

X Monitored X Mandated Other ReasonsSample PolicyLOCAL WELLNESS/NUTRITION

The board believes that children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive, and that good health fosters student attendance and education.

Obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity. Heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood. Further, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes.

To promote healthful behavior in the school, the board is committed to encouraging its students to consume fresh fruits, vegetables, low fat milk and whole grains. The board is also committed to encouraging students to select and consume all components of the school meal.

In order to promote and protect children's health, well-being, and ability to learn, the board is committed to providing school environments that support healthy eating and physical activity and will ensure that:

- A. All students will have opportunities, support, and encouragement to be physically active on a regular basis;
- B. Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, and the USDA nutrition standards for National School Lunch, School Breakfast and/or After School Snack Programs. The district will regulate the types of food and beverage items offered outside the federal meal requirements, such as ala carte sales, vending machines, school stores, and fundraisers;
- C. All students will be provided with adequate time for student meal service and consumption in a clean, safe, and pleasant dining environment. Lunch and recess or physical education schedules will be coordinated with the meal service;
- D. To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program including After-School Snack Programs, Summer Food Service Program, and Child and Adult Care Food Program);
- E. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services; and
- F. The board will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

LOCAL WELLNESS/NUTRITION (continued)All Schools

The following items shall not be served, sold or given out as free promotion anywhere on school property at anytime before the end of the school day:

- A. Foods of minimal nutritional value;
- B. All food and beverage items listing sugar, in any form as the first ingredient; and
- C. All forms of candy.

Schools shall reduce the purchase of any products containing trans fats. All snack and beverage items sold or served anywhere on school property during the school day, including items sold in a la carte lines, vending machines, snack bars, school stores and fundraisers or served in the reimbursable After School Snack Program, shall meet the following standards:

- A. Based on manufacturers nutritional data or nutrient facts labels:
 - 1. No more than eight grams of total fat per serving, with the exception of nuts and seeds; and
 - 2. No more than two grams of saturated fat per serving.
- B. All beverages shall not exceed 12 ounces, with the following exceptions:
 - 1. Water; and
 - 2. Milk (plain or flavored) containing one percent or less fat.

*delete whole milk (8oz)
2% milk*

Elementary Schools

- A. 100 percent of all beverages offered shall be milk (plain or flavored) containing one percent or less fat, water; or
- B. 100 percent fruit or vegetable juices;
- C. Serving size for fruit or vegetable juice shall not exceed 8 ounces.

delete whole milk, 2% milk

added 8oz

Middle and High Schools

- A. At least 60 percent of all beverages offered, other than milk and water, shall be 100 percent fruit or vegetable juices; and
- B. Serving size for fruit or vegetable juice shall not exceed 12 ounces;
- C. No more than 40 percent of all ice cream/frozen desserts shall be allowed to exceed the above standards for sugar, fat, and saturated fat.

added 12oz

General School District Requirements

Food and beverages served during special school celebrations or during curriculum related activities shall be exempt from this policy, with the exception of foods of minimal nutritional (FMNV).

valid

This policy does not apply to: medically authorized special needs diets pursuant to federal regulations; school nurses using FMNVs during the course of providing health care to individual students; or special needs students who's Individualized Education Program (IEP) indicates their use for behavior modification.

LOCAL WELLNESS/NUTRITION (continued)

Adequate time shall be allowed for student meal service and consumption. Schools shall provide a pleasant dining environment. The board recommends that physical education or recess be scheduled before lunch whenever possible.

The district's curriculum shall incorporate nutrition education and physical activity consistent with the New Jersey Department of Education Core Curriculum Content Standards.

The chief school administrator will specifically address the issue of biosecurity for the school food service. Biosecurity may be part of the plans, procedures and mechanism for school safety.

The board is committed to promoting the nutrition policy with all food service personnel, teachers, nurses, coaches and other school administrative staff so they have the skills they need to implement this policy and promote healthy eating practices. The board will work toward expanding awareness about this policy among students, parents, teachers and the community at large.

The chief school administrator shall develop regulations consistent with this policy, including a process for measuring the effectiveness of its implementation, and designating personnel within each school with operational responsibility for ensuring the school is complying with the policy.

Date:

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

School Lunch, Food Service, Nutrition, Wellness,

<u> X </u>	Monitored
<u> X </u>	Mandated
<u> </u>	Other Reasons

Legal ReferencesLOCAL WELLNESS/ NUTRITION**QSAC Monitored:**

DPR: Governance – 1
SRO: Governance – 1

Mandated:

P.L. 108-265, The Federal Child Nutrition and WIC Reauthorization Act of 2004, Section 204 requires that, each local education agency (LEA) receiving federal funding for child nutrition programs under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) must adopt a local school wellness policy. At a minimum the school wellness policy must have the following elements:

1. Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness;
2. Nutrition guidelines selected by the LEA for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity;
3. Assurances that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the U.S Department of Agriculture (USDA) under subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a));
4. Ways of measuring how effectively the school wellness policy is being implemented, including designation of one or more persons at each school with operational responsibility for ensuring that the school is meeting the policy; and
5. Involvement of parents, students, food service professionals and the public, in developing the wellness policy.

N.J.S.A. 18A:33-15 through 19 also known as P.L. 2007, c.45 (S1218), 2/21/07 regulates food and beverage items sold, served, and given away on school property. The standards in this statute are identical to the requirements of N.J.A.C. 2:36-1.7. The authority to promulgate rules and monitor compliance pursuant to the "Administrative Procedure Act" P.L. 1968, c.410 (C 52:14B-1 et seq.) is given to the Secretary of Agriculture.

N.J.A.C. 2:36-1.1 et seq. establishes two separate local school nutrition policy requirements and implementation dates. These requirements apply to public and non-public schools that participate in any of the federally funded child nutrition programs, and for any other non-participating public schools that have 5 percent or more students eligible for free or reduced price meals.

N.J.A.C. 2:36-1.7 directs local districts to adopt a policy that conforms to the Dietary Guidelines for Americans and the USDA nutrition standards for National School Lunch, School Breakfast and/or After School Snack programs as required by 7 C.F.R. Parts 210, 215, 220 and 245. This state code provision regulates the types of food items offered outside the Federal meal requirements, such as a la carte sales, vending machines, school stores and fundraisers. It is further required that, districts participating in federally funded child nutrition programs must have a policy consistent with the NJDOA Model School Nutrition Policy.

N.J.A.C. 2:36-1, Appendix, Model School Nutrition Policy, requires schools to provide adequate time for student meal service and consumption and a "pleasant dining environment". It recommends a coordination of

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lunch and recess or physical education schedules.

N.J.A.C. 2:36-1.7(f) makes the standards set forth in the regulation a minimum standard and does not preclude the adoption of a more stringent policy by a school district.

Resources:

<http://www.state.nj.us/agriculture/> The New Jersey Department of Agriculture, Model Policy and Question and Answer resource.

Recommendation:

A policy addressing federal and state local wellness and nutrition requirements.

While the school district has the option to enforce stricter rules, the regulations do not apply to foods sold as fundraisers outside of the school day and the school property, nor does it apply to the types of foods that may be allowed to be brought in from the student's home or food that may be available in teachers' lounges.

The NJDOA has also exempted food and/or beverage items served during school celebrations (e.g. pep rallies) and curriculum related activities from the rules, except for foods of minimal nutritional value (FMNV's).

The NJDOA advised that their authority is limited to those food items either provided by the school district for student consumption on school property or made available to students through vending machines, school stores and fundraising activities during the school day.

<u>Legal References:</u>	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:18A-4.1</u> (f) and (h)	Use of competitive contracting in lieu of public bidding; boards of education
	<u>N.J.S.A. 18A:18A-5</u>	Exceptions to requirement for advertising
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:18A-5a(6)</u>	
	<u>N.J.S.A. 18A:18A-6</u>	Standards for purchase of fresh milk; penalties; rules and regulations
	<u>N.J.S.A. 18A:33-3</u> through -5	Cafeterias for pupils
	<u>N.J.S.A. 18A:33-9</u> through -14	Findings, declarations relative to school breakfast programs..
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:33-10</u>	
	<u>N.J.S.A. 18A:33-15</u> through -19	Improved Nutrition and Activity Act (IMPACT Act)
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.S.A. 18A:58-7.1</u> through -7.2	School lunch program
	<u>N.J.A.C. 2:36-1.1 et seq.</u>	Child Nutrition Programs
	<u>See particularly:</u>	
	<u>N.J.A.C. 2:36-1.7</u>	Local school nutrition policy
	<u>N.J.A.C. 6A:16-5.1(b)</u>	School safety plans
	<u>N.J.A.C. 6A:23A-16.5</u>	Supplies and equipment
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
	<u>N.J.A.C. 6A:32--14.1</u>	Review of mandated programs and services

Sec. 204 at the Federal Child Nutrition and WIC Reauthorization Act of 2004 (P.L. 108-

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265)

42 <u>U.S.C.</u> 1751 et seq.	Richard B. Russell National School Lunch Act
42 <u>U.S.C.</u> 1771 et seq.	Child Nutrition Act of 1966
7 <u>C.F.R.</u> Part 210	Medically authorized special needs diets
7 <u>C.F.R.</u> Part 210.10	Foods of minimum nutritional value

Possible

<u>Cross References:</u>	*1200	Participation by the public
	*1220	Ad hoc advisory committees
	*3000/3010	Concepts and roles in business and noninstructional operations; goals and objectives
	*3220/3230	State funds; federal funds
	*3450	Money in school buildings
	*3510	Operation and maintenance of plant
	*3542	Food Service
	*3542.31	Free or reduced-price lunches/milk
	*3542.44	Purchasing
	*4222	Noninstructional aides
	*5131	Conduct/discipline
	9123	Appointment of board secretary
	9124	Appointment of business official

*Indicates policy is included in the Critical Policy Reference Manual.

Sample Policy

ASSESSMENT OF INDIVIDUAL NEEDS

Each pupil shall be assessed upon entrance into the district's schools and beginning in grade three shall be assessed annually thereafter, to identify pupils not meeting district proficiency levels.

The chief school administrator shall develop procedures to implement a program of individual pupil needs assessment that shall include but not be limited to:

- A. Identifying district needs as the basis for development of mandated goals; development of staff inservice programs; selecting and approving instructional materials; staffing;
- B. Identifying and determining the needs of:
 - 1. Gifted and talented pupils;
 - 2. Disruptive pupils;
 - 3. Disaffected pupils;
 - 4. Potential dropouts;
 - 5. Students who exhibit one or more potential indicators of dyslexia or other reading disability; *added*
 - 6. Pupils who require basic skills improvement programs;
 - 7. Pupils with limited English proficiency;
 - 8. Pupils who may require formal referral to the child study team for classification.

Policies addressing these specific groups and appropriate educational programs for them are listed in the cross references to this policy.

- C. Disseminating results of such assessments to parents/guardians and to appropriate staff and state and federal agencies as required without invading the privacy of the individual pupil.

The chief school administrator/designee shall review all individual assessment procedures annually to ensure that they serve the purposes for which they are intended. At all times, these procedures shall be in full conformity with federal and state law.

*ALL
New*

Dyslexia Assessment

"Dyslexia" means a specific learning disability that is neurological in origin. It can be characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (N.J.A.C. 6A:14-1.3).

The board shall select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities. DIBELS

The board shall ensure that each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected by the board. The screening shall be conducted no later than the student's completion of the first semester of the second grade. *screen all students each year K-2*

ASSESSMENT OF INDIVIDUAL NEEDS (continued)

Students newly enrolling in the district or transferring into the district in kindergarten or grades one through six who exhibit potential indicators of dyslexia or other reading disabilities and who have not been previously assessed, shall be assessed using the board selected age-appropriate screening instruments. Students shall be assessed at the same time as other students enrolled in the student's grade if feasible. If other students enrolled in the student's grade have previously been screened, the assessment shall be conducted within 90 calendar days of the date the student is enrolled in the district. *as needed based on obsv.*

Potential indicators of dyslexia or other reading disabilities include, but are not be limited to:

- A. Difficulty in acquiring language skills;
- B. Inability to comprehend oral or written language;
- C. Difficulty in rhyming words;
- D. Difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words;
- E. Difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and
- F. Trouble in replication of content.

*Teacher's PK-3 have been trained incl specials
other tools in place =
teacher obsv, F+P*

The screening shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities. If the results of the assessment substantiate that the student possesses one or more potential indicators of dyslexia or other reading disabilities, the student shall receive a comprehensive assessment for the learning disorder. If the diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, appropriate evidence-based intervention strategies shall be provided to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

LDTIC also

*part of our curriculum (Foundations)
Level I - all
Level II - intervention*

Date:

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Pupil Assessment; Assessment of Individual Needs, Dyslexia, Reading Disability

Legal ReferencesASSESSMENT OF INDIVIDUAL NEEDS**Other Reasons:**

N.J.S.A. 18A:40-5.1 through N.J.S.A. 18A:40-5.4 require school districts to select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities and ensure that students exhibiting one or more potential indicators of dyslexia or other reading disabilities are assessed. If the student is determined to possess one or more potential indicators, the board shall ensure that a comprehensive assessment is conducted and that appropriate evidence-based intervention strategies are provided to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

N.J.A.C. 6A:8-4.1(d) requires that all students at grade levels three through 12 and at any other grades designated by the Commissioner take all appropriate statewide assessments as scheduled.

The federal No Child Left Behind Act of 2001 extends testing requirements by requiring annual assessments beginning in grade three. All students must be included in assessments. English learners and the disabled must be provided reasonable adaptations and accommodations, or an alternative assessment when required by a student's IEP.

Recommendation:

A policy directing establishment of assessment programs for the following:

1. Gifted and talented pupils;
2. Disruptive pupils;
3. Disaffected pupils;
4. Potential dropouts;
5. Students who exhibit one or more potential indicators of dyslexia or other reading disability;
6. Pupils who require basic skills improvement programs;
7. Pupils with limited English proficiency;
8. Pupils who may require formal referral to the child study team for classification.

Policy should refer to other assessment requirements and note location of detailed treatment of these topics. The district's total testing program should be treated in 6147 Standards of proficiency.

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:40-5.1 <u>N.J.S.A.</u> 18A:40-5.2 <u>N.J.S.A.</u> 18A:40-5.3 <u>N.J.S.A.</u> 18A:40-5.4 <u>N.J.A.C.</u> 6A:8-3.1 et seq. <u>N.J.A.C.</u> 6A:8-4.1 et seq. <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-4.1(d),	Evaluation of performance of each school Definitions relative to reading disabilities Distribution of information on screening instruments Screening for dyslexia, other reading disabilities Comprehensive assessment for learning disorder Implementation of the Core Curriculum Content Standard Implementation of the Statewide Assessment System
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ASSESSMENT OF INDIVIDUAL NEEDS (continued)

-4.3(c)(d), -4.4	
<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Educator effectiveness
<u>See particularly:</u>	
<u>N.J.A.C. 6A:10-2.4</u>	Evaluation procedures for all teaching staff members
<u>N.J.A.C. 6A:10-5.1 et seq.</u>	Components of principal evaluation
<u>N.J.A.C. 6A:10-7.1</u>	Evaluation of the chief school administrator
<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
<u>See particularly:</u>	
<u>N.J.A.C. 6A:14-1.3, 3.3, 3.4, 3.8, 4.11, 4.12</u>	
<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
<u>See particularly:</u>	
<u>N.J.A.C. 6A:15-1.3, -1.10, -1.11</u>	
<u>N.J.A.C. 6A:16-8.1</u>	Establishment of intervention and referral services
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-2.1</u>	Definitions
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services
<u>No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.</u>	

PossibleCross References:

*1100	Communicating with the public
*1120	Board of education meetings
*2240	Research, evaluation and planning
*4131/4131.1	Staff development; inservice education/visitations/conferences
*5111	Admission
*5119	Transfers
*5124	Reporting to parents/guardians
*5125	Pupil records
*6010	Goals and objectives
*6141	Curriculum design/development
*6142.2	English as a second language; bilingual/bicultural
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency
*6147.1	Evaluation of individual student performance
*6160	Instructional services and resources
*6161.1	Guidelines for evaluation and selection of instructional materials
*6164.2	Guidance services
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.3	At-risk and Title 1
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.