and Equality
These proposed changes will provide all students with the same high quality nutrition standards throughout the school day and to all programs on school campus, instead of current mix where some
classrooms give away only healthy foods that support student achievement while others give sugary options that impede achievement.

**Student Achievement**
Applying nutrition standards to foods given away will help unite the entire SFUSD community of administrators and parents in improving the health and ability to learn of students and eliminate the energy spikes and crashes and attention disruption that sugary drinks and foods cause.

**Accountability**
Principals will ensure appropriate adults in their school community are informed of these standards.
### Food Given to Students for Free

#### Food Program Oversight and Food Safety

<table>
<thead>
<tr>
<th>This is new language proposed for the SFUSD policy.</th>
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<tbody>
<tr>
<td>All persons providing food to students on a regular basis must receive approval from SNS to serve food. (SFUSD proposed)</td>
</tr>
<tr>
<td>All persons serving food outside of the school meal program shall follow all SFDPH health codes to ensure proper food handling and prevent foodborne illnesses. Five food borne risk factors are: 1. Poor personal hygiene, 2. Food from unsafe sources, 3. Inadequate cooking, 4. Improper holding temperatures, and 5. Contaminated equipment/cross contamination. (SFUSD proposed)</td>
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</table>

#### Classrooms

<table>
<thead>
<tr>
<th>Parties, Snacks, Teaching Tools and Rewards</th>
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<tbody>
<tr>
<td>Existing SFSUD policy is similar but we propose this clarification.</td>
</tr>
<tr>
<td>Shall meet competitive food standards for food and beverages, with a noted exception made for cheese. This means students shall not be given candy or sugar sweetened beverages or juice during the school day either as part of a celebration, teaching method, or as a reward. Students may be given cakes or cookies if they are made with ingredients and are of reasonable portion sizes to approximate meeting the nutrition requirements for fat, sugar and whole grains and the 200 calorie limit.</td>
</tr>
</tbody>
</table>

### Recommendations for SFUSD Wellness Policy Revisions

| Birthday celebrations should be limited to no more than one time per month to preserve academic time and support healthy eating (SFUSD proposed). |
| SFUSD website will provide parents and teachers with a list of ideas for healthy, affordable food choices for snacks and parties. |
| New language proposed for the SFUSD policy. |
| Principals are required to disseminate the rules around food provided to students on campus to parents, teachers, all school staff and CBOs before, during and after school. Rules should also be posed on School Health Programs Nutrition Education page and other relevant sites. |
| **after/before school programs** | This new language expands the application of the policy throughout the entire school day. | The Wellness Policy applies to the entire school day, which starts at midnight and ends after the last after school program closes or 5pm, whichever is later (proposed SFUSD). |
| **Parent, Student, School Fundraising** | Summary | Not subject to WP: (1) 4 fundraising events allowed during lunch per year (state). (2) Non-school related events on campus are not subject to Wellness Policy. (3) Catalogue fundraising sales outside of school. (4) Food sales after 4pm at sporting or other such events. Subject to WP: (A) Fundraising food or beverages sold before or after the school day. (B) CDC events after 5pm run by parents no more than 10 times per year. |
Nutrition Education Factsheet

Landscape
Nutrition education provides students with the knowledge and skills necessary to promote and protect their health. As a component of a comprehensive K-12 health education, nutrition education is mandated by SFUSD Health Education Policy #19-245pl.

Over a four year period, the number of nutrition education lessons taught by elementary teachers increased from below 10,000 to over 54,000 in 2011/12. In the past eleven years, funding has been available through the California Department of Public Health (USDA SNAP-Ed) focusing nutrition education interventions in many low income elementary schools and youth engagement programs in many district middle and high schools. Beginning in fall 2013, SFUSD will no longer receive direct funding and instead will be a subcontractor, receiving 75% less funding, which decreases yearly and ceases in 2016.

Research Summary
Nutrition education programs that teach positive dietary messages have been demonstrated to be an effective way to improve dietary behavior and increase nutrition knowledge in children.10

In SFUSD curriculum from the Nutrition Education Project was shown to significantly increase fourth and fifth grade students' enjoyment of and preference for fruits and vegetables. NEP schools had a significant increase in the number of students who ate fruit 3 or more times “yesterday” from 32.2% in 2003 to 46.2% in 2011 (California Healthy Kids Survey). Nutrition education was shown to have positive changes in the school community with over 93% of staff surveyed report seeing positive changes in the healthy eating habits and physical activity among students in 2011.

In 2002, when NEP began working with target schools, almost no teachers had healthy snack policies in their classrooms. By the end of last school year, nearly all teachers (93%) at NEP schools reported having a healthy snack policy in their classrooms. By the end of the 2011-12 school year, 99% of surveyed staff at NEP schools reported they had a school-wide healthy snack policy that was well-publicized (88%) and enforced by school administrators (89%). Nearly all teachers (96%) reported that parents/caregivers adhere to the healthy snack policy.

Alignment with SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan along the following values:

Access and Equity
Make social justice a reality by ensuring that all students have access to high quality, comprehensive health education lessons, as mandated by BOE Health Education Policy. Health topics, include nutrition education should be skill-based and give students the tools to build healthy life habits.
**Achievement**
Ensure that every student graduates from high school ready for success, with the decision-making and goal-setting skills to navigate a healthy lifestyle.

**Accountability**
Support the health and achievement of our students by ensuring that teachers teach the required number of nutrition education lessons; that administrators, teachers and staff model healthy behaviors to our students and create healthy environments where our students can achieve.

**Summary of Recommendations**
This section provides recommendations for supporting the mandated nutrition education for SFUSD students. The recommendations are not dependent on grant funding and will give the leadership, tools and structure for nutrition education which is part of a collaborative framework within SFUSD.
# Nutrition Education Factsheet Policy Recommendations

<table>
<thead>
<tr>
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</table>
| NOTE: Text on the right: **•** Underlined text is Proposed SFUSD Policy additions/revisions. **•** Current policy to remain the same is as regular text. **•** Text with strike through is to be removed. [Text in brackets] indicate comments. | **Health Education (Nutrition) Content Specialist:** School Health Programs will identify a nutrition education content specialist, as part of SHP Curriculum Committee to oversee Nutrition Education professional development, nutrition education materials review/distribution and link to Student Nutrition Services, After School Programs and community based organizations. The content specialist will be a member of the Food & Fitness Advisory Committee, and represent SFUSD in city, regional and state organizations, focusing on childhood obesity prevention, such as, SF Child Nutrition and Physical Activity Collaborative, Bay Area Nutrition and Physical Activity Coalition, SF County Nutrition Action Plan, etc.  

**Nutrition Education Curricula:** Current, research based nutrition education curricula, will be made available to all pre-k -12 teachers of health. Curricula will integrate basic nutrition concepts into common core and align with California Health Education Content Standards. School Health Programs Department will work with the School Operations and Instructional Support Office (SOIS) to integrate nutrition education into the comprehensive education programs. School Health Programs Department will provide examples of content integration related to nutrition education to increase the incorporation of nutrition education into the regular teaching plan. (Examples will be graphing fruit and vegetable intake, categorizing quantities, reading labels, etc.) |
**Current Policy with Recommendations for SFUSD Wellness Policy Revisions**

In addition, it is recommended that the nutrition education content:

- Include culturally-relevant, participatory activities, such as healthy cooking clubs and classes, taste-testing, garden, farm and farmers' market visits,
- Integrate with school meal and school food
- Incorporate youth development principles
- Be skill based, incorporating goal setting and decision making
- Link to SFUSD vocational/culinary programs
- Link to school gardens-- to promote the link between food choices, physical activity, and health in a way that is hands-on and integrated into nutrition education.

**Nutrition Education professional development** workshops will be offered annually to all teachers (prek-12), afterschool staff and student nutrition staff: Annual professional development in nutrition education is provided to teachers at all levels, and to After School Program staff. School Health Programs Department (SHPD) Network for a Healthy California will provide nutrition education on an annual basis to the staff of Student Nutrition Services to increase their awareness of current programs/education and best practices being implemented/adopted within SFUSD and the state, including the continued implementation of funded projects within SFUSD (e.g., the California Nutrition Network Project).

- The Wellness Policy will be communicated annually to all administrators, staff and families.
- School staff, students and families will be educated as to the links between healthy eating, overall wellness, disease prevention, physical performance, and achieving academic potential.
- Students and staff will participate in classroom, cafeteria and office recycling and composting programs.
- Nutrition and physical activity education will be provided to parents and caregivers through District mailings, postings on the district website, information provided in school newsletters, bulletin boards, workshops and health fairs.

**Site administrators and staff will promote a school environment which is supportive of Board Resolution 211-12A8.**

Staffs are encouraged to model healthy eating by offering healthier choices at school meetings and events, and to refrain from using candy and snacks of minimal nutritional value as rewards to students. (Moved to Staff Wellness)

**Health Awareness Months:** Administrators/staff are encouraged to implement the District wide Health Awareness Months on an annual basis using resources and materials supplied by School Health Programs Department, distributed through SFCSD and made available on the SFCSD website:

- February will be SFUSD Physical Activity Awareness Month for promotion of physical activity.
- March will be SFUSD Nutrition Awareness Month for promotion of healthy eating.
- The second week of May will be ReThink Your Drink Week to encourage the drinking of tap water in lieu of sugar sweetened beverages and juice.
- Resource materials may be distributed to all school sites for optional school promotion activities: Walk to School Day, Bike to School Day; Screen Free Month; Shape Up Walking Challenge, Safe Routes to School, etc.

**Evaluation:** Annually teachers will complete the Coordinated Program Monitoring to measure numbers of lessons taught and curricula utilized.

### Additional References:

- The Link Between Nutrition and Academic Achievement – Michigan Nutrition Standards
Staff Wellness Factsheet

Landscape
Addressing health and wellness in the school environment is important not just for students, but for staff, as well. Adult and childhood overweight and obesity rates continue to rise. Though parents are primary role models for kids at home, children spend a great deal of their time at school and as a result schools have been identified as places for motivating students to lead healthy lifestyles. Administration, teachers and staff have a unique opportunity to show students how to adopt and maintain healthy behaviors. The current SFUSD Wellness Policy encourages staff to follow a healthy lifestyle and dictates that educational resources and physical activity opportunities will be available for staff. The current policy does not address food and beverage guidelines for staff.

Research Summary
The Coordinated School Health Model includes teacher and staff health promotion as one of its eight recommended components. Currently no studies have been done to associate staff health promotion with students’ academic achievement indicators. However, numerous studies have demonstrated that employees who have poor health, or who have family members in poor health, are more likely to miss work or to have trouble concentrating at work.31 Wellness programs for school staff have been shown to increase healthy behaviors among staff and to decrease absences from school among staff in comparison to a control group.32 Healthy staff—or staff making healthy changes in their lives—can be role models for students. Wellness programs for school staff may increase their support for broader school health efforts. Teachers who miss fewer days of work due to illness, and who have increased ability to concentrate on the job, may be able to provide higher quality instruction for students.

Summary of Recommendations
It is proposed that the Wellness Policy will support the health and wellness of the entire school community by ensuring that SFUSD staff is provided:

- Access to healthy foods and physical activity at workplaces:
  - Vending machines at all SFUSD school and administrative sites will follow the SFUSD standards for competitive food sales.
  - Catered functions for administration and staff will provide healthier food options, eliminating high sugar, fat and salty foods and all sugar-sweetened beverages.
  - Free, safe tap water will be available wherever beverages are served or sold. If no tap water is available, then it is recommended that pitchers of water be provided.
- Opportunities to improve their health status and become more knowledgeable about their health.
- Opportunities to be health role models for students and families in a variety of ways, including refraining from consuming sugar-sweetened beverages in the presence of students.

Alignment with SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan along the following ways:

Access and Equity
Make social justice a reality by ensuring that all schools support the wellness of the whole school community by promoting physical activity and the consumption of healthful foods and beverages, to create healthy habits for life.

Achievement
Ensure that every student can succeed in school through the creation of environments conducive to learning.

Accountability
Enlist the entire school community in supporting the health and achievement of our students. Administrators, teachers and staff have the responsibility to teach and model healthy behaviors to our students and create healthy environments where our students can achieve.
## Staff Wellness Factsheet Policy Recommendations

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SFUSD encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school’s overall comprehensive health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities have improved productivity, decreased absenteeism, and reduced health insurance costs.

Schools, offices and departments are encouraged to establish and maintain staff wellness committees to promote staff health and wellness.

**Site administrators and staff.** All SFUSD Staff and contractors, will promote a school environment which is supportive of Board Resolution 211-12A8. [Moved from Nutrition Education] Staffs are encouraged to model healthy eating by offering healthier choices at school meetings and events, and to refrain from using candy and snacks of minimal nutritional value as rewards to students.

by being role models in their school communities for healthy eating and physical activity behaviors, including:

- Drinking of tap water and refraining from consuming sugar-sweetened beverages, in the presence of students.
- Providing healthy snacks in the classroom
- Encouraging non-food fundraisers
- Not utilizing food as a reward for behavior or academics
- Using physical activity as a reward and never as a form of punishment
- Using appropriate safety gear, such as bike helmets
- Include physical activity breaks in the classroom, at staff meetings and district meetings
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<tr>
<td>NOTE: Text on the right:</td>
<td>Nutrition and fitness education opportunities will be provided to all school SFUSD staff at the elementary, middle and high school levels. These educational opportunities, in collaboration with community partners, may include, but are not limited to, the distribution of educational and informational materials and the arrangement of presentations and workshops that focus on healthy lifestyles, health-assessments, fitness activities, and other appropriate nutrition and physical activity related topics. SFUSD will work with our community partners to identify programs/services (e.g., American Cancer Society’s Active for Life program, Campaign for Better Nutrition, etc.) and resources to complement/enrich our Staff Wellness endeavors. SFUSD will promote Staff Wellness on a yearly basis.</td>
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<tr>
<td>SFUSD will increase the range and availability of healthy food options in the workplace:</td>
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<tr>
<td>- Food selection at SFUSD catered events will emphasize fruit, vegetables, whole grains, and nonfat or low fat dairy products; encourage lean meats, poultry and fish; and will not include high calorie/low nutrient foods such as donuts, pastries, cookies, candy, chips and fried foods.</td>
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<tr>
<td>- It is recommended that food at “potlucks” and or shared meals/snacks follow the above guidelines.</td>
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<tr>
<td>- Food and beverages sold in adult accessible vending machines will meet the same competitive food standards as student vending machines, with the exception of coffee and tea (with no added sweeteners) and other non-caloric beverages.</td>
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<tr>
<td>- Free, safe tap water will be available wherever beverages are served or sold. If no tap water is available, then it is recommended that pitchers of water be provided.</td>
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</table>
Background on Consumption of Water vs. Sugar Sweetened Beverages and Juice

Landscape
The school district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition, schools contribute to the basic health status of students; improved health optimizes student performance potential. As a school district we know that students do not learn in isolation, but instead, as part of a school community.

School employee wellness, a healthy school environment and family and community involvement in school health are three of the eight components of Coordinated School Health. Each plays a crucial role in student health and academic success.

Research Summary
Recent reviews provide compelling evidence that the consumption of sugar-sweetened beverages (SSB) has contributed to the obesity epidemic in children and adults. In 2011, 59% of 5th graders, self-reported drinking at least one SSB the day before they were surveyed, while 41%, 37%, 33% of 7th, 9th, and 11th graders, respectively, reported having drunk at least one soda the day before they were surveyed. Consumption of SSB, including soda, sports drinks, fruit flavored punches, and consumption of 100% juice, promote excess calorie intake with little to no nutritional value added. Research clearly shows that soda and sugary drinks are linked to obesity, diabetes and other chronic diseases that are among the greatest health threats faced by San Francisco residents, especially Latino and African American populations. While the consumption of SSB may be leveling off, research shows that Latino and African American populations are substituting SSB with low fiber, high calorie 100% juice. Water drinking has been shown to positively affect cognitive functioning in school children and tap water should be readily accessible and promoted to students, staff and families.

Summary of Recommendations
The Wellness Policy revisions related to consumption of water, SSB, and juice are denoted in the following pages and follow the Alignment with SFUSD Strategic Plan section.

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33 Data Source: MS YRBS 2011
34 Data Source: HS YRBS 2011
35 SOURCE: CHKS, 2011
36 SOURCE: YRBS, 2011
Alignment with SFUSD Strategic Plan
Policy recommendations align with the SFUSD strategic plan along the following values:

Access and Equity
Makes social justice a reality by ensuring that all schools will support the wellness of the community by promoting the consumption of foods and beverages that optimize learning and create healthy habits for life.

Achievement
Ensures that every student can succeed in school through the creation of environments conducive to learning.

Accountability
Enlists the entire school community in supporting the health and achievement of our students. Administrators, teachers and staff have the responsibility to teach and model healthy behaviors to our students and create healthy environments where our students can achieve. Create district and school policies which support student wellness.

Summary of Recommendations
Proposed changes to the SFUSD Wellness Policy include:

- 100% healthy beverage guidelines for students, staff and families on school campuses and in administrative sites, with regard to:
  - beverage sales in all vending machines on SFUSD property, in school stores, for fundraising, at sporting events, etc.
  - beverages purchased with district funds for catered events, school activities, administrative meetings, etc.
  - beverages served for school activities and events, including classroom parties and celebrations, rewards, etc.
  - promotion of healthy drinks, including water or fruit-infused water (“spa water”) as the easy choice for SFUSD students, staff and families, and made readily available, to decrease sugary drink and juice consumption and to help stem the tide of the obesity and diabetes epidemics.
  - requiring staff, as role models for students, to refrain from drinking SSB and juice, in the presence of students.

Beverage Standard
The following beverages may be sold or provided to students / staff:

- Water
• Free, safe tap water will be available wherever beverages are served or sold. If no tap water is available, then it is recommended that pitchers of water be provided.
• Carbonated water
• Naturally flavored water with less than 5 calories, as long as flavor is natural, i.e. mint or lemon flavored waters
• Fat-free and low-fat milk and milk substitutes without added sweeteners and flavors
  a. Dairy milk must be non-fat or 1% and contain 25% DV for calcium, Vitamin A and D added.
  b. Unsweetened, plant derived milks (soy, rice, almond) are allowed and may have no more than 2.5 grams of fat per 8 fluid ounces

The following may not be provided to students and staff in any SFUSD property:
• Sugar-sweetened beverages
• Juice and juice drinks
• Energy drinks
• Artificially sweetened beverages
• Caffeinated beverages (Adult only catered events may include hot or cold coffee and tea with no added sweeteners)

Additional References:
• The Link Between Nutrition and Academic Achievement – Michigan Nutrition Standards
• *Pediatrics* October 1, 2005 vol. 116 no. 4 921-926 doi: 10.1542/peds.2004-2462
Implementation, Assessment and Report on Policy Compliance

Landscape
The Healthy, Hunger-Free Kids Act of 2010 established enhanced requirements for school wellness policies. The new requirements are intended to (1) strengthen and clarify the on-going implementation of wellness policies; and (2) expand participation in the development and evaluation of the wellness policy to include a broader group of stakeholders from the school and community. All school districts that participate in the National School Lunch Program (NSLP) must comply with the new requirements.

Legal Requirements
The HHFKA requires the school district revise the Wellness Policy and commit to, at a minimum:

- **Setting goals for student wellness** in the following categories, at a minimum: nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.
- **Establishing nutrition guidelines** to promote student health and reduce childhood obesity for all foods available in each school district.
- **Permitting participation in the development, implementation, review and update** of the local wellness policy by parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public.
- **Informing and update the public** (including parents, students, and others in the community) about the content and implementation of local wellness policies.
- **Establishing periodic evaluation** to measure the extent to which schools are in compliance with the local wellness policy, the extent to which the local education agency’s local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public.

Implementation Timeline
The California Department of Education and Superintendent Torlakson have issued a series of implementation instructions to districts. Below is a summary of those instructions, with links to source documents.

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38 [http://teamnutrition.usda.gov/healthy/wellnesspolicy_requirements.html](http://teamnutrition.usda.gov/healthy/wellnesspolicy_requirements.html)
2010: HHFKA signed into law

**August 2011:** California Department of Education (CDE) communicated the enhanced requirements in a Management Bulletin.

**August 2012:** State Superintendent Torlakson issued a letter instructing school districts to review and update their LSWP’s during the 2012-2013 school year.

**August 2013:** State Superintendent Torlakson issued a letter advising school districts that the CDE will monitor implementation of the LSWP requirements through the new USDA Administrative Review process beginning this school year (2013-2014), and recommended districts to take the following action steps in the 2013-2014 school year to ensure compliance with the NSLP:

- Continue review, assessment and update of district LSWP;
- Continue to inform and update the public about the content, implementation and assessment of wellness policies; and
- Maintain supporting documentation on file to demonstrate compliance with LSWP implementation, assessment and public update requirements.

Additional information is available on the USDA’s website:

**Early 2014 (projected):** USDA is expected to release proposed regulations on LSWP’s.

**Summary of Recommendations**

SFUSD should:

1. Instruct the Department of Research and Data Collection to conduct an annual evaluation of the progress in meeting the goals established by the Wellness Policy;
2. Share the results at a public meeting and online;
3. Create an advisory committee to the Board of Education to further advise the Board and district staff as to progress on achieving the goals of the Wellness Policy.

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39 http://www.cde.ca.gov/ls/nu/sn/mbusdasnp162011.asp
40 http://www.cde.ca.gov/nr/el/le/yr12ltr0907.asp
## DRAFT - Quick Guides to Understanding the SFUSD Wellness Policy

### SFUSD Wellness: Guide to Healthy Eating at School

<table>
<thead>
<tr>
<th>Allowed</th>
<th>Limitations/Considerations</th>
<th>Disallowed</th>
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</thead>
<tbody>
<tr>
<td><strong>In the Classroom</strong></td>
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<tr>
<td>• Non-food rewards</td>
<td>• In all cases, teachers and parents are encouraged to provide healthy foods</td>
<td>• Use of food as a reward or recognition</td>
</tr>
<tr>
<td>• Birthdays celebrated once per month</td>
<td>• XXXXX</td>
<td>• Any provision of sugar-sweetened beverages, juice or candy</td>
</tr>
<tr>
<td>• Food-free birthday celebrations</td>
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<tr>
<td><strong>School Day Fundraisers – CDC + Elementary Schools</strong></td>
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<td></td>
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<tr>
<td>• Student run</td>
<td>• Sales to occur AFTER last lunch period ends</td>
<td>• Sales by parents/guardians or staff</td>
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<tr>
<td>• Foods that meet SFUSD competitive food standards</td>
<td>• XXXXX</td>
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<tr>
<td><strong>School Day Fundraisers – Middle + High Schools</strong></td>
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<tr>
<td>• Student run</td>
<td>• Multiple organizations may sell at the same time</td>
<td>• Sales by parents/guardians or staff</td>
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<tr>
<td>• Sale may occur during lunch</td>
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### Afterschool Fundraisers – Student Run
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- XXXXXXXX
- XXXXXXXX
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### Fundraisers – Adult Run
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- XXXXXXXX
- XXXXXXXX

**Terms:**
“School Day” means from 12:00 midnight until the last afterschool program ends the following day, e.g., 6:00 PM.
“Afterschool” means after the last afterschool program has ended, and includes non-school days.

*Draft Document – This document may not reflect final SFUSD Wellness Policy. This document was developed to provide an example of an effective and quick way to communicate final Wellness Policy provisions especially to guide implementation at school sites.*
• Water (still or sparkling)
• Flavored water (naturally flavored, no more than 5 calories per 16 fl oz, e.g., mint or lemon "spa" water)
• Milk (plain white, low-fat, no added flavors or sweeteners)
• Milk substitutes (unsweetened, plant-derived such as rice, almond, soy, with no more than 2.5 grams of fat per 8 fl oz)
• Tea (unsweetened, caffeine-free, such as herbal tea)

Free, safe tap water should be available whenever and wherever beverages are served or sold. If tap water is not available, it is recommended that pitchers of water be provided.

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