

**STUDENT WELLNESS**

**Introduction**

In support of community schools and thriving students, the Board of Education of the Pittsburgh Unified School Board recognizes that social, emotional, and physical health are fundamental to being college, career, and community ready. The district believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.

This policy outlines the district’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Wellness Policy encompasses nine inter-related policy areas:

- District Wellness Council
- Nutrition
- School Gardens
- Physical Activity
- Physical Education
- Comprehensive Health Education
- Physical School Environment
- Staff Wellness
- Assessment and Communication

Through this Wellness Policy and related policies, the Board seeks to ensure that:

1. All students have access to healthy food and beverages-both through reimbursable school meals and other foods available throughout the school campus-in accordance with Federal and state nutrition standards.
2. All students receive high quality physical education and physical activity, with opportunities to be physically active before, during, and after school.

**STUDENT WELLNESS** (continued)

3. Every school is a safe, clean, and healthy place in which children, staff, and families can learn, work, and engage.
4. Every school has a positive school climate that nurtures learning, achievement, and growth of character.
5. All students receive quality nutrition education and other health education. Students need to become “health literate” - that is, able to make health-enhancing choices and avoid behaviors and eating that can damage health and wellbeing.
6. All students have access to health services in partnership with schools, school- based health centers, school nurses, community agencies, and families.
7. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
8. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.

The district establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the district.

**District Wellness Council - Committee Role and Membership**

The district will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school Board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the

**STUDENT WELLNESS** (continued)

general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community. Each school within the district will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC

**Leadership**

The Superintendent or designee shall be responsible for the oversight, implementation, and evaluation of the Policy. A council of key stakeholders and community partners shall serve as an advisory group to oversee implementation of the Policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

<b>Name</b>	<b>Title</b>	<b>Email address</b>	<b>Role</b>
Dr. Janet Schulze	Superintendent	jschulze@pittsburg.k12.ca.us	District Superintendent
Matthew Belasco	Director	mbelasco@pittsburg.k12.ca.us	Director of Child Nutrition
Andrea Keeler	Assistant Director	akeeler@pittsburg.k12.ca.us	Assistant Director, Child Nutrition

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

**Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement****Implementation Plan**

The district will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at: <http://www.pittsburg.k12.ca.us>

**STUDENT WELLNESS** (continued)**Recordkeeping**

The district will retain records to document compliance with the requirements of the wellness policy at district's Child Nutrition Office and/or on district's central computer network. Documentation maintained in this location will include but will not be limited to:

1. The written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy.
3. Documentation of annual policy progress reports for each school under its jurisdiction.
4. Documentation of the triennial assessment of the policy for each school under its jurisdiction.

Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

**Annual Progress Reports**

The district will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year in June, and will include information from each school within the district. This report will include, but is not limited to:

1. The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy.
2. A description of each school's progress in meeting the wellness policy goals.
3. A summary of each school's events or activities related to wellness policy implementation.
4. The name, position title, and contact information of the designated district policy leader(s) identified in Section I.

**STUDENT WELLNESS** (continued)

5. Information on how individuals and the public can get involved with the DWC or SWC.

**The annual report will be available in Spanish**

The district and individual schools will actively notify households/families of the availability of the annual report.

The DWC, in collaboration with individual schools/SWCs”, will establish and monitor goals and objectives for the district’s schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

The district will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported “connectedness,” or other school climate measures. The district is encouraged to collaborate with local research institutions and universities.

The district will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.

**Triennial Progress Assessments**

At least once every three years, the district will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy
2. The extent to which the district’s wellness policy compares to the Alliance for a Healthier Generation’s model wellness policy
3. A description of the progress made in attaining the goals of the district’s wellness policy

The position/person responsible for managing the triennial assessment and contact information is Director of Student Services.

**STUDENT WELLNESS** (continued)

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The district will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as district priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

**Community Involvement, Outreach, and Communications**

The district is committed to being responsive to community input, which begins with awareness of the wellness policy. The district will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The district will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The district will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The district will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The district will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The district will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

**Nutrition**

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification); and

**STUDENT WELLNESS** (continued)

to meet 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 participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Seamless Summer Food Service Program, Supper programs, or others that will benefit students. The district also operates additional nutrition-related programs and activities such as Farm to School programs, school gardens, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others. All schools within the district are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

1. Are accessible to all students
2. Are appealing and attractive to children.
3. Are served in clean and pleasant settings
4. 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 using at least ten of the following Smarter Lunchroom techniques:

1. Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
2. Sliced or cut fruit is available daily
3. Daily fruit options are displayed in a location in the line of sight and reach of students
4. All available vegetable options have been given creative or descriptive names
5. Daily vegetable options are bundled into all grab and go meals available to students
6. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
7. White milk is placed in front of other beverages in all coolers

**STUDENT WELLNESS** (continued)

8. Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
9. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
10. Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
11. Student artwork is displayed in the service and/or dining areas
12. Daily announcements are used to promote and market menu options

**Staff Qualifications and Professional Development**

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

**Ensure No PUSD Student Goes Hungry:** The district shall strengthen its outreach to students and their families to ensure that all eligible PUSD students are enrolled in and utilize the free/reduced meal program. The district shall ensure that PUSD students have access to nutritious meals (breakfast, lunch, snack, and supper) throughout the school year and via the summer meal program.

**Competitive Food and Beverages:** The district is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School as well as state nutrition standards, at a minimum. All A La Carte items sold in the cafeteria shall meet or exceed the PUSD Nutrition Guidelines. All A La Carte items sold on school campuses shall be sold by, or with approval from, PUSD Nutrition Services. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

**PUSD Child Nutrition Services department Purchasing and Procurement Practices:** PUSD Child Nutrition Services department is committed to following ethical procurement practices that bring benefits to people (including students, families, and staff), the environment, and the economy. The district will strive to develop innovative programs to support these practices, such as lunch-time salad bars and weekly school produce markets.

**STUDENT WELLNESS** (continued)

**School Meal Schedules:** Students shall have adequate time during the breakfast, lunch, snack, or supper periods to purchase or retrieve a meal, eat a meal without rushing, and to clean up.

**Cafeteria Climate:** The district shall provide adequate facilities for students to consume their meals, including age-appropriate seating. The district shall provide adequate adult supervision during meal service.

**Environmental Impact:** PUSD Child Nutrition Services department will implement best practices to reduce packaging and food waste in the cafeteria.

**Community & Customer Collaboration:** PUSD Child Nutrition Services department shall collaborate with community organizations, parents, students, and staff to ensure active participation and input regarding the PUSD school meal services.

**Water:** Free, clean drinking water shall be made available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes. All students may bring drinking water from a designated school water source or home into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills.

**Competitive Foods:** A Competitive Food is a food or beverage sold at school other than one served/sold as part of the school meal program. This includes any item sold in vending machines, a la carte, or through fundraising efforts on campus. All competitive foods should meet or exceed the PUSD Nutrition Guidelines, state safety standards, and state and federal requirements. See Board Policy and Administrative Regulation 3554.

**Rewards:** Non-food items are recommended as incentives and rewards. Candy and Soda are not permitted. The district will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Classroom Celebrations:** Food served during classroom celebrations must meet the PUSD Nutrition Guidelines. No more than once a month, schools at their discretion may allow classrooms to hold a celebration involving food that does not meet the PUSD Nutrition Guidelines (such as for a birthday or holiday). Celebrations that include food and beverages must occur after the lunch period has ended. School administrators may determine to put further restrictions on celebrations. Food and beverages served must follow state safety standards. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.

**STUDENT WELLNESS** (continued)

School-Sponsored Events: Food and beverages served as part of a school-wide event (such as Back to School Night, school dances, etc) must always offer healthy options, such as fruit, vegetables, and water. Soda and candy shall never be served. Food and beverages served at events should follow state safety standards and efforts should be made to meet PUSD Nutrition Guidelines.

Advertising Guidelines: The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

The district shall not allow advertising of food and beverage items throughout the school campus that does not meet the PUSD Nutrition Guidelines. Food advertising and marketing is defined as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container
2. Displays, such as on vending machine exteriors
3. Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
4. Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district
5. Advertisements in school publications or school mailings

**STUDENT WELLNESS** (continued)

6. Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

**Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The district will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and

Promoting foods and beverages that meet the USDA Smart Snacks in School and state nutrition standards. Additional possible promotion techniques that the district and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

Nutrition Education: PUSD staff and partners will support and promote healthy lifestyles through nutrition education in the classroom, after school programs, and at family events. Schools will provide nutrition education and engage in nutrition promotion that:

1. Is designed to provide students with the knowledge and skills necessary to promote and protect their health
2. Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects
3. Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
4. Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods

**STUDENT WELLNESS** (continued)

5. Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
6. Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services
7. Teach media literacy with an emphasis on food and beverage marketing
8. Include nutrition education training for teachers and other staff

**School Gardens**

The district recognizes that school gardens can improve student health and wellness, instill the value of healthy eating, increase physical activity, improve student achievement, and create highly engaging, interactive, and hands-on learning environments. The district supports the use of school gardens as a hands-on teaching environment to enliven standards-based curriculum and provide tangible ways for parents and families to contribute to the school community.

The district shall make effort to establish a school garden program (in-ground, raised bed, container, nearby park, community garden, farm, or lot) for each school site of sufficient size to provide students with experiences in planting, harvesting, preparing, serving, and tasting foods.

Garden Programs should integrate hands on, outdoor experiences into core curriculum for math, science, social studies, language arts, and nutrition/health education at all grade levels. Garden Programs shall collaborate with PUSD Child Nutrition Services department in accordance with state and federal law to reflect seasonal and local foods in school meals.

School Garden Programs should adhere to proper sanitation practices and work with maintenance and facilities staff and the district-wide Garden supervisor to ensure compliance with established protocols.

**Physical Activity**

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not

**STUDENT WELLNESS** (continued)

as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the district will be encouraged to participate in Let’s Move! Active Schools ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the district will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The district will conduct necessary inspections and repairs.

**Physical Education**

The Board of Education recognizes the positive benefits of physical education and physical activity for student health and academic achievement. The Board supports a physical education program that 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. The PUSD recognizes that physical fitness and motor development of children in schools is of equal importance to that of core elements of the curriculum, and therefore shall be enforced with the same rigor.

The Physical Education program shall be an essential element of each school’s instructional program. The program shall provide the opportunity for all students, regardless of ability, to develop the skills, knowledge, and attitudes necessary to participate in a lifetime of healthy physical activity, as outlined in the Physical Education Model Content Standards for California Public Schools Kindergarten through Grade 12 and the Physical Education Framework for California Public Schools Kindergarten through Grade 12.

The PUSD Physical Education Program shall meet or exceed California Education Code standards for required minutes, instruction, and course of study, exemptions and physical fitness testing.

All district elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take more than one academic year of physical education.

## **STUDENT WELLNESS (continued)**

The district physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Students will be moderately to vigorously active for at least 50 percent of class time during most or all physical education class sessions

All physical education teachers in will be required to participate in at least once a year professional development in education

### **Comprehensive Health Education**

The PUSD recognizes that health education is of equal importance to that of core elements of the curriculum, and therefore shall be enforced with the same rigor. Health education should build resiliency and foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district shall provide a planned, sequential health education curriculum for students in grades K-12 that is research-based and age appropriate. The content of health instruction shall be offered in accordance with law, Board policy, and the Health Education and Content Standards for California Public Schools, Grades K-12.

The Board intends for health education to be part of a comprehensive district program to promote the health and well-being of students and staff. Instruction in health-related topics shall be supported collaboratively by PUSD departments, school sites, and external partners. The district shall make every effort to provide regular professional development for teachers and staff on how to best support this learning during the instructional day.

The PUSD will enact a process for vetting instructional materials and content related to Family Life, Sexual Education, Alcohol, Tobacco or other Drug prevention, Nutrition and Behavioral (Includes mental health and anti- bullying) Health that is delivered to PUSD students. This will include curriculum, print/digital and film media, classroom presentations or speakers, and assemblies that address these health and hygiene topics. Materials will be selected based on age and developmental appropriateness, cultural inclusion, relevance to curriculum, and consistency with educational norms.

#### **Essential Physical Activity Topics in Health Education**

The district will include in the health education curriculum the following essential topics on physical activity when health education is taught or semesters when student is enrolled in health or physical education:

1. The physical, psychological, or social benefits of physical activity
2. How physical activity can contribute to a healthy weight

**STUDENT WELLNESS** (continued)

3. How physical activity can contribute to the academic learning process
4. How an inactive lifestyle contributes to chronic disease
5. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
6. Differences between physical activity, exercise, and fitness
7. Phases of an exercise session, that is, warm up, workout, and cool down
8. Overcoming barriers to physical activity
9. Decreasing sedentary activities, such as TV watching
10. Opportunities for physical activity in the community
11. Preventing injury during physical activity
12. Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
13. How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
14. Developing an individualized physical activity and fitness plan
15. Monitoring progress toward reaching goals in an individualized physical activity plan
16. Dangers of using performance-enhancing drugs, such as steroids
17. Social influences on physical activity, including media, family, peers, and culture
18. How to find valid information or services related to physical activity and fitness
19. How to influence, support, or advocate for others to engage in physical activity
20. How to resist peer pressure that discourages physical activity

## **STUDENT WELLNESS (continued)**

### **Recess (Elementary)**

All elementary schools will offer at least 20 minutes of recess on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

### **Physical Activity Breaks (Elementary and Secondary)**

The district recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The district recommends teachers provide short (three to five minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The district will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

### **Active Academics**

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The district will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional

**STUDENT WELLNESS** (continued)

development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

**Before and After School Activities**

The district offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The district will encourage students to be physically active before and after school by:

**Active Transport**

The district will support active transport to and from school, such as walking or biking. The district will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

1. Designation of safe or preferred routes to school
2. Promotional activities such as participation in International Walk to School Week, National
3. Walk and Bike to School Week
4. Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
5. Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
6. Crossing guards are used
7. Crosswalks exist on streets leading to schools
8. Walking school buses are used
9. Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

**STUDENT WELLNESS** (continued)**Other Activities that Promote Student Wellness**

The district will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the district will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

**Community Partnerships**

The district will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

**Community Health Promotion and Engagement**

The district will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the district will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

**STUDENT WELLNESS** (continued)**Physical School Environment**

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from environmental and physical harm. The district shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner. In addition, the Board is fully committed to maximizing school safety.

**School Safety:** Staff shall be responsible for student safety and supervision during school. School sites shall make available copies of school safety rules to families. Students shall receive instruction on topics related to safety and injury prevention.

**Emergency and Disaster Preparedness:** To create a safe environment conducive to learning, each principal shall ensure the development of an annual comprehensive site level safety plan, with the support of PUSD Police Services. The safety plan should specify a school site safety team, safety goals, annual drills and designation of a primary and secondary assembly point for school evacuations. Each principal shall ensure compliance at the school site with all relevant laws, policies, and plans related to safety in emergency and disaster situations.

**Clean Schools:** Sites shall provide an environment for students, teachers, and staff that is conducive to learning.

**Design and Construction of High Performance Schools:** PUSD shall incorporate sustainable design criteria into the district's school construction program, in accordance with the Collaborative for High Performing Schools (CHPS) best practices.

**Safe Play Spaces:** Each school shall ensure that there is a clean and safe play environment that provides space to run, climb, play active sports, and engage in non-sport activities. When possible, grass or other natural elements should be integrated into play yards to offer play environments free of asphalt or cement.

**Integrated Waste Management:** The Board recognizes that it has a responsibility to make positive, tangible environmental change in the world while teaching students to be stewards of their communities, the earth, and its resources. The superintendent or designee shall develop an integrated waste management program to reduce waste, conserve natural resources, and protect the environment and to teach students about ecological sustainability, environmental health, and nutrition. The district will work to establish comprehensive recycling and composting programs at each school site in order to reduce the amount of readily recyclable and compostable material sent to landfill.

**Safe Routes to School:** The district shall support the Safe Routes to School Program at schools by promoting International Walk to School Day, walking school buses, safe biking

**STUDENT WELLNESS** (continued)

routes and bicycle storage, and safety patrols (student and adult). Schools shall create plans for safe car and bus drop offs and pick-ups, with an emphasis on reduced car idling to improve air quality.

**Staff Wellness And Health Promotion**

The Board of the PUSD recognizes that the success of district students and programs hinges on effective personnel. The Board shall actively support staff wellness by establishing safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The district promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

**Professional Learning**

When feasible, the district will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

**Assessment And Communication**

A district committee shall oversee implementation and assessment of the Wellness Policy. This committee shall include district school health professionals, Child Nutrition Services department professionals, physical education professionals, community partners, parents and students. The committee shall oversee a school site implementation assessment process. The committee shall produce written reports and presentations to the Governing Board, district staff, school site staff, community partners, families and students. The committee shall review the Wellness Policy at least every ten years or as required by the United States Department of Agriculture.

## **STUDENT WELLNESS (continued)**

### **Related Policies And Regulations**

Administrative Regulation (5030)

Board Policy and Administrative Regulation 3554 (Other Food Sales)

#### *Legal Reference:*

##### EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

49430-49434 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: (see next page)*

**STUDENT WELLNESS (continued)***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,*

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>