



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.4

Meeting Date: August 15, 2013

Subject: **Approval of Revised Board Policy No. 5030 on Student Wellness**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: September 5, 2013)
- Conference/Action
- Action
- Public Hearing

Learning Support Unit/Department: Academic Office/ Physical Education Department

Recommendation: The Sacramento Board of Education is requested to approve the Revised Board Policy No. 5030 on Student Wellness. The update before you will align with the revised Board Policy No. 6142.7 on Physical Education.

Background/Rationale:

SCUSD Board of Education approved a revised Board Policy No. 5030 on Student Wellness September 6, 2012, which contains physical education information. At that time a revised Board Policy No. 6142.7 on Physical Education was not brought forth. We, therefore, are bringing a revised Physical Education Instruction Policy that aligns with the state laws, requirements and standards and an updated Student Wellness Policy.

The following are changes made to update the Student Wellness Policy to align with the Physical Education Instruction Policy BP 6142.7:

- Under section "Health Education Activity Goals", added reference to *(cf. 6142.8 – Comprehensive Health Education)*
- Under section "Physical Education and Physical Activity Goals", deleted "*during regular instructional periods, when possible, on a regular basis*" to facilitate clarity.
- Under section "Physical Education and Physical Activity Goals", added "*on a regular basis through high-quality physical education instruction and may be provided additional opportunities for physical activity throughout the school day*" for clarity
- Under section "Physical Education and Physical Activity Goals", removed paragraphs 3-10 and section titled "Program Evaluation". This information is outlined in detail in the revised Physical Education Policy BP 6142.7

Financial Considerations: N/A

Documents Attached:

- Revised Board Policy 5030 Student Wellness – clean version
- Revised Board Policy 5030 Student Wellness – redline version

Estimated Time of Presentation: 5 minutes

Submitted by: Olivine Roberts, Chief Academic Officer
Iris Taylor, Assistant Superintendent for
Curriculum & Instruction

Approved by: Jonathan P. Raymond, Superintendent

Sacramento City USD

Board Policy

Student Wellness

BP 5030

Students

The Sacramento City Unified School District (District) promotes healthy schools by recognizing the link between student health and learning. The Board desires to provide a comprehensive program promoting health and well-being for District students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy and practice through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement.

Coordinated School Health Committee

The Board's policy related to student wellness shall be developed with the involvement of District staff, parents/guardians, students, school food services, health professionals, school administrators, Board representatives and members of the public. (1758b)

The Superintendent or designee shall appoint a Coordinated School Health Committee or other committee consisting of representatives of the above groups. The committee may also include others interested in school health issues.

The Coordinated School Health Committee's role is to develop, monitor, review and revise the Student Wellness Policy. At the discretion of the Superintendent or designee, the committee's charges may include planning and implementing activities to promote health within the school or community that supports and reinforces health literacy and practice through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement.

The Superintendent or designee will actively seek to develop community partnerships that allow all students in grades K-12 access to health promotion programs including oral and mental health services.

- (cf. 1220 - Citizen Advisory Committees)
- (cf. 9140 - Board Representatives)
- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 3513 - 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. 5141.23 - 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)

Health Education Activity Goals

Provide a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health consistent with the expectations established in the Health Framework for California Public Schools. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices. The comprehensive health education and wellness curriculum includes a variety of topics that are age-appropriate, support skill building, and address health and safety education such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, violence prevention education, the use of steroids, sun safety, air quality guidelines, universal precautions, hand washing, oral health, mental health, and drug, alcohol and tobacco prevention education. Qualified, professionally trained teachers and staff shall provide health education instruction. Professional staff development will be available to strengthen instructional strategies to assess health knowledge, nutrition and skills that promote lifelong healthy behaviors.

(cf. 6142.8 – Comprehensive Health Education)

Physical Education and Physical Activity Goals

The Board of Education recognizes the research and positive benefits of a quality physical education program and physical activity opportunities for student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the District. All students in grades K-12 shall be provided opportunities to be physically active on a regular basis through high-quality physical education instruction and may be provided additional opportunities for physical activity throughout the school day.. Opportunities for moderate to vigorous physical activity (MVPA) shall be provided through physical education, recess, school athletic programs, extracurricular programs and before and after-school programs.

- (cf. 6142.7 - Physical Education)*
- (cf. 6142.8 – Comprehensive Health Education)*
- (cf. 6145 - Extracurricular and Co-curricular Activities)*
- (cf. 6145.2 - Athletic Competition)*

The Superintendent or designee shall ensure that all students in grades K-12 receive the appropriate amount of high quality physical education required by the Education Code. The school district shall adopt the Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve. The school district shall also implement the contents of the Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.

The District's Physical Education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the District's program provides all students with equal opportunities for instruction and participation regardless of gender, race or disabilities in accordance with law.

(cf. 0410- Nondiscrimination in District Programs and Activities)
(cf. 6011 – Academic Standards)
(cf. 6142.7 – Physical Education)
(cf. 6143 – Courses of Study)

Health Services Activity Goals

The Superintendent or designee will seek out and establish community partnerships to provide mental and physical health services for the purpose of improving access to and removing barriers to healthcare for all students.

The District will seek opportunities to inform parents about the importance of vision, hearing, mental health, oral health and Type II diabetes as they relate to the overall potential for students to learn. The District shall encourage routine well-child care and immunization compliance as recommended for overall maintenance of good health during the stages of childhood development.

The District will seek opportunities to provide education regarding the impact of stress on health and well-being, and support strategies for stress reduction for students. The District will ensure each student has access to a credentialed school nurse to receive health guidance.

The District will assist families, whenever possible, in securing access to health resources including Medi-Cal, Healthy Families Cover the Kids programs and community health providers. Resource referrals may include, but not be limited to, health clinics, dental providers, nutrition resources, emergency food lockers and emergency shelters, etc.

Nutrition Education Activity Goals

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

(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

All Pre-K-12 students shall receive appropriate class time for nutrition education that is aligned with the California Content Standards. Nutrition education that teaches the knowledge, skills and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Students shall receive consistent nutrition messages in school, in the classroom and cafeteria, and at home with coordination between the nutrition services staff and teachers.

Staff shall be encouraged to use non-food or nutritious foods and beverages only for rewards, celebrations and occasional treats.

Recognizing the partnership between the District and the home, the District seeks to strengthen parents' understanding of student health by offering educational programs for parents.

(cf. 6020 - Parent Involvement)

Nutritional Standards

Schools participating in the After-School academic and enrichment activities, the At-Risk After School Supper Program, the Youth Development and National School Lunch Program, or the School Breakfast Program pursuant to 42 USC 1751-1769b and 1771-1791 shall meet or exceed the nutritional standards, as well as the nutrient and calorie levels for students of each age or grade group, and should align the lessons to model policy guidelines.

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 support the objectives of promoting student health and reducing childhood obesity (42 USC 1758b).

School staff shall encourage parents/guardians and other volunteers to donate foods and beverages, for classroom or school-wide parties and celebrations, that meet state and federal nutrition standards.

(cf. 3312 - Contracts)

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

(cf. 3554 - Other Food Sales)

(cf. 5148 - Child Care and Development)

(cf. 6300 - Preschool/Early Childhood Education)

Free and Reduced-priced Meals

Schools will make every effort to prevent overt identification of students who are eligible for free and reduced-price school meals and eliminate any related social stigma attached to these individuals. Toward this end, schools may utilize electronic identification and payment systems, promote the availability of school meals to all students and/or promote nontraditional methods for serving school meals, such as "grab-and-go" meals.

To the extent possible, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast programs.

Summer Food Service Program /CACFP At-Risk After School Supper program

Schools, to the extent possible, where more than 50% of students are eligible for free or reduced-price school meals, will give priority to and will sponsor the At-Risk Supper Program (through the USDA Child and Adult Care Food Program (CACFP)) and the Summer Seamless Food Service Program.

Counseling and Psychological Services

The Superintendent or designee will actively seek to develop community partnerships that will provide students in grades Pre-K-12 with access to mental health services. Professional staff development will be available to improve early detection and appropriate referral for mental health assessments and treatments for students when indicated.

Counseling and psychological services are provided to improve students' mental, emotional and social health. These services may include individual and group assessments that may drive interventions and referrals. Professionals such as certified school counselors, psychologists and social workers will strive to provide assessment and consultation that contribute to the health of students and to the overall health of the school environment.

- (cf. 5137 – Positive School Climate)
- (cf. 5142 – Safety)
- (cf. 5145.3 – Nondiscrimination/Harassment)
- (cf. 5145.7 – Sexual Harassment)
- (cf. 5145.4 – Anti-bullying)
- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.4 - Campus Disturbances)
- (cf. 5145.9 - Hate-Motivated Behavior)
- BP 5020 - Parents Rights and Responsibilities
- BP 5131.6 - Alcohol and Other Drugs
- BP 5131.61 - Drug Testing
- BP 5131.62 – Tobacco
- BP 5141.6 - School-Based Health and Social Services
- BP 5141.52 - Suicide Prevention

Employee Wellness Activity Goals

The Governing Board 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.

(cf. 4000-Concepts and Roles)

- The work environment shall support wellness in both the physical environment and the workplace climate.
- Staff shall have access to physical and mental health assessments and resources.
- Staff shall have opportunities for physical activity.
- Food and beverages served, sold or otherwise made available to staff, shall comply with the District's nutrition standards.

- Staff shall be encouraged to model this policy and other aspects of healthy behavior in the workplace.

The Board will support a coordinated program of wellness and health promotion services as specified in board policies and addressing primary prevention, risk reduction, chronic disease management and an employee assistance program for staff. Further, the Board will make every effort to collaborate with community-based organizations and coalitions to bridge and augment school district resources to promote wellness, provide direct mental and/or physical health care services and opportunities for health education of staff.

The Board recognizes the powerful influence that District staff and other adults possess regarding the health and well-being of students. To that end, the Board encourages staff to take every opportunity to model health and wellness behaviors for students. No employee shall be discharged or discriminated against for participating in any activities related to health, safety or wellness. Furthermore, the Board also encourages the participation of parents and other community members in promoting the health and wellness of students.

Health and Safe Environment Activity Goals

The Superintendent or designee will ensure that a healthy educational environment, regarding both physical and psychological aspects, exists in all facilities. To ensure student safety, appropriate supervision shall be provided in cafeterias and school grounds. Rules for safe behavior shall be emphasized and consistently enforced.

A healthy physical environment includes physical safety; good air; access to fresh, no-cost, drinking water throughout the day; and access to restrooms with hot and/or cold running water, soap, disposable towels, proper trash and sanitary containers. Implementation of appropriate cleaning practices and properly operating heating and ventilation systems are required. Ensure each school site has access to well-maintained play areas, hard court and 'natural' fields. Each school site and facility will meet current ADA regulations and take steps for corrections as necessary. Yearly reviews of each site will be conducted by the Facilities/Maintenance Department.

The Superintendent or designee will ensure proper review of cleaning agents, sprays or fertilizers, and that mandated and timely notification is provided at all facilities before sprays, insect repellants, or fertilizers are used. Preference will be given to the least toxic chemicals available per regulations.

A healthy social and psychological education environment is one that fosters positive and engaging educational experiences for students, is broad and flexible, promotes caring relationships, and values youth as a resource who can work with adults in the creation of a healthy environment (such as: edible landscape, school gardens, and orchards, etc.). Its goal is to increase youths' sense of connectedness to school.

The Superintendent or designee will encourage professional staff development in topics such as substance abuse prevention, school safety and violence prevention, youth development initiatives, character education, drop-out prevention, services for students with disabling conditions, service e learning, before and after school programs, as well as school improvement initiatives. Schools are encouraged to participate in the Police Services' Gang Resistance Education & Training program to reduce student gang involvement. All staff with a high potential for contact with blood borne

pathogens will attend a yearly training. All staff will be provided child abuse training yearly which includes mandated reporting and prevention of sexual abuse.

Student, Family and Community Involvement Activity Goals

The District will address health and safety issues in partnership with students, parents and community members by providing workshops on health and safety issues and actively seeking input for policy development and program design. The District will collaborate with school sites to ensure that students, parents and community members are consistently well-informed regarding health messages, food safety standards, and other laws, regulations and services concerning health issues. This communication will be accomplished through District and school websites, newsletters, eConnection, Connect-Ed, handouts and other communication tools.

To encourage participation from students, parents and community members, staff will invite and inform them through Student Advisory Councils, School Site Council meetings, Parent Teacher Associations, Parent Teacher Organizations, the English Learner Advisory Committee, the District Advisory Committee and the District English Learner Advisory Committee. Outreach efforts will emphasize the strong connection between student health and academic performance, including the key components of regular physical activity and good nutrition, both at school and at home. To further enhance the importance of health and wellness, the District will collaborate with local health organizations to provide opportunities, services, nutrition education, parenting classes, and parent involvement workshops to students, parents and community members.

Program Implementation and Evaluation

The Superintendent and/or designee shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the District and at each school who is charged with operational responsibility for ensuring that the school sites implement the District's wellness policy. (42 USC 1758b) (cf. 0500 - Accountability)

- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 3514 - Environmental Safety)
- (cf. 3514.1 - Hazardous Substances)
- (cf. 4000 - Concepts and Roles)
- (cf. 4020 - Drug and Alcohol-Free Workplace)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4115 - Evaluation/Supervision)
- (cf. 4118 - Suspension/Disciplinary Action)
- (cf. 4140/4240 - Bargaining Units)
- (cf. 4141/4241 - Collective Bargaining Agreement)
- (cf. 4154/4254/4354 - Health and Welfare Benefits)
- (cf. 4157/4257/4357 – Employee Safety)
- (cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
- (cf. 4157.2/4257.2/4357.2 - Ergonomics)
- (cf. 4159/4259/4359 - Employee Assistance Programs)
- (cf. 4161/4261 - Leaves)
- (cf. 4161.1/4261.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)
(cf. 4215 - Evaluation/Supervision)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4315 - Evaluation/Supervision)
(cf. 4361 - Leaves)
(cf. 4361.1 - Personal Illness/Injury Leave)
(cf. 5131.62 - Tobacco)

Legal Reference:

EDUCATION CODE

32066 Safety: public and private institutions
35020 Duties of employees fixed by governing board
35035 Powers and duties of superintendent
35160 Authority of governing board
35160.1 Broad authority of school districts
44962 Leaves of absence for certificated employees
44964 Power to grant leaves of absence for accident, illness or quarantine
45190-45209 Resignations and leaves of absence for classified employees

LABOR CODE

6305 Occupational safety and health standards; special order
6310 Retaliation for filing complaint prohibited
6401.7 Injury prevention programs
6400-6413.5 Responsibilities and duties of employers and employees

CODE OF REGULATIONS, TITLE 8

3203 Injury and illness prevention program
5095-5100 Control of noise exposure
CODE OF FEDERAL REGULATIONS, TITLE 29
1910.95 Noise standards

GOVERNMENT CODE

3540-3549.3 Public education employer-employee relations
8355 Certification to contracting or granting agency; requisites
Unemployment Insurance Code 2613

HEALTH AND SAFETY CODE

104420 Providing information re: smoking cessation program
UNITED STATES CODE, TITLE 41
701-707 Drug-Free Workplace Act

Management Resources:

CAL/OSHA PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, revised April 1998

DHHS PUBLICATIONS

Preventing Occupational Hearing Loss - A Practical Guide, June 1996, Department of Health and Human Services (National Institute for Occupational Safety and Health)

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):
Cal/OSHA: http://www.dir.ca.gov/occupational_safety.html
Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>
Dairy Council of California: <http://www.dairycouncilofca.org>
<http://www.californiaprojectlean.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 Hearing Conservation Association: <http://www.hearingconservation.org>
National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh>
National School Boards Association: <http://www.nsba.org>
OSHA: <http://www.osha.gov>
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

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: August 3, 2006 Sacramento, California

Sacramento City USD

Board Policy

Student Wellness

BP 5030

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- (cf. 1220 - Citizen Advisory Committees)
- (cf. 9140 - Board Representatives)
- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 3513 - Tobacco-Free Schools)
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- (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)
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- (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)

Health Education Activity Goals

Provide a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health consistent with the expectations established in the Health Framework for California Public Schools. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices. The comprehensive health education and wellness curriculum includes a variety of topics that are age-appropriate, support skill building, and address health and safety education such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, violence prevention education, the use of steroids, sun safety, air quality guidelines, universal precautions, hand washing, oral health, mental health, and drug, alcohol and tobacco prevention education. Qualified, professionally trained teachers and staff shall provide health education instruction. Professional staff development will be available to strengthen instructional strategies to assess health knowledge, nutrition and skills that promote lifelong healthy behaviors.

(cf. 6142.8 – Comprehensive Health Education)

Physical Education and Physical Activity Goals

The Board of Education recognizes the research and positive benefits of a quality physical education program and physical activity opportunities for student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the District. All students in grades K-12 shall be provided opportunities to be physically active on a regular basis through high-quality physical education instruction and may be provided additional opportunities for physical activity throughout the school day, during regular instructional periods, when possible, on a regular basis. Opportunities for moderate to vigorous physical activity (MVPA) shall be provided through physical education, recess, school athletic programs, extracurricular programs and before and after-school programs.

- (cf. 6142.7 - Physical Education)*
- (cf. 6142.8 – Comprehensive Health Education)*
- (cf. 6145 - Extracurricular and Co-curricular Activities)*
- (cf. 6145.2 - Athletic Competition)*

The Superintendent or designee shall ensure that all students in grades K-12 receive the appropriate amount of high quality physical education required by the Education Code. The school district shall adopt the Physical Education Model Content Standards for California Public Schools Kindergarten

through Grade Twelve. The school district shall also implement the contents of the Physical Education Framework for California Public Schools Kindergarten through Grade Twelve. The District's Physical Education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the District's program provides all students with equal opportunities for instruction and participation regardless of gender, race or disabilities in accordance with law.

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

(cf. 6011 – Academic Standards)

(cf. 6142.7 – Physical Education)

(cf. 6143 – Courses of Study)

~~The Physical Education program will build interest and proficiency in movement skills, encourage students' lifelong fitness through physical activity, and will design and evaluate a strong, cohesive and comprehensive physical education program for all students. The Board of Education shall adopt the Exemplary Physical Education Curriculum (EPEC) for physical education which encompasses the California Content Standards for Physical Education and the National Physical Education Standards. The District's program shall include a variety of kinesthetic activities including team and individual sports, life-time sports and activities, gymnastics, as well as aesthetic movement forms, such as dance.~~

~~The overall course of study for grades 9-12 shall include the effects of physical activity upon human health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combative (EC 33352; 5 CCR 10060).~~

~~The Board shall approve the courses in grades 9-12 for which physical education credit may be granted. The Board, Superintendent and designee will comply with all state laws and guidelines when approving courses for physical education. Ninth graders must take Freshman Physical Education class lead by a credentialed physical education teacher. Independent study may be used to extend a student's education opportunities in physical education 10th-12th grade. Independent study may be used as an alternative instructional strategy, not an alternative curriculum nor as the exclusive means of course credit offerings for the physical education graduation requirement from a school as specified in the updated California Department of Education's *Independent Study Operations Manual*. Students follow the same course of study as the District Physical Education Courses and meet the same academic standards as classroom-based students. Independent study students must adhere to (EC sections 51222, 51225.3, 51241, and 60800 which requires all grade nine students to be tested in the state's physical performance test (FITNESSGRAM).~~

~~*(cf. 6146.1—High School Graduation Requirements)*~~

~~*(cf. 6146.11—Alternative Credits Toward Graduation)*~~

~~The District's Physical Education program shall engage students in MVPA, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of MVPA that occurs during the physical education instructional program.~~

~~Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.~~

~~(cf. 6159—Individualized Education Program)
(cf. 6164.6—Identification and Education Under Section 504)~~

- ~~1.—Schools will provide instruction and facilities/equipment to ensure that all students have the opportunity to participate in daily physical education/physical activity.~~
- ~~2.—Schools will meet or exceed the PE minutes requirements~~
 - ~~a. 1-6 — 200 minutes every 10 days~~
 - ~~b. 6-8 — 400 minutes every 10 days~~
 - ~~c. K-8 — 200 minutes every 10 days~~
 - ~~d. 9-12 — 400 minutes every 10 days~~

~~Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.~~

~~As per the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) and the National Association for Sport and Physical Education (NASPE) recommendation, the District shall make every effort to maintain the same ratio in Physical Education classes as exists for other core classes in middle school and high school (CCR, Title 5, Section 10060).~~

Physical Fitness Testing

~~During the months of February, March, April, or May, students in grades 5, 7, and 9 will undergo the physical fitness testing designated by the State Board of Education. Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents twice a year (Once by October 30th and the final by June 1st). Results will also be included in each school's SACRC reporting (EC 60800; 5 CCR 1041)~~

~~Tools to measure height, weight, heart rates and body composition may be made available to help students more accurately determine their health and fitness level.~~

Exemptions

~~(cf. 6142.7 Physical Education Instruction)~~

Health Services Activity Goals

The Superintendent or designee will seek out and establish community partnerships to provide mental and physical health services for the purpose of improving access to and removing barriers to healthcare for all students.

The District will seek opportunities to inform parents about the importance of vision, hearing, mental health, oral health and Type II diabetes as they relate to the overall potential for students to learn. The District shall encourage routine well-child care and immunization compliance as recommended for overall maintenance of good health during the stages of childhood development.

The District will seek opportunities to provide education regarding the impact of stress on health and well-being, and support strategies for stress reduction for students. The District will ensure each student has access to a credentialed school nurse to receive health guidance.

The District will assist families, whenever possible, in securing access to health resources including Medi-Cal, Healthy Families Cover the Kids programs and community health providers. Resource referrals may include, but not be limited to, health clinics, dental providers, nutrition resources, emergency food lockers and emergency shelters, etc.

Nutrition Education Activity Goals

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

(cf. 6010 - Goals and Objectives)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

All Pre-K-12 students shall receive appropriate class time for nutrition education that is aligned with the California Content Standards. Nutrition education that teaches the knowledge, skills and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Students shall receive consistent nutrition messages in school, in the classroom and cafeteria, and at home with coordination between the nutrition services staff and teachers.

Staff shall be encouraged to use non-food or nutritious foods and beverages only for rewards, celebrations and occasional treats.

Recognizing the partnership between the District and the home, the District seeks to strengthen parents' understanding of student health by offering educational programs for parents.

(cf. 6020 - Parent Involvement)

Nutritional Standards

Schools participating in the After-School academic and enrichment activities, the At-Risk After School Supper Program, the Youth Development and National School Lunch Program, or the School Breakfast Program pursuant to 42 USC 1751-1769b and 1771-1791 shall meet or exceed the nutritional standards, as well as the nutrient and calorie levels for students of each age or grade group, and should align the lessons to model policy guidelines.

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 support the objectives of promoting student health and reducing childhood obesity (42 USC 1758b).

School staff shall encourage parents/guardians and other volunteers to donate foods and beverages, for classroom or school-wide parties and celebrations, that meet state and federal nutrition standards.

- (cf. 3312 - Contracts)
- (cf. 3550 - Food Service/Child Nutrition Program)
- (cf. 3554 - Other Food Sales)
- (cf. 5148 - Child Care and Development)
- (cf. 6300 - Preschool/Early Childhood Education)

Free and Reduced-priced Meals

Schools will make every effort to prevent overt identification of students who are eligible for free and reduced-price school meals and eliminate any related social stigma attached to these individuals. Toward this end, schools may utilize electronic identification and payment systems, promote the availability of school meals to all students and/or promote nontraditional methods for serving school meals, such as “grab-and-go” meals.

To the extent possible, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast programs.

Summer Food Service Program /CACFP At-Risk After School Supper program

Schools, to the extent possible, where more than 50% of students are eligible for free or reduced-price school meals, will give priority to and will sponsor the At-Risk Supper Program (through the USDA Child and Adult Care Food Program (CACFP)) and the Summer Seamless Food Service Program.

Counseling and Psychological Services

The Superintendent or designee will actively seek to develop community partnerships that will provide students in grades Pre-K-12 with access to mental health services. Professional staff development will be available to improve early detection and appropriate referral for mental health assessments and treatments for students when indicated.

Counseling and psychological services are provided to improve students’ mental, emotional and social health. These services may include individual and group assessments that may drive interventions and referrals. Professionals such as certified school counselors, psychologists and social workers will strive to provide assessment and consultation that contribute to the health of students and to the overall health of the school environment.

- (cf. 5137 – Positive School Climate)
- (cf. 5142 – Safety)
- (cf. 5145.3 – Nondiscrimination/Harassment)
- (cf. 5145.7 – Sexual Harassment)
- (cf. 5145.4 – Anti-bullying)
- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.4 - Campus Disturbances)

(cf. 5145.9 - Hate-Motivated Behavior)
BP 5020 - Parents Rights and Responsibilities
BP 5131.6 - Alcohol and Other Drugs
BP 5131.61 - Drug Testing
BP 5131.62 – Tobacco
BP 5141.6 - School-Based Health and Social Services
BP 5141.52 - Suicide Prevention

Employee Wellness Activity Goals

The Governing Board 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.

(cf. 4000-Concepts and Roles)

- The work environment shall support wellness in both the physical environment and the workplace climate.
- Staff shall have access to physical and mental health assessments and resources.
- Staff shall have opportunities for physical activity.
- Food and beverages served, sold or otherwise made available to staff, shall comply with the District's nutrition standards.
- Staff shall be encouraged to model this policy and other aspects of healthy behavior in the workplace.

The Board will support a coordinated program of wellness and health promotion services as specified in board policies and addressing primary prevention, risk reduction, chronic disease management and an employee assistance program for staff. Further, the Board will make every effort to collaborate with community-based organizations and coalitions to bridge and augment school district resources to promote wellness, provide direct mental and/or physical health care services and opportunities for health education of staff.

The Board recognizes the powerful influence that District staff and other adults possess regarding the health and well-being of students. To that end, the Board encourages staff to take every opportunity to model health and wellness behaviors for students. No employee shall be discharged or discriminated against for participating in any activities related to health, safety or wellness. Furthermore, the Board also encourages the participation of parents and other community members in promoting the health and wellness of students.

Health and Safe Environment Activity Goals

The Superintendent or designee will ensure that a healthy educational environment, regarding both physical and psychological aspects, exists in all facilities. To ensure student safety, appropriate

supervision shall be provided in cafeterias and school grounds. Rules for safe behavior shall be emphasized and consistently enforced.

A healthy physical environment includes physical safety; good air; access to fresh, no-cost, drinking water throughout the day; and access to restrooms with hot and/or cold running water, soap, disposable towels, proper trash and sanitary containers. Implementation of appropriate cleaning practices and properly operating heating and ventilation systems are required. Ensure each school site has access to well-maintained play areas, hard court and 'natural' fields. Each school site and facility will meet current ADA regulations and take steps for corrections as necessary. Yearly reviews of each site will be conducted by the Facilities/Maintenance Department.

The Superintendent or designee will ensure proper review of cleaning agents, sprays or fertilizers, and that mandated and timely notification is provided at all facilities before sprays, insect repellants, or fertilizers are used. Preference will be given to the least toxic chemicals available per regulations.

A healthy social and psychological education environment is one that fosters positive and engaging educational experiences for students, is broad and flexible, promotes caring relationships, and values youth as a resource who can work with adults in the creation of a healthy environment (such as: edible landscape, school gardens, and orchards, etc.). Its goal is to increase youths' sense of connectedness to school.

The Superintendent or designee will encourage professional staff development in topics such as substance abuse prevention, school safety and violence prevention, youth development initiatives, character education, drop-out prevention, services for students with disabling conditions, service e learning, before and after school programs, as well as school improvement initiatives. Schools are encouraged to participate in the Police Services' Gang Resistance Education & Training program to reduce student gang involvement. All staff with a high potential for contact with blood borne pathogens will attend a yearly training. All staff will be provided child abuse training yearly which includes mandated reporting and prevention of sexual abuse.

Student, Family and Community Involvement Activity Goals

The District will address health and safety issues in partnership with students, parents and community members by providing workshops on health and safety issues and actively seeking input for policy development and program design. The District will collaborate with school sites to ensure that students, parents and community members are consistently well-informed regarding health messages, food safety standards, and other laws, regulations and services concerning health issues. This communication will be accomplished through District and school websites, newsletters, eConnection, Connect-Ed, handouts and other communication tools.

To encourage participation from students, parents and community members, staff will invite and inform them through Student Advisory Councils, School Site Council meetings, Parent Teacher Associations, Parent Teacher Organizations, the English Learner Advisory Committee, the District Advisory Committee and the District English Learner Advisory Committee. Outreach efforts will emphasize the strong connection between student health and academic performance, including the key components of regular physical activity and good nutrition, both at school and at home. To further enhance the importance of health and wellness, the District will collaborate with local health organizations to provide opportunities, services, nutrition education, parenting classes, and parent involvement workshops to students, parents and community members.

Program Implementation and Evaluation

The Superintendent and/or designee shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the District and at each school who is charged with operational responsibility for ensuring that the school sites implement the District's wellness policy. (42 USC 1758b) (cf. 0500 - Accountability)

- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 3514 - Environmental Safety)
- (cf. 3514.1 - Hazardous Substances)
- (cf. 4000 - Concepts and Roles)
- (cf. 4020 - Drug and Alcohol-Free Workplace)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4115 - Evaluation/Supervision)
- (cf. 4118 - Suspension/Disciplinary Action)
- (cf. 4140/4240 - Bargaining Units)
- (cf. 4141/4241 - Collective Bargaining Agreement)
- (cf. 4154/4254/4354 - Health and Welfare Benefits)
- (cf. 4157/4257/4357 – Employee Safety)
- (cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
- (cf. 4157.2/4257.2/4357.2 - Ergonomics)
- (cf. 4159/4259/4359 - Employee Assistance Programs)
- (cf. 4161/4261 - Leaves)
- (cf. 4161.1/4261.1 - Personal Illness/Injury Leave)
- (cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
- (cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)
- (cf. 4215 - Evaluation/Supervision)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4315 - Evaluation/Supervision)
- (cf. 4361 - Leaves)
- (cf. 4361.1 - Personal Illness/Injury Leave)
- (cf. 5131.62 - Tobacco)

Legal Reference:

EDUCATION CODE

- 32066 Safety: public and private institutions
- 35020 Duties of employees fixed by governing board
- 35035 Powers and duties of superintendent
- 35160 Authority of governing board
- 35160.1 Broad authority of school districts
- 44962 Leaves of absence for certificated employees
- 44964 Power to grant leaves of absence for accident, illness or quarantine
- 45190-45209 Resignations and leaves of absence for classified employees

LABOR CODE

- 6305 Occupational safety and health standards; special order

6310 Retaliation for filing complaint prohibited
6401.7 Injury prevention programs
6400-6413.5 Responsibilities and duties of employers and employees
CODE OF REGULATIONS, TITLE 8
3203 Injury and illness prevention program
5095-5100 Control of noise exposure
CODE OF FEDERAL REGULATIONS, TITLE 29
1910.95 Noise standards

GOVERNMENT CODE

3540-3549.3 Public education employer-employee relations
8355 Certification to contracting or granting agency; requisites
Unemployment Insurance Code 2613
HEALTH AND SAFETY CODE
104420 Providing information re: smoking cessation program
UNITED STATES CODE, TITLE 41
701-707 Drug-Free Workplace Act

Management Resources:

CAL/OSHA PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, revised April 1998

DHHS PUBLICATIONS

Preventing Occupational Hearing Loss - A Practical Guide, June 1996, Department of Health and Human Services (National Institute for Occupational Safety and Health)

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):
Cal/OSHA: http://www.dir.ca.gov/occupational_safety.html
Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>
Dairy Council of California: <http://www.dairycouncilofca.org>
<http://www.californiaprojectlean.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 Hearing Conservation Association: <http://www.hearingconservation.org>
National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh>
National School Boards Association: <http://www.nsba.org>
OSHA: <http://www.osha.gov>
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

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
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