



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: August 16, 2012

Subject: Revised Board Policy 5030: Student Wellness

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☒ Conference/First Reading (Action Anticipated: September 6, 2012)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Family and Community Engagement Office

Recommendation: Review Revised Board Policy 5030: Student Wellness

Background/Rationale: A coordinated approach to school health improves students' health and their capacity to learn through the support of families, schools and communities working together. While improving students' health, the coordinated school health approach also improves academic success in an efficient and cost effective manner.

The Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296) repealed 42 USC 1751 Note and added 42 USC 1758b which **mandates** each district participating in the National School Lunch Program (42 USC 1751-1769) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1791), including the School Breakfast Program, to adopt a district-wide school wellness policy.

The following policy fulfills this mandate and was revised to reflect district practice.

Financial Considerations: This policy does not have any new budget implications. All initiatives and work are supported through department budgets.

Documents Attached:

1. Executive Summary
2. Draft Revised Board Policy 5030

Estimated Time of Presentation: 20 minutes

Submitted by: Koua Jacklyn Franz, Chief Family and Community Engagement Officer

Approved by: Jonathan P. Raymond, Superintendent

Board of Education Executive Summary



Family and Community Engagement Office Draft Revised Board Policy 5030 Student Wellness August 16, 2012

I. OVERVIEW / HISTORY

The Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296) repealed 42 USC 1751 Note and added 42 USC 1758b which **mandates** each district participating in the National School Lunch Program (42 USC 1751-1769) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1791), including the School Breakfast Program, to adopt a district-wide school wellness policy.

The following policy fulfills this mandate and was revised to reflect district practice. Other policies in the district's policy manual will likely contain additional provisions supporting this wellness policy, such as BP 3312 - Contracts, BP 3550 - Food Service/Child Nutrition Program, BP 3553 - Free and Reduced Price Meals, BP 3554 - Other Food Sales, BP 6142.7 - Physical Education and Activity, and BP 6142.8 - Comprehensive Health Education.

II. DRIVING GOVERNANCE

Pillar I – College and Career Readiness
Pillar II – Family and Community Engagement
Pillar III – Organizational Transformation
Results 3 – Well Rounded Individuals

III. BUDGET

This policy does not have any new budget implications. All initiatives and work are supported through department budgets.

IV. GOALS, OBJECTIVES, AND MEASURES

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 site who will oversee the operational responsibility and ensure that the school sites implement the district's wellness policy.

V. MAJOR INITIATIVES

Health Food Taskforce: The Nutrition Services Department and SCUSD's Healthy Foods Task Force has been concentrating on a number of objectives this school year involving streamlining operations, improving the quality of food in cafeterias, improving cafeteria culture, increasing the number of students eating breakfast at school and increasing student engagement in healthy eating and district decision-making. Some highlights include:

- The application for the free and reduced-price lunch program is now online.
- Families now have the opportunity to pay for lunches online as well.
- The Student Worker Engagement Effort is underway. Student workers at Rosemont, The Met, Hiram Johnson and Luther Burbank are helping Nutrition Services get students through lunch lines as well as in providing immediate feedback on new menu items.

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- Fresh menu choices have been introduced. They have been well-received and lunch counts are up.
- Barbeque lunch option was launched at Hiram Johnson, leading to increased lunch participation counts.
- A "Supper Program" was implemented at 30 sites for children in the Youth Development after-school enrichment programs.
- An expansion of the supper program to 32 more sites, for a total of 62 schools, is being planned for next fall.
- With a \$35,000 Healthy School Meals grant from The California Endowment, the district will be implementing a plan to ensure schools provide healthy meals, snacks and beverages to ensure health and academic success for kids.
- The district is working to implement training necessary to meet new USDA meal regulations aimed at increasing access to more fruits and vegetables at breakfast, lunch and snack time.
- Nutrition Services completed several surveys including the National School Nutrition Association (SNA) survey, the School Food Authority (SFA) Director's Survey and the Council of Greater City Schools survey.
- Staff revamped the carbohydrate counts and timeline for posting so they are on the web one month in advance of menu service.
- Staff is working with Alliance for a Healthier Generation to apply for Bronze level national recognition at Ethel I. Baker Elementary School.
- Staff is partnering with the National School Nutrition Association to taste test new orange and dark green fruits and vegetables.
- The district received another salad bar donation from the United Fresh Produce Association with funding by The Fresh Produce and Floral Council.

Coordinator School Health Committee: Coordinated School Health Committee(CSHC) represents a systematic, cost-effective approach to improve student health and academic achievement through the untied efforts of the local school and public health staff, students, parents, community partners, and state leaders. These allies work together to provide health instruction, health services, and a supportive school environment. CSHC efficiently utilizes policies, programs practices, services, area use agreements, and accommodating environments to enhance student health and learning.

The CSH model consists of the following eight interactive components:

1. Health education
2. Physical education
3. Health services
4. Nutrition services

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5. Counseling and psychological services
6. Healthy school environment
7. Health Promotion for staff
8. Family/community involvement

District Departments Involved in CSHC:

1. School, Family and Community Partnerships
2. Youth Development Support Services
3. FACE -Grant Writer
4. Risk Management
5. Physical Education Coordinator
6. Facilities
7. Nutrition Services
8. Health Services
9. Assessment, Research and Evaluation
10. Integrated Support Services

SCUSD Physical Education Initiative: SCUSD has made tremendous progress with the implementation of an effective, comprehensive and new Physical Education Program with funding from The California Endowment.

In the fall of 2011, the district invited school site staff to a "PE Initiative Conference" to learn about the new PE initiative. The goal was to engage SCUSD Training Specialists in developing a strategic plan for collaboration with physical education teachers focusing on the following areas: "Meeting the Mandated Minutes"; "Standard Based Instructional Lessons"; and "Education, Awareness and Training." This led to the first presentation on PE to the Board of Education.

With the grant from The California Endowment, the district has achieved several milestones. More than 30 sites have been visited and direct support provided to PE teachers. Support ranges from curriculum and lesson planning to assessment and classroom management assistance. Principals who have requested support have received a Physical Education Instructional Coaching Tool, so they can support their PE teachers in teaching standards based physical education. In addition, a Physical Education page on the District website has been created and a monthly PE newsletter is sent to all PE teachers, Cabinet members, area assistant superintendents and the Board of Education.

Get Fit: During the 2011-2012 school year, Sacramento City Unified School District partnered with the California Endowment, and the Sacramento Kings to provide the Get Fit program to students at three schools in the 5th, 7th, and 9th grades. These schools were Earl Warren Elementary, Will C. Wood Middle and Hiram Johnson High School. These students were taught the importance of implementing and maintaining good physical fitness habits, as well as healthier eating lifestyles. During this program, students received many benefits including improvement in physical fitness outcomes based on the FITNESSGRAM testing standards.



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VI. RESULTS

In collaboration with the California Department of Public Health (CDPH) and the California Department of Education (CDE), Coordinated School Health Programs establish a Coordinated School Health Program (CSHP) within the district.

A coordinated approach to school health improves students' health and their capacity to learn through the support of families, schools, and communities working together. While improving student health a coordinated school health approach will also improve academic success in an efficient and cost effective manner.

In establishing a CSHP five assumptions are made: (1) Education and health are interrelated, (2) "Social morbidities" are the biggest threat to health, (3) A more comprehensive, integrated approach is needed to address health (physical, psychological or social) concerns, (4) Efforts should be centered in and around schools, and (5) Prevention efforts are cost effective in relation to the escalating social and economic costs of inaction.

CSHP has a Coordinated School Health Committee that develops, monitor, review, and revise nutrition, physical education and physical activity policies. The committee's charge include planning and implementing activities to promote health within the school or community that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement.

VII. LESSONS LEARNED / NEXT STEPS

- Disseminate the Revised Board Policy 5030 Student Wellness to ensure principals, staff, students and families are aware of their rights and responsibilities regarding student wellness.
- Ensure that all District and site student-parent handbooks reflect the Revised Board Policy.
- Continue to support the Coordinate School Health Committee and the work of the Healthy Food Taskforce, Get Fit and SCUSD Physical Education Initiative.
- Develop and disseminate the Administrative Regulation.

Sacramento City USD

Board Policy

Student Wellness

BP 5030

Students

The Sacramento City Unified School 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 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 parents/guardians, students, school food services, professionals, school administrators, Board representatives and members of the public. (1758b)

The Superintendent or designee shall appoint a coordinated school health council or other committee consisting of representatives of the above groups. The council or committee may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

The Coordinated School Health Committee 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 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 skill building 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.

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 during regular instructional periods when possible on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, and before and after school programs.

(cf. 6142.7 - *Physical 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. 6143 – Courses of Study)

The Physical Education program will build interest and proficiency in movement skills, encourages 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 dynamic 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 follow all state laws and guidelines when approving courses for physical education. Ninth graders must take Freshman Physical Education class (Course 1) with a credentialed physical education teacher. Online Physical Education courses will be allowed for credit recovery after a student has two-years of physical education. Independent study may be used to extend a student's education opportunities in physical education. Independent study may not be used as an alternative curriculum more as the exclusive means of course credit for the physical education graduation requirement as specified in the updated California Department of Education's *Independent Study Operations Manual*. Students in independent study high school programs must meet District proficiency standards for graduation. Credit may be awarded for independent study as long as time requirements are at least equal to those imposed in the regular program.

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6146.11 – Alternative Credits Toward Graduation)

The district's physical education program shall engage students in moderate to vigorous physical activity, 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 moderate to vigorous physical activity that takes place in 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 physical education/physical activity daily.
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

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)

Program Evaluation

The Superintendent or designees shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the schools in compliance with the PE mandated minutes, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity.

(cf. 0500 – Accountability)

(cf. 6190 – Evaluation of the Instructional Program)

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 it relates to overall health learning. The District shall encourage routine well-child care and immunization compliance as recommended for overall maintenance of good health and monitoring 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 in students. The District will ensure each student has access to a credentialed school nurse for 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 limited to health clinics, dental providers, nutrition resources, emergency food lockers or 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 PreK-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 throughout schools, classrooms, cafeterias, homes, community and media 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 education programs for parents.

(cf. 6020 - Parent Involvement)

Nutritional Standards

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

(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 eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, 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.

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 made otherwise available to staff shall comply with district 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 in order 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 have on the health and well-being of students. To that end, the Board encourages staff to take every opportunity to model health and wellness for students. No employee shall be discharged or discriminated against for participating in any activities related to health, safety or wellness. Further, 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, considering, 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 monitored and consistently enforced.

A healthy physical environment includes physical safety, good air, access to fresh, no-cost, drinking water throughout the day, access to restrooms with hot and/or cold running water, soap, disposable towels, proper trash and sanitary containers. Implementation of appropriate cleaning practices, 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 occur by 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 that can work with adults in the creation of a healthy environment (such as: edible landscape, school gardens, 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 seek input in policy development and program design. The district will collaborate with school sites to ensure that students, parents and community members are consistently and well informed of health messages, food safety standards, such as 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 students, parents and community members through Student Advisory Councils, School Site Council meetings, Parent Teacher Associations, Parent Teacher Organizations, English Learner Advisory Committee, District Advisory Committee, and District English Learner Advisory Committee. Outreach efforts will emphasize the strong connection between student health and academic performance, including the key component of regular physical activities 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