

BOARD POLICY 5030: STUDENT WELLNESS

The Governing Board recognizes the link between student health and academic achievement. Healthy, active, and well-nourished children and youths are more likely to attend school and are more prepared and motivated to learn. Moreover, the Governing Board believes that an integrated and coordinated school health program will result in school environments that promote and protect children's health, well being, and ability to learn.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - Student Health and Social 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)

The Luther Burbank School District Wellness Policy is based on the eight-component model of coordinated school health as described in the *Health Framework for California, Kindergarten Through Grade Twelve*.

These components are:

- Health Education
- Physical Education
- Nutrition Services
- Health Services
- A Safe and Healthy School Environment
- Parent and Community Involvement
- Health Promotion for Staff
- Psychological and Counseling Services

Representatives of the eight components of coordinated health shall be involved in the development of the Board's policy related to student wellness. These include parents/guardians, school food service professionals, school administrators, members of

the school board, school nurses, health and physical educators, other teachers and/or community members interested in school health issues. (42 USC 1751 Note)

(*cf.* 1220 - *Citizen Advisory Committees*)

(*cf.* 9140 - *Board Representatives*)

The Governing Board recognizes that health habits are often established in childhood and is committed to the promotion of healthy eating, increased physical activity, and positive lifestyle practices in schools. The Governing Board also recognizes that the Luther Burbank School District, and school districts throughout the country, are facing significant fiscal and scheduling constraints. Decisions regarding the allocation of resources to implement the Student Wellness Policy will be made in the context of all the district's goals and will be determined by available resources. Efforts will be made to engage the community in the successful implementation of the Wellness Policy and to seek out funds from additional sources, including grants and contributions from the private sector.

COMPONENT ONE: HEALTH EDUCATION

The ultimate goal of health education is to foster and promote health literacy for students. The four unifying ideas of health literacy as described in the *California Health Framework* are:

- Acceptance of personal responsibility
- Respect for and promotion of the health of others
- An understanding of the process of growth and development
- Informed use of health-related information, products, and services

GOALS

The district ensures that there is adequate and appropriate curriculum material for all grade levels.

Schools provide health education that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health as described in the *California Health Framework*;
- includes nutrition education;
- is part of not only health education classes, but also classroom instruction, when possible, in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- includes the importance of oral health;
- includes content on teen pregnancy prevention and sexually transmitted diseases;
- includes the influence of culture, media, technology, and other factors on decisions related to nutrition, physical activity, and lifestyle choices;
- explores the various food, agriculture, and nutrition-related careers as vocational options;
- includes training for teachers and staff when necessary.

(cf. 6010 - Goals and Objectives)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6142.8 - Comprehensive Health Education)

COMPONENT TWO: PHYSICAL EDUCATION

The School should provide all students in kindergarten through grade eight (K- 8) the opportunity, support, and encouragement to be physically active on a regular basis through physical education instruction and physical activity programs.

Physical Education

Physical education is a planned sequential program of curricula and instruction that helps students develop the skills, and confidence necessary for an active lifestyle.

- All K-8 students (including students with disabilities and/or special health-care needs and those in alternative educational settings) will receive physical education instruction as designated. (*CA Education Code 51210, 51222, and 51223*):
 - A minimum of 200 minutes for every 10 school days for students in Grades 1-6
 - A minimum of 400 minutes for every 10 school days for students in Grades 7-8
- Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program. (*EC Section 51241*)
- Instruction in physical education should be based on the physical education content standards and should include the following:
 1. Full inclusion of all students
 2. At least 50 percent of instructional time spent in moderate-to-vigorous physical activity
 3. Maximum participation and ample practice opportunities for class activities
 4. Well-designed lessons that facilitate student learning

5. Homework assignments that support learning and the practice of learned skills
 6. Appropriate discipline and class management
 7. Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child
 8. Fitness education and assessment to help students understand, improve, and/or maintain their physical well-being
 9. Development of cognitive concepts about motor skill and fitness
- Physical education curriculum will include nutrition education as outlined in the physical education content standards.
 - Class size is consistent with the requirements of good instruction and safety. (*CCR, Title 5, Section 10060*)
 - The District will administer a physical fitness test annually to all students in grades five and seven during the months of February, March, April, or May. (*EC Section 60800*)
 - Students will receive their individual fitness test results upon completing the test. The test results may be provided orally as the pupil completes the testing. (*EC Section 60800*)
 - Each student's physical fitness test results will be sent to parents and guardians.
 - In addition to the required physical fitness test, assessment of student learning and accurate reporting of progress should be an ongoing process in physical education.

GOALS

- The CDE's 2004 *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* outlines the essential skills and knowledge that all students need for maintaining a physically active lifestyle.

The five overarching standards (K-8) state that students should:

1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
 2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performing physical activities.
 3. Assess and maintain a level of physical fitness to improve health and performance.
 4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performing physical activities.
- A teacher credentialed to teach physical education delivers physical education instruction.
 - The state fitness test results for grades 5 and 7 will be analyzed annually, and goals will be established.

- Student involvement in other activities involving physical activity should not be substituted for meeting the physical education requirement.
- Teachers assigned to deliver physical education instruction should receive on an annual basis focused, on-going professional development related to curriculum, instruction, and assessment in physical education.
- Teachers and other school and community personnel will not use physical education or physical activity as punishment and will work together to establish appropriate guidelines.
- The District will provide sufficient on-site storage to house physical education equipment and materials.
- The District will establish a Physical Education Committee. This committee shall work with the Administration to:
 1. identify basic equipment and instructional needs to effectively deliver the physical education curriculum;
 2. research sources of funding and grants to support the physical education curriculum needs;
 3. promote respect for physical education as a subject matter critical to a student's educational experience;
 4. schedule physical education classes so that class size is kept to a manageable level and is consistent with the requirements of good instruction and safety (*CCR, Title 5, Section 10060*);
 5. schedule the fitness tests at times that work best for the schools, students, and the staff.

(cf. 6142.7 - Physical Education)

(cf. 6145 - Extracurricular and Co curricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 4131- Staff Development)

(cf. 4331- Staff Development)

Physical Activity

Physical activity refers to participation in physical activity. Physical activity programs may provide participants with structured activity (games, sports, etc.), unstructured activity (walking programs, dance, etc.), or opportunities to participate in physical activity in the daily routine.

GOALS

Daily Recess

- All elementary school students should have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate-to-vigorous physical activity, including the provision of space and equipment.
- There is adequate physical activity equipment for students to use during recess (e.g. jump ropes, hula hoops, balls, etc.)
- School staff does not use physical activity as a punishment (e.g. withholding recess, requiring students to run laps or do push-ups, etc.)

Integrating Physical Activity into the Classroom

- The School should discourage extended periods (i.e., periods of two or more hours) of inactivity. For example, when activities such as mandatory school wide testing necessitate that students remain indoors for long periods of time, staff should give student periodic breaks during which they are encouraged to stand and be moderately active.
- Physical education content and physical activity will be incorporated into science, math, language arts, social sciences, and/or elective instruction when appropriate.

Opportunities for Physical Activity Before and After School

- The school is encouraged to offer extracurricular physical activity programs, such as physical activity clubs, intramural programs, and special events that focus on physical activity. The school should offer sports programs, as appropriate.
- The school district should assess and, if necessary, improve students' ability to safely walk and bike to school. When appropriate, the district should collaborate with local public works, public safety, and/or police departments to achieve safe routes for walking and biking to school. The school district should explore the availability of federal "safe routes to school" funds, administered by the State Department of Transportation, to finance such improvements.
- After-school and enrichment programs will provide daily period of moderate to vigorous physical activity for all participants.
- School facilities and open spaces also should be made available to community agencies and organizations that offer physical activity and nutrition programs.

Student Safety During Physical Activity

- The school/district should establish rules and procedures concerning safety for students and staff and assign responsibility for these rules and procedures appropriately.
- The school/district, working in collaboration with community health officials, should establish local standards for weather and air quality regarding students' participation in outdoor physical activity.
- The school/district should ensure that students and staff have access to appropriate hydration (e.g., water or other fluids).
- The school/district, in conjunction with credentialed staff, should develop an emergency response system to expedite aid to students and/or staff who are injured or become ill at school. The emergency response system should be communicated to the school community, and the necessary training and practice should take place on a regular basis.
- Facilities and equipment used for physical activity should be properly monitored and maintained to ensure participants' safety.
- School staff should receive training in first aid and cardiopulmonary resuscitation (CPR).
- School staff should receive notification and be trained, as allowed by law, in the use of any necessary medications that students are authorized to carry and/or use.

- The school/district, in conjunction with credentialed staff, should develop policies that outline guidelines for student participation in physical activity at school when they have a medical condition. These policies should be communicated to all members of the school community and be designed to protect students' well being and provide for maximum participation of students in physical activity, at an appropriate level.

COMPONENT THREE: NUTRITION SERVICES

Reimbursable Meal Programs

Hunger interferes with learning and may lead to obesity due to physiological, sociological, and psychological factors. Participation in the school breakfast and lunch meal programs can break this connection between hunger and obesity, and help children be ready for the academic day. Luther Burbank School District is committed to providing access to all school meals.

Qualified staff will administer the school meal programs. The food service staff should have sole authority to provide food and beverages from the beginning of the school day until after the last lunch period to ensure food safety and to maximize the schools' ability to serve healthy and appealing meals. In addition, the food service department should have sole authority for the nutritious snack required in state and federally funded before and after school programs.

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Meet the nutrition recommendations of the current United States Dietary Guidelines for Americans;
- Offer a variety of fruits and vegetables;
- Serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
- Ensure that half of the served grains are whole grain

GOALS

Student Safety During Meal Time

At a minimum, one member of the Food Service will have a current CPR certificate.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- The School will operate the School Breakfast Program.
- The School will serve breakfasts that encourage participation.
- The School will notify parents and students of the availability of the School Breakfast Program.

- The School will also encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals

The School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, the school may promote the availability of school meals to all students.

Meal Times and Scheduling

The School:

- Will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Should schedule meal periods at appropriate times, e.g. lunch should be scheduled between 11 am and 1 pm;
- Will serve lunch at appropriate intervals from other meals, in accordance with USDA guidelines;
- Should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will schedule a morning recess and a lunch period prior to 1 pm;
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks;
- Should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs
- Should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies, other restrictions on some children’s diets, and the transmission of germs and viruses.

(cf. 3553 - Free and Reduced Price Meals)

Engagement of Parents and Students

The School should engage students and parents, through taste-tests of new entrees and surveys in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students.

The Food Service staff will partner with clubs, fundraiser coordinators, outside vendors, teachers, students, parents and staff to ensure that all are in compliance with the Student Wellness Policy.

Foods and Beverage Sold Individually

Foods and beverages sold individually are those sold outside of reimbursable school meals, such as through vending machines, fundraisers, and school stores.

The term “sold” refers to any food or beverages provided to students on school grounds in exchange for money, coupons, or vouchers. The term does not refer to food brought from home for individual consumption.

(cf. 3312 - Contracts)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in the school. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle school, all foods and beverages sold individually outside the reimbursable school meal programs will meet the following nutrition and portion size standards:

Beverages

- Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

A food item sold individually:

- Will have no more than 35% of its calories from fat (excluding nuts, seeds, and other nut butters) and 10% of its calories from saturated and trans fat combined;
- Will have no more than 35% of its weight from added sugars;
- Will not contain more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

Portion Sizes

Foods and beverages sold individually are limited in portion size to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetable are exempt from portion-size limits.

GOALS

Nutrition Promotion Activities

Efforts to promote proper nutrition during meal times will be undertaken. These will include, but not be limited to, labeling, posters, and special promotions.

After-school and Enrichment Programs

Efforts will be made to incorporate nutrition education, healthy snacks, and/or physical activity into after-school programs.

Fundraising Activities

Food or beverage sold for fundraising on campus during the school day (one-half hour before the start of school to one-half hour after school ends) must meet the above nutrition and portion size standards for foods and beverages sold individually. Pupils may sell food or beverages that do not meet the nutrition standards:

- If the sale takes place off and away from school campus; or
- On school grounds, if sales occur 30 minutes after the end of the school day.

(cf. 1230 - School-Connected Organizations)

Snacks

Snacks served during the school day or in after school or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.

Rewards

Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold foods or beverages as punishment.

Celebrations/Class Parties

The District strongly encourages the serving of foods and beverages that meet the above nutrition and portion size standards for foods and beverages sold individually.

School Sponsored Events

School sponsored events include, but are not limited to, athletic events, dances, or performances. The District strongly encourages the serving of foods and beverages that meet the above nutrition and portion size standards for foods and beverages sold individually. In addition to promoting nutritious food, efforts will be made to incorporate nutrition education, physical education, and/or physical activity into school-sponsored events outside of the school day when appropriate.

Marketing and Advertising

School-based marketing of foods and beverages and activities, such as coupon or incentive programs, will be limited to nutritious and healthy foods. This includes advertisements in curriculum materials, school publications, school buildings, athletic fields, and/or other areas accessible to students.

(cf. 1325 - Advertising and Promotion)

COMPONENT FOUR: HEALTH SERVICES

All students should have daily access to a designated staff member who has current certification in CPR and first aid and is supervised by, and has physical or electronic access to, another duly qualified supervisor of health.

All students will receive health screening as mandated by California Education Code.

GOALS

- District staff should be fully informed about the district's health policies, emergency medical policies, and community resources in the health field available to students and staff.
- All children with medical conditions that could require emergency care will have a written emergency care plan created by school staff and parent. The emergency care plan will be kept in a confidential red binder in the principal's office. Other teachers may be notified of the care plans and may be asked to come to the office to read them.
- All children with asthma (as indicated by the parent or school registration form) will be sent an asthma information form that requests details regarding the severity of the asthma, medications needed, and restrictions of activity at school. Returned forms will be filed in the Emergency Care binder in the principal's office.

COMPONENT FIVE: A SAFE AND HEALTHY SCHOOL ENVIRONMENT

The District will provide a safe indoor and outdoor physical plant and a healthy, supportive environment for learning. This includes a school free of alcohol and other drugs, tobacco, steroids, and dangerous weapons.

Goals for a safe and healthy school environment include:

- Classroom furniture which is appropriate for the size and the number of students in each classroom;
- A physical environment which allows for sufficient space for all the students in the classroom;
- Classrooms that promote positive interactions between student-to-student and student-to-staff;
- Means for students and families to communicate family and personal situations that could affect learning and a child's well-being;
- Classrooms and schools that promote tolerance and respect for diversity;
- Meal periods that are scheduled at appropriate times and are long enough for students to eat and socialize;
- Sufficient serving areas in order to minimize student wait time;
- Eating areas that are clean, have enough space for seating, and are protected from the elements (sun, rain, wind, etc.);
- Graffiti-free campuses;
- Hand washing equipment and supplies for students and staff;
- Identification of activities that prevent the passage of viruses and germs;
- Sufficient, clean and healthy drinking fountains that are available for students and staff;
- Bicycle racks on school sites;
- Identification of safe routes to school;
- Outreach and communication to parents/guardians about the importance of keeping children home when they are ill.

COMPONENT SIX: FAMILY AND COMMUNITY INVOLVEMENT

Family and community involvement is required to meet the goals of the Luther Burbank Student Wellness Policy; the school cannot do it alone.

Parents will be encouraged to assist the district in modeling and promoting good health, proper nutrition, and physical fitness. In order to accomplish this, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. The communication will include, but not be limited to, the eating of healthy lunches and snacks, lists of healthy foods that meet the district's nutrition standards, education opportunities, education initiatives, and ideas for healthy celebrations and fundraising activities. The district will also provide information about physical education and school-based opportunities, as well as community-based physical activity opportunities, such as family walks.

Outreach to parents/guardians shall emphasize the relationship between student health and academic performance and the importance of supporting the goals of the Wellness Policy at home and at school.

Outreach to parents/guardians shall provide information about community organizations that provide food and other necessities to families.

Luther Burbank School District will develop partnerships among the school, parents and community groups to maximize resources and expertise in supporting the health of young people.

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

COMPONENT SEVEN: HEALTH PROMOTION FOR STAFF

Luther Burbank School District highly values the health and well being of every staff member. Staff wellness programs should support employees' efforts to improve their personal health and fitness so they can serve as role models and promote the health of others, including students.

The District strongly encourages staff to adhere to the nutrition standards described above for their well being and for the purpose of serving as role models for their students. The District also encourages staff to make full use of the District's Fitness Center for the same reason.

COMPONENT EIGHT: PSYCHOLOGICAL AND COUNSELING SERVICES

Students will have access to qualified staff who provide students with support and assistance managing emotions, coping with crises, and making healthy decisions including, but not limited to, decisions that could prevent obesity.

Students and parents/guardians will be informed of and will have access to services provided on or off campus by community agencies and organizations.

WELLNESS POLICY IMPLEMENTATION

Implementation of the Student Wellness Policy will begin at the start of the 2006-07 academic year.

The district superintendent or designee shall ensure district wide and individual school compliance with the adopted School Wellness Policy. All students shall be serviced by the Policy. The Superintendent or designee shall ensure that all members of the Luther Burbank School District community, including teachers, parents, students, and food service personnel, and the greater community are informed about the Policy and its implementation.

The following administrative staff shall be charged with the responsibility of ensuring that the school implements the adopted local wellness policy:

The School Principal (Food Service, Maintenance, Psychological and health services)

Director of Instructional Services (Curriculum and Instruction)

The Superintendent or designee shall appoint a District Health Committee to assist in the implementation of the Wellness Policy.

The District Health Committee shall assist with policy development as needed and advise the district on health related issues, activities, policies, and programs. In addition, it could help create a plan for communicating and training teachers, parents, students, and food service personnel regarding policy implementation. Such a plan could include the use of student and staff handbooks, district and school newsletters, and district and school websites as well as presentations at community and parent meetings.

The Committee's initial meeting will take place prior to the official implementation date of the Student Wellness Policy, the first day of the 2006-07 school year. At that time, a timeline will be adopted for Policy implementation and oversight. The timeline will include, at a minimum, the following:

Goal	Activity	Projected Timeline
Policy Implementation	1. Establish district Health Committee that will assist with the activities listed in the implementation plan.	Spring semester, 2006
Heath Education	2. Order curriculum materials for K-8 classrooms from the Dairy Council for each classroom. 3. Distribute Health Framework to all staff. 4. Plan training for teachers and food services staff on nutrition education for staff development day in Aug.	Spring semester, 2006 Spring semester, 2006 June-August, 2006
Physical Education	5. Analyze results of physical fitness test administered spring of 2006. 6. Establish PE Committee.	Fall, 2006 Fall, 2006
Nutrition Services	7. Meet with Superintendent to discuss fund raising activities. 8. Identify non-food rewards for academic performance, good behavior. 9. Outreach to parents and community to comply with nutrition standards for food and beverages for celebrations and class parties.	Spring, 2006 Spring, 2006 Spring, 2006
Policy Implementation	10. Create policy survey that applies success indicators.	Spring, 2006

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

It is recommended that:

- The school board should be involved in establishing the goals for the Student Wellness Policy, success indicators, reporting methodology, and frequency of reporting to the board;
- The district superintendent or designee should recommend for school board approval specific quality indicators used to measure the implementation of the policy (e.g., nutrient analysis of school meals, school meal participation rates, sales of non-nutritious foods/beverages from fund-raisers and other venues, feedback from school/district food service personnel, administrators, parents, students, and other appropriate persons);
- The district superintendent or designee should report at least once per year on Wellness Policy compliance to the school board.
- The district superintendent or designee will inform all stakeholders of the findings related to Student Wellness Policy compliance through community meetings and other means of communication, such as newsletters.
- The school should conduct a baseline assessment of nutrition and physical activity programs and policies, which is compiled at the district level and used to set priorities.
- The California Healthy Kids Survey, a state-based assessment, is administered every other year.
- The school district should repeat its nutrition and physical activity assessment every year to determine compliance and progress toward implementation of the adopted school wellness policy and to set new priorities;
- As necessary, the Wellness Policy should be revised to address changes in state and federal law as well as areas in need of improvement.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

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

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49560 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51222 Physical education

51223 Physical education, elementary schools
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769 National School Lunch Program, especially:
1751 Note Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:

CSBA POLICY BRIEFS

The New Nutrition Standards: Implications for Student Wellness Policies, November 2005

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Healthy Children Ready to Learn, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 1994

CENTERS FOR DISEASE CONTROL PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)
PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division:
<http://www.cde.ca.gov/ls/nu>

California Department of Health Services: <http://www.dhs.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>
Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>
Dairy Council of California: <http://www.dairycouncilofca.org>
National Alliance for Nutrition and Activity:
<http://www.cspinet.org/nutritionpolicy/nana.html>
National Association of State Boards of Education: <http://www.nasbe.org>
National School Boards Association: <http://www.nsba.org>
School Nutrition Association: <http://www.schoolnutrition.org>
Society for Nutrition Education: <http://www.sne.org>
U.S. Department of Agriculture:
http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

Board of Education
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