

Amador COE and USD

Board Policy

Student Wellness

BP 5030

Students

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating, physical activity, and social-emotional wellness for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

(cf. 1020 - Youth Services)

(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. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

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

(cf. 6164.2 - Guidance/Counseling Services)

School Health Councils/Committees Component

The superintendent or designee will establish and maintain a district Wellness Committee. The Superintendent or designee shall encourage and publicize the opportunity for Amador County Unified School District students, parents/guardians, Nutrition Services staff members, Governing Board members, school administrators, teaching staff members, physical education teachers, school health professionals, and members of the public to participate on the committee. (42 USC 1758B) The Superintendent or designee will review the composition of the committee and will attempt to ensure all groups are represented. The committee will be charged with the development and oversight of this policy. The committee will meet a minimum of four times per school year and report to the Governing Board at least once per year.

The purpose of the committee shall be to:

- Serve as a resource to schools and families
- Establish consistent health messaging between the home and school environment
- Establish goals/objectives and develop an implementation plan for this policy
- Monitor the implementation of this policy
- Evaluate the district's progress on policy goals
- Make available to the public an assessment/evaluation of the implementation of this policy, including the extent to which schools are in compliance with this policy, the extent to which the policy compares to model wellness policies, and to describe the progress made in attaining the goals of this policy.
- Recommend revisions to this policy, as the committee deems necessary and/or appropriate.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. (42 USC 1758b)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

School Meals

Under the proposed USDA rule at §210.30(c)(1), local educational agencies (LEA) are encouraged to review and consider evidence-based strategies and techniques in establishing goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness. At a minimum, USDA expects LEAs to review “Smarter Lunchrooms” tools and strategies, which are evidence-based, simple, low-cost and no-cost changes that are shown to improve student participation in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) while encouraging consumption of more whole grains, fruits, vegetables, legumes and dairy, and decreasing plate waste¹.

For example, using creative names for fruits and vegetables and targeted entrees, training staff to prompt students to select fruits and vegetables, placing unflavored milk in front of other beverage choices, and bundling “grab and go” meals that include fruit and vegetable items, have all been shown to improve the likelihood that children will make the healthier choice.

Our school district is committed to:

1. Serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and
2. Meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District are committed to offering school meals through the NSLP and SBP,

¹ <http://healthymeals.nal.usda.gov/healthierus-school-challenge-resources/smarter-lunchrooms>

and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices by **strongly encouraging** the adoption of tools and strategies of the Smarter Lunchrooms Movement **by means of implementing techniques including, but not limited to:**
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
 - Other strategies as noted on the Smarter Lunchroom Movement website.
- In addition, the district encourages schools to schedule lunch recess before the designated lunch period. If this is not possible, then schools will be encouraged to:
 - Require students to sit down and eat lunch for at least 20 minutes before being released for recess activities.

Nutrition Education and Promotion:

Nutrition education increases healthy lifestyles, provides information on the relationship between diet and health, and promotes desirable food behavior and nutritional practices. Making informed food choices is an integral part of a child's normal growth and development. Healthy eating habits need to be established early in life to carry through to adulthood. The food that children eat now will undoubtedly influence their state of health later in life. To be effective, successful nutrition education programs often require the active participation and cross collaboration among different professionals. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer Learning Programs)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Nutrition education curriculum will be taught in all elementary and in designated secondary classrooms, such as health education classes and/or stand-alone classes, and:

- Be part of not only health education classes, but also classroom instruction, when possible, in subjects such as math, science, language arts, social sciences, elective subjects, and after-school programs.
- Align to the USDA Dietary Guidelines and other science-based nutrition research and evidence-based instructional strategies.
- Promote the importance of all five food groups.
- Align to the Comprehensive California Health Education Standards.
- Assess students' acquisition of nutrition knowledge, skills, and behaviors.
- Engage family and community members to reinforce instruction by encouraging the home-school connection.
- Include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities.
- Emphasize caloric balance between food intake and energy expenditure (physical activity/exercise).
- Promote media literacy with an emphasis on food marketing strategies to influence behavior.
- Link with school meal programs and cafeteria nutrition promotion activities.
- Include training for staff, teachers, and parents to promote healthy eating at home. Involve community partners and local agencies to offer trainings.
- Garden-enhanced nutrition education curriculum will be incorporated into nutrition education. Programs such as school gardens and farm to school promote nutrition and support a healthy learning environment and equip students with the knowledge and skills needed to grow their own healthy foods.

Available materials aligned with these nutrition education requirements include but are not limited to: Dairy Council of California, The University of California Cooperative Extension, United States Department of Agriculture Food and Nutrition Service.

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

(cf. 1325 - Advertising and Promotion)

Physical Activity

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging

students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

Engaging in physical activity shall be accomplished by the following objectives:

1. Ensuring the amount of physical education provided will be consistent with all requirements of California Ed Code 51210 and 51222 (200 minutes every 10 schooldays for students in grades K-6 and 400 minutes every 10 school days in grades 7-12).
2. Promoting and supporting the essential components of physical education through age appropriate, sequential physical education curriculum.
3. Ensuring that physical activity not be withheld from, nor required of, a student as a form of discipline, due to incomplete assignments or not finishing a test during the school day.
4. Encouraging recess to be provided before lunch where feasible; if recess is after lunch, schools will discourage students from leaving the cafeteria until the recommended 20 minute lunch period is over.
5. Providing ongoing professional development to all teachers and other staff as appropriate to enhance their health knowledge and skills.

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education and Activity)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 1330.1 - Joint Use Agreements)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Positive School Climate / Social-Emotional Wellness

The Governing Board recognizes that students and staff have the right to a safe and supportive school environment free from physical and psychological harm. Therefore, the district shall identify and address potential risks to social, emotional, and mental well-being of its students. Staff shall provide resources as available to foster a positive school climate at every school. In addition, the Board is fully committed to creating a positive learning environment that teaches strategies for violence and bullying prevention, utilizes consistent district-wide alternative discipline models (e.g. Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI), Restorative Justice, etc.) and emphasizes high expectations for student and employee conduct, responsible behavior, and mutual respect for others.

The Governing Board recognizes that positive mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive behavioral health services to support and encourage their own well-being.

The Board recognizes that positive mental health is essential for teachers and other staff to be engaged, motivated, and effective and believes that all staff should also have access to comprehensive behavioral health services.

The Board recognizes mental and behavioral health is a continuum ranging from wellness to illness and will provide an environment that promotes the social-emotional and psychological

well-being of students and staff. The district will:

1. Provide access to credentialed school psychologists, school counselors, school nurses, and/or school based mental health practitioners who encourage and support students in making healthy decisions, managing emotions, and coping with trauma and/or crisis events.
2. Ensure that all school-based providers such as school psychologists, school counselors, and school based mental health practitioners provide preventative services within the schools, and collaborate with community based providers when the student needs surpass the services available within the context of the school district.
3. Provide access to available resources that ensure development of healthy mental and behavioral functioning such as self-regulation, advocacy, resiliency, etc.
4. Provide designated staff at each school site with procedures for early identification and referral of mental and behavioral health needs among students and staff.
5. Provide students and families with an annual mental and behavioral wellness event, in partnership with other community agencies.
6. Foster a continuum of preventative school-wide efforts to develop positive relationships, social capital, and promote a culture of care within a Restorative Practices and/or Positive Behavior Interventions and Supports (PBIS) Framework.
7. Foster healthy and positive relationships with food and promote healthy body image.
8. Encourage school sites to offer opportunities for student support groups, peer to peer, and mentoring programs.
9. Encourage all staff to attend Trauma Informed Care, Youth Mental Health First Aid, and Adverse Childhood Experiences (ACES) training.

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community health resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutritional Guidelines for Foods Available at School

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1773 and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

When approved by the California Department of Education, the district may sponsor a summer meal program.

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

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

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

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Program Implementation and Evaluation

The Superintendent shall designate one or more district or school employees, as appropriate, to ensure that each school site complies with this policy. (42 USC 1758b)

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every two years.

The assessment shall include the extent to which district schools are in compliance with this

policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards
5. Results of the state's physical fitness test at applicable grade levels
6. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
7. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
8. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)

In addition, the assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to

focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 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
49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51796.5 School instructional gardens
51880-51921 Comprehensive health education

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:
1758b Local wellness policy
1771-1791 Child Nutrition Act, especially:
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
220.1-220.23 National School Breakfast Program

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Increasing Access to Drinking Water in Schools, Policy Brief, March 2013

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

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

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005

FEDERAL REGISTER

Rules and Regulations, January 26, 2012, Vol. 77, Number 17, pages 4088-4167

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

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

Action for Healthy Kids: <http://www.actionforhealthykids.org>

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

California Department of Public Health: <http://www.cdph.ca.gov>

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <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>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>
U.S. Department of Agriculture, Food Nutrition Service, wellness policy:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018 Jackson, California