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# Pacific School Wellness Policy

## **Introduction**

### **Mission and Vision**

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

Pacific School strives to give each child a lifelong appreciation of learning. Our rich educational environment provides every student with a broad foundation of knowledge and practical experience. The curriculum integrates with California State Standards and is delivered through multi-graded classroom programs. Well-rounded instruction is complemented by a variety of programs, including music, Life Lab, and physical education, as well as visual, performing, and culinary arts. Students develop a sense of community while maintaining individuality and creative self-expression. Our diverse community fosters cooperative skills, mutual respect, and pride in academic progress.

### **Statement of Responsibility**

The Governing Board recognizes that there is a link between nutrition education, the food served in schools, physical activity, and environmental education, and that wellness is affected by all of these. The Board also recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school.

The Board recognizes that it is the District's role, as part of the larger community, to model and actively practice, through policies and procedures: the promotion of family health, physical activity, good nutrition, sustainable agriculture, and environmental restoration.

The Board further recognizes that the sharing and enjoyment of food, and participation in physical activities, are fundamental experiences for all people and are a primary way to nurture and celebrate our cultural diversity. These fundamental human experiences are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

The Pacific School District Governing Board, Staff, and Advisory Council agree on the following principles:

- Healthy children are the foundation of a healthy society;
- Healthy, well-nourished children are better able to learn;
- All children deserve nutritious, safe, and delicious food;
- Eating habits developed in childhood will affect health throughout life;
- Knowledge of food—how it is grown, who grows it, how it is prepared, its connection to tradition, and its influence in shaping the future of society—is integral to a healthy education;

Given the rapid rise in childhood obesity and diabetes, we have the responsibility to change practices that may contribute to poor health for our children, and to promote a partnership within the school community to share a common vision of sustainability and concern for our children and their future.

The Pacific School District Wellness Policy, therefore, includes the following:

1. Goals for nutrition education, physical activity, and other school-based activities that promote student wellness.
2. Nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
3. Assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture.
4. A plan for measuring the impact and implementation of the local wellness policy.
5. A plan for involving parents, students, school administration and staff, school board, and the public, in development of the local Wellness Policy.

**The following Board Adopted Policies are inserted as Attachment A in the Wellness Binder:**

Goals for the School District - Board Policy BP 0200

Student Wellness - Board Policy BP 5030

Comprehensive Health Ed. - Board Policy BP 6142.8 & Administrative Regulation AR 6142.8

Physical Education - Board Policy BP 6142.7 & Administrative Regulation AR 6142.7

# **Comprehensive Health Education**

## **School-Based Learning Experiences**

The Governing Board and school staff recognize that experiential learning activities that assist students to make connections between diet, health, and environment are critical to student understanding of personal wellness and its relationship to environmental health. Schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

Pacific School will offer environmental education that fosters personal responsibility toward the environment and provides students with the concepts, knowledge and skills needed to contribute meaningfully to decisions involving the environment and its resources. Environmental facts shall be taught at all grade levels, so students will understand basic ecological principles and the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

Through the use of experiential learning opportunities in the school Life Lab garden and Food Lab, students will better understand where their food comes from and the impact their food choices make on the health of the larger social and natural communities they live in. In order to provide a comprehensive health education to our students, staff shall:

1. Integrate education with nutrition, farming, cooking, ecological interactions, and sustainable living into the curriculum for math, science, social studies and language arts at all grade levels
2. Facilitate learning experiences, particularly field-based learning experiences, that build basic understanding of how species (including humans) interact with each other and the physical world in both positive and negative ways to build complex, interdependent ecosystems
3. Integrate experiences in the classroom, cafeteria, Life Lab garden and kitchen classroom with visits and field experiences with farmers, farms, farmer's markets, community gardens and surrounding natural areas to facilitate student understanding and appreciation of fresh, local, sustainably grown food and strengthen students' understanding of where our food comes from and how its production affects the surrounding environment.
4. Teach students at all grade levels about the benefits of sustainable practices (recycling, composting, biodegradable materials, environmentally-sound waste disposal, energy conservation, and water

conservation) and encourage opportunities to incorporate these practices at the school.

5. Build skills linked to meal preparation
6. Develop positive social interactions, good manners, and enjoyment of meals through positive dining experiences
7. Enhance respect for cultural diversity in food types, production practices, and preparation. Food and food preparation shall be used as a focus for education about diversity of global cultures, customs, traditions, history, and celebrations.
8. Include families and the community as a resource in the learning process

## **Nutrition Education**

Nutrition is essential in developing healthy students capable of learning at their fullest potential. To help ensure the health and well being of each student attending Pacific School District, the Governing Board encourages teachers, principal, and Nutrition Services employees to recognize the lunch period as an integral part of the educational program of the district, and work to implement the goals of this policy. The district will provide guidance to school personnel in the areas of good nutrition, health, physical activity. The district will also insure that:

1. An economically sustainable meal program is established that makes healthy and nutritious lunches available to all students. A nutritious breakfast will also be provided to preschoolers. In addition, after-school snacks will be available to every student with an extended school day.
2. An instructional garden of sufficient size to provide students with experiences in preparing soil, planting, harvesting, preparation, serving, and tasting foods is maintained and in compliance with state standards.
3. The Life Lab and Food Lab curricula shall be integrated into the academic core curriculum in each classroom. Experiences that demonstrate the farm to table process (e.g. harvesting of fruits and vegetables from the Life Lab for preparation in the Food Lab) and ceremonies and celebrations that promote understanding of cultural diversity are encouraged in the Food and Life Labs. Sampling and tasting shall also be encouraged as part of nutrition education.
4. Students will be provided hands-on opportunities in food preparation in the Food Lab kitchen classroom. Staff is encouraged to utilize food from the school garden and local farms in Food Lab and the cafeteria as much as feasible.
5. Lunch periods shall be scheduled so that students do not have to eat lunch unusually early or late, and

ideally, so that they come after periods of exercise.

6. All school eating areas shall contain free, safe, drinking water sources and facilities for washing hands.
7. A recycling program shall be established with student participation that encourages the purchase of recycled products and maximizes the reduction of waste by recycling, reusing, composting and purchasing, recycled products.
8. Meals will be attractively presented and served in a pleasant environment with sufficient time for eating (at least 20 minutes), while fostering good eating habits, enjoyment of meals, good manners, and respect for others.
9. A full-service kitchen will be maintained at Pacific School.

## **Nutrition Promotion**

1. No food or physical activity shall be used as reward and punishment. Food should not be used as incentives.
2. Students at the K–6 level will not be involved in the sale of candy, sodas, or commercial sweets at school sponsored events or for any fundraising activity.
3. Marketing or advertising of commercial food items will not take place at school.
4. School fundraising, community building events, and all other food related marketing, that take place during the school day, will meet the nutritional standards adopted in this policy.
5. Food Lab and Life Lab Coordinators will promote healthy behaviors as part of their lunchroom lessons, notes in monthly lunch menu and green memo.

## **Physical Activity**

The Governing Board recognizes the positive benefits of physical activity for student health and academic achievement. Recognizing that physical education is a crucial and integral part of a child's education, the district will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

## **Physical Education**

Pacific School's physical education program is based on the Physical Education Framework for California Public Schools, which provides a comprehensive, sequential, developmental, age-appropriate program designed

to provide students with the knowledge and ability needed to maintain an active, healthy life-style. The physical education program is designed to balance and contribute to children's academic learning.

Physical Education has a direct bearing on children's physical, mental, and social wellbeing. The child who is well educated physically is likely to become a motivated, healthy adult. All children will be given opportunities to succeed in physical education and to develop a lifelong commitment to physical activity, regardless of disability, ethnicity, gender, native language, race, religion, or sexual orientation.

The healthy, physically active child is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play, physical agility and coordination are linked to academic success. As children enter adolescence, healthy physical activity benefits self-concept and the ability to take on new intellectual, social, and emotional challenges. For all age groups, physical education promotes social skills and cooperation.

In order to provide a high quality, comprehensive physical education program, Pacific School will strive for consistency throughout the grade levels, with quality instruction and positive, productive interactions between teachers and students. Teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;

## **Goals**

### Goal 1: Movement Skills and Movement Knowledge Disciplines:

1. Motor Learning
2. Biomechanics
3. Exercise Physiology and Health-related Physical Fitness

### Goal 2: Self-Image and Personal Development Disciplines:

1. Human Growth and Development
2. Psychology
3. Aesthetics

### Goal 3: Social Development Disciplines:

1. Sociology
2. Historical Perspectives.

Throughout the kindergarten through grade sixth curriculum, all three goals of physical education are addressed, together with their respective disciplines. There is a flow of learning from one goal to another and from one grade level to another following the California State Standards for Physical Education.

## **Standards**

Physical Education Instruction is based on the following 7 Standards for all grade levels, Kindergarten through 6<sup>th</sup>, and the corresponding Benchmarks for each grade level.

### Movement Skills and Movement Knowledge

- Standard 1 - The student will be competent in many movement activities.
- Standard 2 - The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.
- Standard 3 - The student will achieve and maintain a health-enhancing level of physical fitness.

### Self-image and Personal Development

- Standard 4 - The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- Standard 5 - The student will demonstrate responsible personal behavior while participating in movement activities.

### Social Development

- Standard 6 - The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.
- Standard 7 - The student will understand the interrelationship between history and culture and games, sports, play, and dance.

## **Environment**

A positive, supportive environment is important to the success of the overall physical education program.

Support for physical education includes the following elements:

- Physical education is recognized as an integral part of the school curriculum.
- Physical education continually supports and interacts with other subject areas.
- Physical education is included as part of a planned staff development program.
- Facilities, equipment, and supplies are provided that are safe and adequate.
- A safe emotional environment enables and encourages all students to succeed.
- The school, home, and community are involved in the physical education program.

## **Instructional Minutes for Physical Education**

In order to ensure that all students receive comprehensive, developmentally appropriate physical education instruction, students in Grades 1-6 will receive a minimum of 200 minutes of instruction every 10 school days. Teachers' lesson plans will indicate compliance to instructional minute requirements. Appropriate physical education instruction for children in Kindergarten will be integrated throughout the daily activities, both during class time and at recess.

## **Assessment**

- All children will be assessed for sportsmanship, cooperation, and participation twice a year on the District's Standards-based report cards.
- All 5<sup>th</sup> grade students will participate annually in the California Physical Education Tests. Results are reported annually on the district School Accountability Report Card (SARC). Because of the combined 5<sup>th</sup> and 6<sup>th</sup> grade classroom, 6<sup>th</sup> grade students will also participate in the State testing, although their scores will not be reported.
- Staff Development needs will be determined each year by the teachers and administrator.

## **Other Opportunities for Physical Education**

- Equipment, playground space, and appropriate supervision will be provided daily during morning and lunchtime recesses.
- Students shall have opportunities to enjoy physical activity through participation in gardening programs
- Students will be provided with movement and dance instruction as part of the arts and history/social studies curriculum.
- Those students participating in the After School Recreation Program will be provided with instruction and supervision in a variety of games and sports.
- Staff and other adults are encouraged to facilitate and participate in organized activities during lunch recess.

## **Physical Activity Exemptions**

An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. The Superintendent or designee may grant temporary exemption from physical education if the student is ill or injured and a modified program to meet his/her needs cannot be provided.

## **Professional Development**

The Governing Board recognizes that embedding health, environmental, and nutrition education in a school's curriculum, generates new content for students to learn. It also requires teachers to learn new content and new strategies for teaching it. For food service personnel, new menus require new ways of purchasing, preparing, and presenting foods. The transition to an educational model that makes food and health central parts of the academic curriculum requires professional development. The Governing Board will ensure that:

- Professional development will be provided to enable the Food Service Staff to become full partners in providing excellent school meals.
- Professional development opportunities will be provided, at least annually, to teachers and the Food Service Staff on basic nutrition, nutrition education, and benefits of sustainable agriculture and Life Lab.
- Child Nutrition Services will be provided with USDA-approved computer software, training, and support to implement nutrient-based menu planning when such flexibility is desirable.
- Food Lab Instructors and district teachers are encouraged to receive professional development jointly, at least once a year, to facilitate a more coordinated approach to integrating classroom lessons with experiences in gardens, kitchen classrooms, and the cafeteria.
- Staff development opportunities will be provided, at least annually, to classroom teachers in physical education training and curricula.

### **The following Board Adopted Policies are inserted here in the Wellness Binder**

Food Service/Child Nutrition Program - Board Policy BP 3550 & Administrative Regulation AR 3550

Free and Reduced Price Meals - Board Policy BP 3553 & Admin. Regulation AR 3553

Other Food Sales - Board Policy BP 3554 & Administrative Regulation AR 3554

Board Exhibits 3554

## **Pacific School Food Lab Program & Other Food Sales or Food Uses**

Pacific School has a unique lunch program that combines the production and serving of healthy lunches with hands-on learning for students in the 5<sup>th</sup> & 6<sup>th</sup> grades. The lunch program is also used to educate students about local agriculture and food production, so that students will value their food and understand where it comes from.

Pacific School's Food Lab Program is the winner of the California School Board Association Golden Bell Award for excellence in science. Upper-grade students learn about nutrition and cooking as they plan and prepare the school lunch each day, and all students learn about the nutrients in their food during lunch. Children in the lower-grades use the Food Lab Program for special projects and seasonal events.

Pacific School's Food Lab Program coordinates with the school's Life Lab Gardening Program, which integrates nutrition and natural science lessons with gardening activities. All children participate weekly in the garden program, completing science experiments and activities and working in their garden beds. Produce and flowers from the Life Lab garden are harvested for the Food Lab lunch program.

Due to the quality of lunches and the variety of menus, participation in the school's lunch program is high. Approximately 70% of the students eat school lunches each day.

## **Goals**

1. Continue the high level of student participation in the School Lunch Program at its current level through the rich variety of nutritious menus and ongoing parent information.
2. Monitor foods served to determine most successful menus, and solicit input from students and parents on food preferences.
3. Maintain specific nutritional requirements for preschool breakfast, lunch and after school programs that meet or exceed the State or Federal Guidelines.
4. Emphasize fresh, local, seasonal, whole, and sustainably grown foods, preferably organic and from local sources. Limit processed foods and foods with additives.
5. Create a pleasant learning, sharing environment during lunchtime that is well supervised and promotes conversations between students and staff members. Students will receive health & nutrition information as part of their lunchtime activities.
6. Allow a minimum of 20 minutes from the time the students sit down to eat their meals. Suggestions to reduce wait time will be explored, including: "Family style" serving, earlier start time for all classes, simplified menu choices, earlier preparation, and, if necessary, the purchase of equipment (bowls and serving utensils).

7. Ensure sufficient time between morning snacks and breakfast and lunch, and proper activity prior to lunchtime, so children have good appetites.

## **Nutritional Standards for the School Lunch Program**

Federal regulations establish nutritional standards, nutrient levels and calorie levels for school meals provided by schools under the National School Lunch Program are contained in 7 CFR 210.10 and 220.8 (see Attachment A)

## **Nutritional Standards for Food & Beverages Sold or Present Outside of the District's Meal Program**

### **Food:**

- a) Not more than 35% of total calories from fat
- b) Not more than 10% of total calories from saturated fat
- c) No trans fats
- d) Not more than 35% of its total weight shall be composed of total sugar, including naturally occurring and added sugar
- e) Limited to 230 mg of sodium per item
- f) Not more than 200 calories per individual food item
- g) Grains must be 50% whole grain rich by weight or whole must be first ingredient

### **Beverage Options:**

- a) Milk that is nonfat, 1%, soy or other non-dairy milk which meets nutritional requirements
- b) Water with no added sweetener
- c) Fruit or Vegetable-based with 100% juice, no added sweeteners

## **Guidelines for Food & Beverages Outside of the District's Meal Program**

1. No food or physical activity shall be used as reward and punishment. Food should not be used as incentives.

2. Mid Morning Snacks sent from home shall be subject to the same nutritional guidelines as sold foods. Each class shall send home a list of appropriate snack foods being conscious of undue expense to low-income families.
3. The Board recognizes that class parties are a tradition in public education. However, parents and staff are encouraged to provide party snacks that are consistent with the goals of this policy and held after the lunch hour whenever possible.
4. Special Classroom Events may have less stringent guidelines but not more than four times a year, i.e. Valentine's Day or Graduation.
5. School fundraising or community building events involving food will meet the competitive foods nutritional standards adopted in this policy. Please refer to Appendix C.
6. Outreach materials will be given to parents to encourage understanding and involvement.

## **Waste Reduction**

The Board recognizes that school meal programs that utilize pre-packaged, processed foods consistently generate more solid waste than those that cook from whole ingredients. The Governing Board will ensure that:

- Meals prepared at school utilize fresh, whole, unpackaged, unprocessed or minimally processed ingredients, to the maximum extent possible, in order to preserve nutritional content and reduce packaging waste.
- The cafeteria models environmentally sound practices, educates and involves students and staff in reducing waste, composting, recycling and purchasing recycled material.
- Post consumer food waste is composted and returned for use in the school garden program or local farm use.

## **Parent Outreach and Community Involvement**

The Governing Board and school staff recognizes the value of reinforcing school-based nutrition and health education by engaging families and community members through participation, information, incentives and promotions.

At the first meeting of each school year, the Wellness Committee will set goals for community outreach and activities including all or some of the following strategies:

## Implementation Strategies

1. Food Lab staff shall provide an information package to the parents and interested community members on the District's Life and Food lab program. This will include health and nutritional goals for the upcoming school year, information on accommodations for special dietary needs, guidelines and examples for parent-provided snacks for classes, and suggested activities and practices for the home that reinforce the program.
2. The Food Lab Coordinator will answer parents' and community questions and provide communication on the school health and wellness program. A telephone and email contact will be provided. This individual will assure that communication is regular, two-way, and meaningful.
3. Food and Life Lab staff will be encouraged to establish collaborations with community partners such as public health professionals, farming organizations, and other trained professionals to provide expertise and resources on health issues.
4. Form and maintain a Wellness library.
5. Food and Life Lab staff shall communicate regularly with families through the Weekly Memo and monthly lunch menu about special activities, and health and nutrition suggestions for the home.
6. Teaching staff shall encourage and promote healthy life styles with assignments and activities relating to nutrition and exercise.
7. The Parent's Club shall promote healthy fundraising activities such as Bike-A-Thons, Walk/Run-A-thons, and Farm to Table dinners.
8. To the extent feasible, healthy, locally-sourced products will be served at extracurricular school activities where food is served.

## Wellness Policy Assessment

Pacific School Site Council members shall make up the Wellness Committee, which is instrumental in drafting the Wellness Policy and in facilitating its adoption by the Governing Board. In addition to drafting the policy, the Site Council/Wellness Committee shall review the district wellness and nutrition policies and practices, track implementation, and recommend changes or improvements annually. The Committee is responsible for

addressing food-related topics of concern to the school community, and making Wellness Policy recommendations to the District Administration and Governing Board.

The Wellness Committee shall present to the Governing Board an Annual Report each year on the status of meeting the Wellness Policy goals. The report shall:

- Contain a review and comment on the District’s Annual Budget Report pertaining to the Cafeteria Program;
- Contain recommendations for improving the delivery and cost effectiveness of food service;
- Recommend to the Governing Board strategies to eliminate potentially harmful food additives and processes, and to increase the amount of fresh, local produce offered through the School Meal Program;
- Indicate student preferences solicited through surveys and student participation on the district Lunch Program;
- Describe the Wellness Committee’s progress in meeting its Parent & Community Outreach goals;
- In order to accurately assess the status of the district’s Health Education Curriculum, The Wellness Committee shall survey teachers and other staff members to determine the level of:
  1. Integration of garden, nutrition, and conservation education and experiences with the core curricular areas of the classroom at each grade level
  2. Field trips and guest speakers, such as visits to farms, recycling centers, water treatment plants, and environmental projects
  3. Activities and regular practices related to recycling, waste reduction, and conservation
  4. Outdoor education activities related to health
  5. Activities that promote respect for cultural and agricultural values, including cultural events that focus on customs, history and traditions of a variety of countries and cultures.
  6. Meal preparation skill building activities
  7. The use of families and community as resources for health education

# Nutrition Services Annual Report

In order for the community and the Wellness Committee to be fully informed about food service function, and able to assess the impact and implementation of the local Wellness Policy, information about food service operations and financials is necessary.

The board shall require the Food Lab Coordinator to participate as a member of the Wellness Committee, or meet with the committee at least twice a year, and to prepare an Annual Report for the Board of Trustees, which will include:

- Description of the level of service and participation;
- Parent/community outreach plans & implementation (with assistance from Site Council);
- Budgetary needs for the future year;
- Report on the progress in meeting the Wellness Policy goals;
- Degree of nutrition education students are receiving and how it is administered.
- Nutritional quality of the food being served;
- Annual review of school food sales to determine:
  - Percentage of food purchased from local sources and the total dollar amount spent on local food (with assistance from school administration);
  - Estimated income benefit or loss due to increases in local purchasing;
  - Opportunities to increase purchase of local and seasonal items;
  - Impacts on participation, and on fruit and vegetable consumption;

Such report shall inform the work of the Wellness Committee, which shall prepare an annual report to the Board of Trustees that contains a review and comment on the Food Lab Coordinator's Annual Report. The school district's Wellness Policy, Food Lab Coordinator's Annual Report, the Wellness Committee's Annual Report, and Monthly Menus shall be available at the District Office and on the Pacific School District website.

## **Public Policy**

The School Board will work cooperatively with School Boards throughout the state and the nation to advance goals of wellness by:

- Advocating for label disclosure through State and Federal legislation that will clearly label food products that have been irradiated, genetically modified or have been exposed to bovine growth hormones;
- Sending a Board of Trustees resolution requesting support for labeling legislation to:
  - School Boards in the State;
  - State School Boards Association;
  - National School Boards Association.

## **BP 5030 Students**

The Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent/Principal or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 3514 - Environmental Safety)
- (cf. 5131.6 - Alcohol and Other Drugs)
- (cf. 5131.61 - Drug Testing)
- (cf. 5131.62 - Tobacco)
- (cf. 5131.63 - Steroids)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.27 - Food Allergies/Special Dietary Needs)
- (cf. 5141.3 - Health Examinations)
- (cf. 5141.31 - Immunizations)
- (cf. 5141.32 - Health Screening for School Entry)
- (cf. 5141.6 - School Health Services)
- (cf. 5142 - Safety)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
- (cf. 6164.2 - Guidance/Counseling Services)

To encourage consistent health messages between the home and school environment, the Superintendent/Principal or designee may disseminate health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

- (cf. 1113 - District and School Web Sites)

## **Attachment A Board Policies and Administrative Regulations**

### **BP 0200 Goals**

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.



**BP 6142.8 Instruction**

The Board of Trustees believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors. The district's health education program shall be part of a coordinated school health system which supports the well-being of students and is linked to district and community services and resources.

(cf. 1020 - Youth Services)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.3 - Health Examinations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.6 - School Health Services)

(cf. 5141.7 - Sun Safety)

(cf. 5142 - Safety)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.2 - Guidance/Counseling Services)

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition education and physical activity.

(cf. 0200 - Goals for the School District)

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education)

## AR 6142.8 Instruction

### Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

2. Human growth, development, and sexual health

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, prevention of brain and spinal cord injuries, violence prevention, topics related to bullying and harassment, and Internet safety.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 5131 - Conduct)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6163.4 - Student Use of Technology)

4. Mental, emotional, and social health

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5149 - At-Risk Students)

## BP 6142.7 Instruction

The Board of Trustees recognizes the positive benefits of physical activity on student health and academic achievement. The Board desires to provide a physical education program that supports the district's coordinated student wellness program, provides an adequate amount of moderate to vigorous physical activity, builds interest and proficiency in movement skills, and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

(cf. 5030 - Student Wellness)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

The Board shall approve the components of the physical education program. The district's program shall be aligned with state model content standards and curriculum frameworks for physical education and shall provide a developmentally appropriate sequence of instruction including, at appropriate grade levels, the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives such as self-defense and fencing.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

The district's program shall provide equal opportunities for participation in physical education instruction regardless of gender.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

An appropriate alternative activity or exemption from the physical education class shall be provided for a student with disabilities in accordance with his/her individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Physical education staff shall appropriately adjust the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions or as needed to accommodate individual student health needs.

## AR 6142.7 Instruction

### Instructional Time

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days. (Education Code 51210, 51223)

### Physical Fitness Testing

During the month of February, March, April, or May, students in grade 5 shall be administered the physical fitness test designated by the State Board of Education. (Education Code 60800)

(cf. 6162.5 - Student Assessment)

The Superintendent/Principal or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent/Principal may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

Students shall be provided with their individual results after completing the physical performance testing. The test results may be provided in writing or orally as the student completes the testing. (Education Code 60800; 5 CCR1043.10)

Each student's scores on the physical performance test shall be included in his/her cumulative record. (5 CCR1044)

(cf. 5125 - Student Records)

### Testing Variations

All students may be administered the state's physical fitness test with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner

## **BP 3550 Business and Noninstructional Operations**

The Board of Trustees recognizes that students need adequate, nourishing food in order to grow, learn, and maintain good health. Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

2. Meet or exceed nutritional standards specified in law and administrative regulation

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6300 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

(cf. 6142.8 - Comprehensive Health Education)

4. Be served in age-appropriate portions

5. Be sold at reasonable prices

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

The district's food service program shall give priority to serving unprocessed foods and fresh fruits and vegetables that are not deep fried.

The Superintendent/Principal or designee shall encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent/Principal or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

## AR 3550 Business and Noninstructional Operations

At the school, the only foods that may be sold to a student during the school day are either: (Education Code 49431)

1. Full meals, defined by Education Code 49430 as a combination of food items that meet National School Lunch or Breakfast Program meal pattern requirements or the state's menu planning options of Shaping Health as Partners in Education (SHAPE); or
2. Individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes

### Nutritional Standards for National School Lunch and Breakfast Program

If the school is participating in the National School Lunch Program and/or School Breakfast Program pursuant to 42 USC 1751-1769h and 1771-1791, it shall serve meals that, on average over each school week: (Education Code 49531; 42 USC 1758, 1773; 7 CFR 210.10, 220.8)

1. Meet the nutrient levels and calorie requirements appropriate for the ages/grade levels served and the menu planning approach used, as specified in 7 CFR 210.10 or 220.8
2. Provide one-fourth (breakfast) or one-third (lunch) of the Recommended Dietary Allowances for protein, calcium, iron, vitamin A, and vitamin C appropriate for the ages/grade levels served and the menu planning approach used
3. Comply with applicable Dietary Guidelines for Americans which recommend:
  - a. Limiting the percentage of calories from saturated fat to less than 10 percent of total calories offered
  - b. Limiting the percentage of calories from total fat to 30 percent of total calories offered
  - c. Reducing sodium and cholesterol levels
  - d. Increasing the level of dietary fiber

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

### Nutritional Standards for Free and Reduced-Price Meals Program

If the school has students who meet federal eligibility criteria for free or reduced-price meals, it shall: (Education Code 49430.7)

1. Ensure that meals meet National School Lunch and/or Breakfast Program nutritional guidelines or the state's menu planning options of SHAPE

## BP 3553 Business and Noninstructional Operations

The Board of Trustees recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent/Principal or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code [49550](#), [49552](#))

(cf. [3551](#) - Food Service Operations/Cafeteria Fund)

(cf. [5148](#) - Child Care and Development)

(cf. [5148.2](#) - Before/After School Programs)

(cf. [6177](#) - Summer School)

(cf. [6300](#) - Preschool/Early Childhood Education)

The Superintendent/Principal or designee shall ensure that meals provided through the free and reduced-price meal program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. [3550](#) - Food Service/Child Nutrition Program)

(cf. [5030](#) - Student Wellness)

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code [49557](#))

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

### Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential except as provided by law. (Education Code [49558](#))

The Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced-price meal program for the purposes of: (Education Code [49558](#))

1. Disaggregation of academic achievement data

2. If the school is identified for program improvement under Title I of the No Child Left Behind Act, identification of students eligible for school choice and supplemental educational services

## AR 3553 Business and Noninstructional Operations

### Nondiscrimination Plan

The district's plan for students receiving free or reduced-price meals shall ensure the following: (Education Code [49557](#))

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals or for milk.
4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code [49557](#); 7 CFR [245.8](#))

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

### Applications

An application form for free or reduced-price meals shall be distributed to all parents/guardians at the beginning of each school year, together with information about eligibility standards, application procedures, and appeal procedures. This form and information shall also be provided whenever a new student is enrolled. (Education Code [48980](#), [49520](#); 7 CFR [245.5](#))

(cf. [5145.6](#) - Parental Notifications)

Applications for the free and reduced-price meal program shall be available to students at all times during the regular school day and shall contain the following statements: (Education Code [49557](#); 7 CFR [245.5](#))

1. Applications may be submitted at any time during the school day.
2. Students participating in the National School Lunch and/or School Breakfast Programs will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

The application packet also shall contain:

1. A notification that, if a student qualifies for free or reduced-price meals, then he/she may qualify for free or reduced-cost health insurance coverage

## **BP 3554 Business and Noninstructional Operations**

The Board of Trustees believes that sales of foods and beverages at school during the school day should be aligned with the district's goals to promote student wellness. Any food sales conducted outside the district's food service program shall meet nutritional standards specified in law, Board policy, and administrative regulation and shall not reduce student participation in the district's food service program.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

The Board authorizes the Superintendent/Principal or designee to approve the sale of foods and beverages outside the district's food service program, including sales by student or school-connected organizations, sales through vending machines, and/or sales at secondary school student stores for fundraising purposes.

(cf. 1230 - School-Connected Organizations)

(cf. 1321 - Solicitations of Funds from and by Students)

When vending machines are sponsored by the district or a student or adult organization, the Superintendent/Principal or designee shall determine how and where vending machines may be placed at the school site, district office, or other school facilities.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages

48931 Authorization and sale of food

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

51520 School premises; prohibited solicitations

CODE OF REGULATIONS, TITLE 5

15500 Food sales in elementary schools

15501 Sales in high schools and junior high schools

15575-15578 Requirements for foods and beverages outside federal meals program

## AR 3554 Business and Noninstructional Operations

### Nutritional Standards for Foods and Beverages

Food and beverage sales outside the district's food service program shall comply with applicable nutritional standards specified in Education Code [49431](#), [49431.2](#), [49431.5](#), and [49431.7](#) and 5 CCR [15575-15578](#).

(cf. [3550](#) - Food Service/Child Nutrition Program)

(cf. [5030](#) - Student Wellness)

(cf. [5141.27](#) - Food Allergies/Special Dietary Needs)

The sale of foods or beverages that do not comply with the standards in Education Code [49431](#) and [49431.5](#) may be permitted at the school, as part of a fundraising event, only when the items are sold by students of the school and the sale meets either of the following conditions: (Education Code [49431](#), [49431.5](#))

1. It takes place off and away from school premises.
2. It takes place at least one-half hour after the end of the school day.

(cf. [1230](#) - School-Connected Organizations)

(cf. [1321](#) - Solicitations of Funds from and by Students)

### Additional Requirements for Schools Participating in the National School Lunch or Breakfast Program

The sale of foods outside of the district's food service program during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization(s) sponsoring the sale. (7 CFR [210.11](#), [220.12](#))

No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B, and 7 CFR 220, Appendix B, shall be sold in food service areas during breakfast and lunch periods. (7 CFR [210.11](#), [220.12](#))

If the school is participating in the National School Lunch and/or Breakfast Program, the Superintendent/Principal or designee shall not permit the sale of foods by a student organization except when all of the following conditions are met: (5 CCR [15500](#))

1. The student organization shall sell only one food item per sale.
2. The specific nutritious food item is approved by the Superintendent/Principal or designee.
3. The sale does not begin until after the close of the regularly scheduled midday food service period.
4. The sale during the regular school day is not of food items prepared on the premises.
5. There are no more than four such sales per year per school.
6. The food sold is a dessert-type food, such as pastry, ice cream, or fruit.