

STUDENT WELLNESS – ADMINISTRATIVE REGULATIONS

The Governing Board recognizes the link between student health and learning. Children and youth that begin each day as healthy individuals are more receptive to the learning experience and more likely to succeed now and in the future. Further, the Board also believes that a healthy staff can more effectively perform their job responsibilities and model appropriate wellness behaviors to students. The following regulations support this policy which encourages a comprehensive approach to school and community wellness that is sensitive to the needs of students, staff, and community. It addresses all components of the Coordinated School Health Program as recommended by both the California Department of Education and Department of Health Services.

School sites are encouraged to develop *and establish* "Wellness Committees" to plan, implement, and evaluate activities that support the Wellness Policy.

All regulations are subject to the budget constraints and priorities of any given year.

NUTRITION SERVICES

In order to support the belief that proper student nutrition and health are vital to the learning environment, students will have access to healthy breakfast and lunch options provided by reimbursable meals via the School Breakfast Program and the National School Lunch Program. Further, healthy food options will also be available for all District staff realizing that staff health and modeling of healthy eating habits are important reinforcements of District nutrition goals. To ensure these beliefs are supported, the District will:

1. Ensure that nutritional content of all foods and beverages made available on campus (including vending, concessions, ala carte, student stores, parties and fundraising) during the school day are consistent with the current legislation and Dietary Guidelines for Americans.
2. Supply staff with healthy food options, following the Dietary Guidelines for Americans, to purchase during the school day.
3. Continually look for ways to feed students in a timely manner.

4. Develop alternative methods of providing information to students regarding the nutrition options available on their school campuses.
5. Involve students at all levels in decisions involving menu item selections, menu planning, and ala carte items via surveys, site wellness committees, and focus groups.
6. Work with all clubs using food for on-campus fund raising to provide them with the necessary information to enable them to include a nutrition component in their promotional materials.
7. Recognizing that breakfast is an important component of student health and education, nutritional meals (fruit, protein, carbohydrate) will be available before school for students.
8. Strongly encourage the use of alternative rewards instead of food or beverages for academic performance or outstanding behavior.
9. Serve snacks in after-school care, enrichment programs, or in the District Day Care programs that meet or exceed nutritional standards as outlined in the Wellness Policy.
10. Strongly encourage the use of foods that meet or exceed nutritional standards as outlined in the Wellness Policy for celebrations held on school grounds (e.g. birthday and holiday parties, dances).
11. Strongly encourage classroom and school-wide celebrations that include food to take place after the last lunch period, in order to ensure that students receive the maximum benefit of the Child Nutrition Program.
12. Encourage the sale of food and beverages for fundraisers off campus that meet or exceed nutrition standards as outlined in the Wellness Policy as a way of promoting and modeling healthy lifestyle choices.
13. Further, all fundraisers held on campus from 30 minutes before school until 30 minutes after school shall sell only food or beverages that meet or exceed nutrition standards as outlined in the Wellness Policy and are not items that are being sold by Child Nutrition Services on that day.

PHYSICAL EDUCATION

According to the Surgeon General, regular physical activity is one of the most important things that people can do to maintain and improve their physical health, mental health, and overall well being. A student who is physically educated is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life. The following provides a clear definition of the two areas addressed in this section of the regulation:

- 1) *Physical Education* - A planned sequential program of standards-based curricula and instruction that helps students develop the knowledge, skills, and confidence necessary for an active lifestyle
- 2) *Physical Activity* – This term refers to the actual participation in a physical activity. Physical activity programs may provide participants with structured activity (games, sports, etc), unstructured activity (walking programs, dance, etc), or opportunities to participate in physical activity in the daily routine (walk-to school programs, etc.)

The following are in support of these statements:

1) Physical Education

All students in grades 1-12 will receive physical education instruction in accordance with education code requirements:

- A minimum of 200 minutes for every 10 school days for students in grades 1-6
- A minimum of 400 minutes for every 10 school days for students in grades 7-12. In order to receive a high school diploma, students are required to complete at least two courses of physical education unless an exemption is granted under specified circumstances. Also, in order for the pupil to be exempt from P.E. courses during the junior and senior year, the pupil needs to meet satisfactorily any five of the six standards of the physical performance test (FITNESSGRAM).

1. The District shall provide a planned, standards-based, developmentally appropriate and sequential curriculum, in accordance with the California Physical Education Content Standards K-12.

2. The District will include in high school physical education course content each of the following areas: 1) effects of physical activity on dynamic health; 2) mechanics of body movement; 3) aquatics; 4) gymnastics and tumbling; 5) individual and dual sports; 6) rhythm and dance; 7) team sports; and 8) combatives. (*CCR, Title 5, Section 10060*)
3. The District recognizes that it is optimal within existing fiscal constraints to employ a credentialed Physical Education teacher in grades 1-5 inclusive for a total period of time in accordance with state requirements (200 minutes per ten days). These minutes will be presented by physical education specialists and/or classroom teachers and will utilize Board-adopted standards-based curricula and instruction.
4. The District shall strive, within budget constraints and in consideration of District priorities, to achieve the class size per the California Department of Education Physical Education Guidelines.
5. The District encourages student involvement in other physical activities; however, these activities will not be approved as alternatives to physical education classes unless the curriculum associated with these activities specifically address the requirements of the California Physical Education Content Standards. Further, these alternative activities shall be reviewed and approved as meeting those standards by the school administration.
6. Physical activity will be encouraged as a positive experience and as an enhancement to a student's daily routine—not as a negative consequence. The withholding of participation in physical education class or the use of physical education class time to complete assignments from other classes will not be allowed.
7. School personnel will work collaboratively to determine an appropriate location for physical education instruction and take into consideration that classes require a designated and appropriate alternative location for days when the primary teaching area is unavailable.
8. Facilities and equipment used for physical activity (e.g. playing fields, playground blacktop) should be properly monitored and maintained to ensure participants' safety.

2) Physical Activity

1. First through fifth grade students should be provided at least two physical activity breaks (recesses) each day to satisfy their need for physical activity.
2. Recess should not be used as a punishment or reward.
3. Classroom teachers are encouraged to strive to include physical activity 2-3 times during the instructional day to enhance student focus and attention.
4. Schools will offer a range of physical activities and experiences that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
5. All elementary, middle, and high schools are encouraged to offer extracurricular physical activity programs, such as physical activity clubs, intramural programs, and special events that focus on physical activity.
6. The District and school sites will work with parents/guardians and city staff to improve students' ability to safely walk and bike to school.

HEALTHFUL SCHOOL ENVIRONMENT

The Board believes that the school environment should support the physical, emotional and social needs of students and staff. To this end, school facilities will be designed to provide a safe, secure physical plant as well as a healthy and supportive environment that fosters learning and overall well being.

1. School buildings and support facilities shall be operated, inspected and maintained in accordance with all state and federal regulations governing health, safety and environmental systems. These shall include, but are not limited to, heating, ventilation and air conditioning systems, water fountains, playground equipment and surfaces, window and door closures, ceiling and other wall and floor surfaces.

2. All school facilities shall be kept free of debris and all walkways shall be kept clear of obstructions and in a safe and well-maintained condition.
3. School sites shall have sufficient supplies such as soap, towels and other restroom supplies to ensure that students and staff maintain an adequate level of hygiene and sanitation.
4. Classroom and other work areas should be free of products that may be hazardous or which could compromise indoor air quality. In addition, the District will be sensitive to staff and /or students' allergies.
5. Pest control measures shall involve the use of integrated pest management (IPM) procedures.
6. The presence of animals in classrooms should follow procedures prescribed by District guidelines, particularly as they relate to the concerns over allergic reactions of children or staff.
7. School facility managers should take steps to prevent the accumulation of flammable, noxious or otherwise dangerous materials, except as necessary for classroom instruction or the carrying out of maintenance and daily cleaning.

The District shall conduct annual inspections of classrooms and laboratories where potentially hazardous materials (e.g. art, science) are used. Material and Supply Data Sheets (MSDS) containing information regarding the contents of all chemicals and supplies stored in classrooms, laboratories and maintenance and operations facilities must be accessible and kept up-to-date.

8. Parents/guardians, staff and students have the right to report problems regarding the condition of their school site in accordance with Ed Code Section 35186. The school principal or superintendent's designee is required to respond to the complainant within 45 days of the filing of the complaint regarding the solution to the condition. An appeals process shall be available if the complainant does not believe the condition has been corrected. Further, quarterly reports summarizing the complaints and their resolution shall be presented to the Board of Trustees of the District.

9. All school sites and district facilities shall develop, maintain, and provide training for the implementation of disaster preparedness plans. In addition to periodic in-service and drill exercises involving students and staff, parents/guardians and community members will be informed of the plan and its potential impact on and support for the surrounding community.

STAFF WELLNESS

Health assessments, health education and health-related fitness activities should be provided to staff. This will contribute to improved health status, improved morale, and a greater commitment to the school's overall comprehensive health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities have improved productivity, decreased absenteeism, and reduced health insurance costs.

1. The District should encourage staff to engage in regular physical activity.
2. The District recognizes that school district employees may have personal challenges that may require support. Staff will be encouraged to seek help when such problems exist and to take advantage of the resources that are available to assist them.
3. The District will make every effort to maximize employee safety and believes that maintaining that safety is every employee's responsibility. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state and local laws and regulations, which include procedures for registering concerns about working conditions that are deemed unsafe. An injury and illness prevention program shall be established in accordance with federal and state law.

FAMILY AND COMMUNITY INVOLVEMENT

The Board believes that family and community involvement and collaboration are key elements in supporting the healthy development of youth and their families. Long-term partnerships with diverse representative community groups shall be developed. These partnerships are most effective when they are designed to share and maximize resources and expertise in addressing the healthy development of children, youth and their families. The following components of the regulations support these statements.

1. The District will work in cooperation with the community to provide access to information regarding places for students to go for substance-free activities and places for youth to interact.
2. The District will make available to parents/guardians information regarding school and community resources, including but not limited to low-cost health and wellness resources, mental health resources, and other support for parents/guardians.
3. The District will provide support for parents/guardians in guiding their child's academic, career, and personal/social development, and the District will provide educational opportunities for parents/guardians to identify symptoms of mental health issues and unhealthy decision-making (e.g. drugs and alcohol, sexual activity, and stress-related issues).
4. The District will work to enhance the collaboration among students, the schools and the community.

COMPREHENSIVE HEALTH EDUCATION

The Board believes that health education is essential to student performance and academic success. Health education fosters the knowledge, skills and behaviors that students need in order to lead healthy, productive lives. Health education empowers students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors.

1. The District shall adopt the California Health Education Content Standards K-12 and provide a planned, standards-based, developmentally appropriate and sequential curriculum.
2. Health classes in middle and high school will be taught by teachers with health credentials.
3. The District's health education program may be designed to actively involve community agencies, upon District approval, in classroom presentations.

4. Health educators will develop and implement strategies and activities to support students around “issues and unhealthy decisions” that stem from the California Health Kids Survey results or alternative District-approved data.

STUDENT WELLNESS SERVICES (INCLUDING HEALTH, COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES)

The Board believes that programs and services that support and value holistic wellness—the interplay of cognitive, behavioral, social, emotional, and physical well being—build a healthy school environment while supporting academic achievement. Effective wellness programs facilitate positive learning and instill healthy behaviors while maintaining a focus on prevention and targeted interventions. To support this belief:

1. The District will make an effort within budget constraints to increase the numbers of credentialed school nurses to meet the increasing medical and psychosocial needs of students.
2. The District will provide health services and/or referrals to students, including but not limited to providing emergency care for illness or injury, conducting state mandated health screenings, maintaining immunization programs, providing educational and counseling opportunities to promote and maintain individual, family, and community health, and preventing and controlling communicable disease and other health problems.
3. The District shall conduct teacher and staff training on the health needs of students. Opportunities for CPR and First Aid training will also be provided by qualified staff and/or community instructors within budget and time constraints.
4. The District will make an effort to educate teachers to become more aware of the stress on students in balancing school workload and extra-curricular activities and to have a better understanding on how to recognize symptoms of mental health issues and making appropriate referrals to school counselors.

5. The District will make an effort to provide school counselors to help students with issues of stress, depression, suicide prevention, grief, and other social/emotional issues that may inhibit students from academic and life success.
6. The District will provide assistance for students in enhancing personal development, developing effective interpersonal skills, encouraging positive peer interactions and fostering resiliency in students.
7. The District will make an effort to provide peer education, peer advocacy and counseling programs as appropriate, in order to support students.
8. School counseling programs will develop and implement strategies and activities to support students around "issues and unhealthy decisions" that stem from the California Health Kids Survey results or alternative District-approved data.

Legal Reference:

California Ed Code (EC) Section 35182.5, 38085, 44203, 48931, 49400, 49413, 49426, 49431, 49431.2, 49431.5, 49432, 49452, 49455, 49456, 49457, 49490-49493, 49500-49505, 49530-49536, 49547-49548.3, 49550-49560, 51210, 51223, 51222, 51225.3, 51241, 51242, 51890, 52316, 60800

Child Nutrition and WIC Reauthorization Act of 2004, Section 204

Code of Federal Regulations (CFR), 7CFR 210.10

California Code of Regulations: Title 5, Division 1, Chapter 15, Section 15500, 15501, 15510;

Title 5, Division 1, Chapter 2, Section 304;

Title 5, Division 1, Section 352

Class size is consistent with the requirements of good instruction and safety (CCR, Title 5, Section 10060).

PUSD Board Policy 5531

ADOPTED: February 8, 2011
BOARD OF TRUSTEES
PLEASANTON UNIFIED SCHOOL DISTRICT
PLEASANTON, CALIFORNIA