

Sacramento City Unified School District (SCUSD) Student Wellness Policy (BP 5030)

The Sacramento City Unified School District (SCUSD) sits at the heart of America’s Farm-to-Fork Capital. Our city prides itself on quality, local food grown by the citizens who live, work, and raise their children here. More than half the nation’s healthy fruits, vegetables and nuts are grown in California, and many of those grow right here in the Sacramento Valley. SCUSD promotes, and is committed to, healthy schools by recognizing the link between student health and learning. In recognition that social, emotional, and physical health are fundamental to being college, career, and community ready, 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, nutrition services, food literacy, physical and mental health services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement.

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.^{[1],[2],[3],[4],[5],[6],[7]} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{[8],[9],[10]} In addition, students who are physically active for 60 minutes a day do better academically.^{[11],[12],[13],[14]}

This Wellness Policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. The Policy is divided into these areas:

Contents

- District Wellness Committee (Coordinated School Health Committee)
- Health Education Activity Goals
- Physical Education and Physical Activity Goals
 - Program Evaluation
- Health Services Activity Goals
- Nutrition Education, Nutrition Standards, and Healthy Eating
 - Nutrition Education
 - Nutritional Standards
 - Free and Reduced-priced Meals
 - Summer Food Service Program /CACFP At-Risk Expanded Learning Supper Program
 - Competitive Foods and Beverages including Fundraising
 - Celebrations and Rewards
 - Water
 - Community Engagement in Healthy Eating
- School Gardens
- Counseling and Psychological Services

Employee Wellness Activity Goals
Health and Safe Environment Activity Goals
Student, Family and Community Involvement Activity Goals
Program Implementation and Evaluation

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

- All students have access to healthy food and beverages.
- All students receive high-quality physical education and physical activity.
- Every school is a safe, clean, and healthy place in which children, staff, and families can learn, work, and engage.
- Every school has a positive school climate that nurtures learning, achievement, and growth of character.
- Students will not be rewarded with food.
- All students are taught the essential knowledge and skills they need to make health-enhancing choices and avoid behaviors that can damage health and wellbeing.
- All students are given the opportunity to learn healthy habits that prevent diet-related diseases through fruit and vegetable tastings and hands-on food literacy education.
- All students have access to health services in partnership with schools, school-based health centers, school health professionals, community agencies, and families.

District Wellness Committee (formerly the Coordinated School Health Committee)

The Superintendent or designee will encourage parents/guardians, students, nutrition service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, periodic review, and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee will appoint a District Wellness Committee (formerly the Coordinated School Health Committee) whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, expanded learning program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

The Wellness Committee will advise the district on health-related issues, activities, policies, and programs. The duties of the council/committee will also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Committee membership will represent all school levels, including but not limited to Youth Development, Safe Schools, Risk Management, Nutrition Services, Health Services, and Social Emotional Learning.

The Committee will convene at least 4 times during the school year at hours convenient for public participation.

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.

The Superintendent will designate one or more School District official(s), as appropriate, 1) who has the authority and responsibility to ensure that each school complies with the local student wellness policy (section 9A(b)(5)(B) of the NSLA), and 2) who will facilitate the development and updates of the local student wellness policy. The titles of these individuals are the:

- Director of Child Nutrition
- Director of Athletics
- Director of Health Services

The Superintendent will charge the District Wellness Committee and site administrators with annually ensuring that the Wellness Policy is implemented, monitored, revised, shared with the public, and when appropriate modified and updated to meet newly identified district needs and/or federal requirements.

The Superintendent will ensure that each school within the District will establish an ongoing School Health Council that convenes to review school-level issues, in coordination with the District Wellness Committee.

(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, 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 on 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 provide additional opportunities for physical activity throughout the school day. All students are expected to participate in the physical education program according to education code. The program will be modified for students with special needs. Opportunities for moderate to vigorous physical activity (MVPA) shall be provided through physical education classes. The district's physical education activities shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5144 – Discipline)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.1 - High School Graduation Requirements) 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, 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 a Physical Education curriculum 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, lifetime 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 led 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)

(cf. 6158 – Independent Study)

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 (exemptions may apply)

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 recommended class size maximums in Physical Education (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 (*EC 60800; 5 CCR 1041*). 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.

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.

Staffing

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 – Staff Development)

(cf. 5121 – Grades/ Evaluation of Student Achievement)

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 and physical education.

(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 maintain and increase partnerships with school-based health providers to assist with providing equitable access to health care.

The district will seek opportunities to inform parents/guardians about the importance of vision screening, hearing screening, mental health, oral health, sexual health and prevention and management of chronic health conditions, such as Type II diabetes and obesity as they relate to overall health learning. The district shall encourage routine well-child visits as recommended for overall maintenance of good health and monitoring during the stages of childhood development. The district will ensure immunization compliance for all students as required by law.

The district will seek opportunities to provide education regarding the impact of stress on health and wellbeing, 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, Nutrition Standards, and Healthy Eating

Nutrition Education

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education shall be provided as part of the education program and, as appropriate, should be integrated into academic subjects in the regular educational program. Nutrition education will also be offered through expanded learning programs.

All PK-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 the district, schools, classrooms, cafeterias, homes, community and media with coordination between the nutrition services staff and teachers.

Nutrition Curriculum and Promotion

The district's nutrition education curriculum will be evidence-based and aligned with the California Health Education Content Standards. The district promotes integrating nutrition education topics within the broader academic curriculum taught at every grade level; Pre-K-12. Schools strive to provide nutrition education and engage in nutrition promotion. The goal is for all students to possess the knowledge and skills necessary to make nutritious food choices. Nutrition education will be offered during the school day as well as in expanded learning programs. School staff coordinates with other agencies and community groups as necessary to provide opportunities for nutrition education and student projects related to nutrition.

Nutritional Standards on Campus

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines, which are at a minimum compliant with federal and state law and support the promotion of student health and reducing childhood obesity.

School Meals

The Board believes that foods and beverages available to students at district schools should support the health curriculum and content standards on nutrition, as well as promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, or other venues, shall meet or exceed state and federal nutritional standards.

In order to maximize the district's ability to provide nutritious meals and snacks, to the extent possible, all district schools shall participate in available federal child nutrition programs, including the National School Lunch and School Breakfast Programs and expanded learning snack and supper programs. When approved by the California Department of Education (CDE), the district may provide a summer meal program.

Meals Served Through Child Nutrition Programs

1. On an ongoing basis, meals will meet all meal pattern requirements established by local, state and federal statutes and regulations including nutrient content and age-appropriate portion sizes.
2. Meals will reflect good menu planning principles, such as serving a variety of healthy foods that look good, taste good and appeal to the cultural sensitivities of the school and community populations.
3. Meals will emphasize fresh fruits and vegetables, whole grains, fat-free and low-fat milk and milk products, and foods that meet the dietary specifications set forth by USDA.
4. Foods containing trans-fat foods will not be sold or provided to pupils on PK-12 campuses in effect from midnight though one-half hour after the end of the standard school day.

The Nutrition Services Department should engage students and parents, through taste tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, the NSD will share information about the nutritional content of meals with parents and students. Such information may be made available on menus, a website, on cafeteria menu boards, placards or other materials.

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

1. Operate the School Breakfast Program
2. Utilize methods to serve school breakfasts that encourage participation, including promotion of “grab-and-go” breakfast.
3. Notify parents and students of the availability of the School Breakfast Program.
4. Encourage parents to provide healthy breakfast for their children through newsletter articles, take-home materials, or other means.

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.

Sharing of Foods and Beverages

Students are discouraged from sharing foods or beverages with one another during meal or snack times, given concerns regarding food allergies, disease transmission and restrictions on some children’s diets. Any adult, or any child not enrolled in the school shall not eat from an enrolled child’s plate.

Meals Outside of the Foodservice Area

For this purpose, the Foodservice area is defined as any place on campus where food is served, sold and/or consumed. Meals offered in the National School Lunch Program and School Breakfast Program are intended to be consumed at school in a designated foodservice area during the established meal

service period. However, the District recognizes that with time limited lunch periods and increased amount of fruits and vegetables offered as part of the meals, some students may be inclined to save some items for consumption at a later time. For food safety reasons, this practice should be limited to only food items that do not require cooling or heating, such as whole fruit, a bag of baby carrots, or pre-packaged grain-based items.

Meal Times and Scheduling

Students perform better academically when well-nourished, and an important part of that nourishment is having sufficient time to eat. Principals are encouraged to identify ways to successfully address the issue of adequate meal times for their students. The California Department of Education recommends that each student has no less than 10 minutes for breakfast and no less than 20 minutes for lunch after being served. Schools, to the extent possible:

1. Should provide students with a minimum of 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch, regardless of scheduling before or after recess time.
2. Should schedule meal periods at appropriate times, e.g., lunch will be scheduled between 10 a.m. and 2 p.m.
3. Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

Summer Food Service Program

When approved by the CDE, Nutrition Services department, will sponsor a Summer Food Service Program in coordination with SCUSD expanded learning programs.

Outside Food Sales in California Public Schools (Competitive Foods)

State law for Outside Food Sales includes all foods and beverages sold outside of federal meal programs by all entities including schools, parent and student organizations on school campus during school day. These laws pertain to food sold on campus from midnight through 30 minutes after the standard school day for 9-12th grade school sites; or the end of the site's expanded learning programming for all other grade level schools. Expanded learning programs will not sell foods before, during or after programming. This includes sales made through vending machines, cafeteria a la carte [snack] lines, and fundraisers. However, athletic concessions at any grade level may be sold 30 minutes after the standard school day, and are excluded from the Competitive Foods requirements.

To assure compliance with state law, all Outside Food Sales by student organizations in areas not operated by the Nutrition Services Department are required to be reviewed by the school board or designated official prior to sale.

Refer to the California Department of Education's Competitive Foods Web page (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>) for additional tools and resources to determine compliance with competitive foods and beverages for any food sales, or fundraisers in SCUSD schools.

Evening and Community Events

The district promotes the availability of nutritious snacks at evening and community events on school grounds. This includes, but is not limited to, concessions at athletic events, dances and performances.

Vending

- All vending machines with student access must sell only compliant food and/or beverages.
- Unlicensed outdoor vendor carts, trucks or vehicles are prohibited from locating within 400 yards from any school grounds.
- All sales made through vending machines are subject to the criteria listed in the regulations referenced below.

Requirements for Outside Food Sales in California Public Schools

Food items **sold and served** outside federal meal programs during the school day, including fundraisers, shall meet the local, state and federal nutritional requirements as referenced in:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

- The term “sold” refers to any food or beverage provided to students on school grounds in exchange for money, coupons, or vouchers.
- The term “served” refers to any food or beverage provided to students on school grounds during celebrations, parties, instructional lessons, giveaway items, etc.
 - Outside foods not meeting local, state and federal nutritional requirements are allowable for pedagogical or educational purposes in so long as it is relevant to the course curriculum and syllabus. Such educational purposes may include, but are not limited to, ethnic studies and culinary arts courses.
- The nutritional requirements referenced in the state and federal regulations do not pertain to food brought from home for individual consumption.
- These state and federal requirements apply to all foods or beverages whether served or sold within the district.

Nutrition Requirements for Outside Food Service Sales in SCUSD: Schools Serving EK-8th Grade Students

The only foods and beverages served and sold to pupils on campus outside of the school meal program by all entities from midnight through one-half hour after the standard school day, or expanded learning program; whichever is later, are those that meet all applicable state and federal rules found within:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

Fundraising Activities for Schools Serving EK-8th Grade Students

The Superintendent or designee shall require all school, parent and pupil organizations involved in food sales and fundraisers for **schools** serving EK-8th grade students to meet the state laws outlined in the state and federal regulations referenced above, in addition to the California Code of Regulations listed below:

Effective from midnight to one-half hour after the standard school day, and/or the end of the site's expanded learning program; whichever is later (this includes minimum days), and **applies** to food and beverage sales by student organizations.

Student organization sales must meet **all** of the following:

1. Water, with no additives including vitamins, minerals (e.g., electrolytes), stimulants (e.g., caffeine) and sweeteners, is the only approved beverage to be sold.
2. **One food item** per sale.
3. The sale must occur **after the lunch period** has ended.
4. The food or beverage item **cannot be prepared on campus**.
5. Each school may choose up to **four days** per year during which food and beverage from multiple student organizations may be sold (foods/beverages must still be compliant).
6. The food or beverage item cannot be the same item **sold in the food service program** at that school during the same school day.
7. Other than the 4 days (mentioned in #5 above), only one student organization may sell food or beverages to pupils on school campuses per day. No adult-run fundraisers, including parent or community organizations, private individuals or commercial entities, may sell food to pupils on school campuses. This includes, but is not limited to PTA, PTSA, or booster clubs.

Nutrition Requirements for Outside Food Service Sales in SCUSD: Schools Serving 9th - 12th Grade Students

The only foods and beverages served and sold to pupils on campus outside of the school meal program by all entities from midnight through one-half hour after the standard school day are those that meet all applicable state and federal rules found within:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

Fundraising Activities for Schools Serving 9th - 12th Grade Students

The Superintendent or designee shall require all school, parent and pupil organizations involved in food sales and fundraisers to meet the state laws outlined in the state and federal regulations listed above, in addition to the California Code of Regulations listed below:

Effective from midnight to one-half hour after the standard school day and **applies ONLY** to food and beverage sales by student organizations.

1. Up to **three categories** of foods or beverages *may* be sold each day (e.g., chips, sandwiches, juices, etc.). The district will exceed the above federal and state nutrition standards by prohibiting the sale of any **electrolyte replacement beverages** (also known as sports/energy drinks) on school campus during the school day at all grade levels.
2. Only **one student organization** is allowed to sell each day.
3. Food(s) or beverage(s) **cannot be prepared on the campus**.
4. The food or beverage categories sold **cannot** be the same as the categories **sold in the food service program** at that school during the same school day.
5. In addition to one student organization sale each day, any and **all student organizations** may sell on the **same four designated days** per year. School administration may set these dates.
6. Only student organizations may sell food or beverages to pupils on school campuses from midnight through one half hour after the standard school day. No parents or community organizations, private individuals or commercial entities may sell food to pupils on school campuses during these hours. This includes, but is not limited to PTA, PTSA, or booster clubs.

The district Nutrition Services Department will make available a list of ideas for acceptable non-food fundraising activities on the following webpage: <http://www.scusd.edu/healthyfundraisers>.

Advertising and Promotion

School based marketing will be consistent with nutrition education and health promotion. The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

Snacks and Suppers

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health with an emphasis on serving fruits and vegetables. Schools will assess if and when to offer snacks and/or suppers based on timing of school meals, length of program, children's nutritional needs, children's ages, and other considerations. Nutrition Services will offer snacks and/or suppers to eligible and CDE approved sites with expanded learning programs and will pursue receiving reimbursements through federal programs.

Rewards and Punishments

In consideration of dietary accommodations, food allergies, and to promote student wellness and empower parents and guardians to make decisions about what their children are eating, Sacramento City Unified School District employees, parent organizations and outside organizations shall not use any food or beverages as a reward, incentive, or punishment for academic performance or good behavior, nor withhold food or beverages including, food served through school meals, as punishment.

Physical activity during the school day and in expanded learning programs (including but not limited to recess, physical activity breaks, or physical education) will not be withheld or used as punishment.

Celebrations

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child, therefore classroom celebrations will strive to have non-food celebrations, and when food is included, will only offer healthy food that is non-allergenic to all students in that classroom. This food must be compliant with Competitive Foods regulations. The district website has a list of non-food and healthy celebration ideas.

Special Dietary Needs

Students with a food allergy or intolerance that substantially limits one or more major life activity is eligible for necessary food substitutions with appropriate documentation. See BP 5141.27 for additional information.

Farm to School

To the extent possible, and in accordance with the Buy American provision, the District is committed to sourcing local and California grown fruits, vegetables, dairy, bakery goods and other local ingredients to enhance the flavor and variety of all meals served in the school meal programs. Farm to school programs will enhance broader nutrition education opportunities that increase children's consumption of fresh, seasonal fruits and vegetables, whole grains, and other healthy foods.

Water

The school district will provide all students and employees with access to clean, safe, palatable drinking water free of charge at every district facility including cafeteria and eating areas, classrooms, hallways, play yards and athletic fields, and faculty lounges throughout the school day and at before- and after-school activities. Students will be allowed to bring drinking water from home and to take water into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills. All school administrators, teachers, and building staff will model drinking water and limit consumption of identifiable, sugar-sweetened beverages in front of students. The school district will perform maintenance on all water fountains regularly and as needed and will conduct periodic testing of all drinking water sources in each district facility. The test results will be made available in an easily accessible format (e.g., post on district website) with letters delivered to affected students and parents.

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a Nutrition Services program, the District will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for all school nutrition professionals according to their levels of responsibility including child nutrition directors and managers.

Community Engagement in Healthy Eating

The District is committed to being responsive to community input. Recognizing the partnership between the district and the home, the district seeks to strengthen parents/guardians' understanding of student health by offering educational programs for parents/guardians, partnering with nonprofits and others who provide services to families within the SCUSD community, and supporting district and site staff offering help to students' families.

(cf. 6020 - Parent Involvement)

- Create a Wellness Committee including but not limited to parents/guardians, students, school food service professionals, school administrators, Board representatives, School Health Professionals and members of the public to develop updates for the district wellness policy related to student wellness.
- The District will involve families and the community in wellness-related activities and programs such as health fairs and physical activity classes for parents and community members.
- District will communicate with parents/guardians through a district health and wellness newsletter, website, or other methods to showcase resources, highlight policy development and implementation, and provide opportunity for input.
- Provide copies of working drafts of district policy to parents/guardians in an understandable and uniform format, in a language the parents/guardians can understand.
- Collaborate with community partners to provide technical assistance and training to school administration, staff and parents/guardians regarding policy implementation related to nutrition and nutrition education, physical activity and physical education, behavioral and mental health, and staff health and wellness.
- Provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

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 every 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 SCUSD Nutrition Services in accordance with state and federal law to reflect seasonal and local foods in school meals.

Garden program coordinators (volunteer or paid) and Buildings and Grounds staff will work collaboratively to ensure compliance with established protocols, and they will also work with district leaders to insure the proper forms are completed before conducting any major work renovations or hosting any events in the garden.

Pesticides, herbicides, insecticides, and other synthetic chemicals shall not be used within any school garden unless a reasonable effort has been made to reduce contamination and drift of any potentially harmful chemicals within 25 feet of any school garden as outlined by California Certified Organic Farmers. Some possible exceptions, including, but not limited to, the use of synthetic chemicals for the purpose of painting adjacent structures or eradicating invasive plants when other means have proven ineffective. Garden beds, crops, compost and other vital areas of the garden shall be completely covered if the use of said chemicals must be used within the 25-foot boundary of any school garden. Synthetic chemicals used outside the 25-foot boundary should be applied at a time of low wind and little chance of rain in order to minimize potential contamination.

Mental Health and Wellness

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

Mental health 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 credentialed school social workers, school counselors, psychologists will strive to provide assessment and consultation that contribute to the health of students and to the overall health of the school environment.

(cf. 5020 - Parents Rights and Responsibilities)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 – Tobacco)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.6 - School-Based Health and Social Services)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.4 - Anti-bullying)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 1020 Youth Services)
(cf. 6164.2 Guidance/Counseling Services)

Employee Wellness Activity Goals

The 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 will support wellness in both the physical environment and the workplace climate.
- Staff will have access to physical and mental health assessments and resources.
- Staff will have opportunities for physical activity.
- Food and beverages served, sold or otherwise made available to staff, are encouraged to comply with district nutrition standards.
- Staff will 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 behaviors for students. School staff leads by example in promoting healthy food or beverage items in the classroom and avoiding food and beverage options that do not support the wellness policy. Further, the Board also encourages the participation of parents/guardians and other community members in promoting the health and wellness of students.

Health and Safe Environment Activity Goals

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 youth's sense of connectedness to school.

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 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 cold running water, soap, disposable towels and/or hand dryers, 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 and/or grass 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 and use of cleaning agents, sprays or fertilizers, and that mandated and timely notification is provided at all facilities before herbicides, insecticides, fertilizers, and other sprays are used. Preference will be given to the least toxic chemicals available per regulations.

Daily air quality forecast are encouraged to be displayed in a prominent area at each school site along with highly-accessible information about the air quality categories.

Staff Development in Health and Safe Environment Goals

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, dropout prevention, services for students with disabling conditions, service e-learning, expanded learning programs, as well as school improvement initiatives. School staff are encouraged to participate in training on how 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/guardians 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/guardians 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/guardians and community members, staff will invite and inform students, parents/guardians and community members through a variety of avenues including, but not limited to, Student Advisory Councils, School Site Council meetings, Parent Teacher Associations, Parent Teacher Organizations, English Learner 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/guardians, and community members.

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide resources for healthy eating and cooking for parents and provide nutrient analyses of school menus. Schools should encourage parents to refrain from sending beverages and foods that do not meet the above nutrition standards. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Program Implementation and Evaluation

An accountability plan will be developed in accordance with this policy and the outcomes will be monitored by staff and shared periodically with the SCUSD community. (42 USC 1758b)

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee as outlined in a subsequent Administrative Regulation that accompanies this policy and outlines such accountability measures.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA Administrative Review (AR) findings and any resulting changes.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

(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)

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services`

49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51796.5 School instructional gardens
51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:
1758b Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

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

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

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

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009
Healthy Children Ready to Learn: A White Paper on Health, Nutrition, and Physical Education, January 2005

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

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>

National School Boards Association: <http://www.nsba.org>

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

Society for Nutrition Education: <http://www.sne.org>

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

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Adopted: August 30, 2006 Sacramento, California

Revised: August 17, 2017

-
- [¹] Bradley B, Green AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5): 523-532.
- [²] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989; 143(10):1234-1239.
- [³] Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
- [⁴] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998; 152(9):899-907.
- [⁵] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
- [⁶] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzler JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005; 105(5):743-7670, quiz 761-762.
- [⁷] Taras H. Nutrition and student performance at school. *Journal of School Health*. 2005; 75(6):199-213.
- [⁸] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.
- [⁹] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- [¹⁰] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996; 25(5):497-505.
- [¹¹] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- [¹²] Singh A, Uijtendwillighe L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
- [¹³] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9):e107031.
- [¹⁴] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4):e1063-1071.