

MORAGA SCHOOL DISTRICT WELLNESS PLAN 2018-2019



Per Board Policy 5030, Students, the Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

BP 5030 calls for the Governing Board to adopt goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness.

The District formed a Wellness Committee in November 2016. The charge of the Wellness Committee was to develop a Moraga School District Wellness Plan. A Wellness Plan has been developed recognizing it is an evolving document and will expand.

Wellness Committee members have included teachers, administrators, students, parents, medical professionals, wellness experts, community members and school counselors.

The District thanks the following Wellness Committee members for their active participation during the 2016-17 and 2017-2018 school years to develop the MSD Wellness Plan:

- Teachers: Sharon Lee, Raechel Olson, Laurie Bailey, Gaby Alvarez (school counselor), Sally Bayuk
- Classified Staff: Annette Herbert
- Parents: Dr. Juliana Damon, Dr. Paul Espinas, Lisa Erickson, Heidi Madsen, Megan McNealy, Dena Rasmussen, Maria Vonderbrink, Reigin Zawadski, Kelli Bacher (school counselor), Elisa Carpenter, Courtney Pickering
- Community members: Dr. Robin Dunn from St. Mary's College, Shari Simon, former MSD Governing Board President

2018-2019 GOALS

1. The District and school staff will encourage that foods and beverages served or sold at all school events and programs are healthy choices per the “A Guide to Smart Snacks in School” and the CA Department of Education Nutrition Guidelines.
 - a. Child Care Clubs will begin a transition to serving food and beverages per “A Guide to Smart Snacks in School” and CA Department of Education Nutrition Guidelines in the 2017-2018 school year and with full implementation by the end of the 2018-2019 school year.
2. The District requires that birthday celebrations are held without food. See Appendix A for additional alternatives to food.
3. Assess the physical education program to determine consistency with state standards for physical education.
4. Further develop and refine the Wellness Plan
5. Select and implement a Social Emotional Learning TK-8 program.
 - a. Develop and promote strategies/programs and a comprehensive, multi-tiered strategy that educates parents, staff and students around wellness and social media/screen time.
6. Provide students and teachers education about vaping/e-cigarettes and include as part of the “Too Good for Drugs” curriculum.

TABLE OF CONTENTS

Item	Page
Preface	1
2018-2019 Goals	2
Definitions and Current Practices	4-5
Section #1 Nutrition Education, Standards and Wellness Promotion	6
Section #2 Physical Activity	8
Section #3 Social Emotional Learning	10
Section #4 Monitoring and evaluation	11
Appendix A - Fun & Healthy Celebrations at School	12
Appendix B - Rationale for Nutrition Education Recommendations	13
Appendix C - Board Policy 5030	18

WELLNESS

Wellness is a conscious, self-directed and evolving process of achieving full potential; it is multidimensional and holistic, encompassing lifestyle, mental and physical well-being, and the school environment. Wellness is positive and affirming. Wellness is an active process through which people become aware of, and make choices toward, a more successful existence. (adapted from National Wellness Institute)

MISSION

The mission of Moraga School District's Wellness Committee is to establish and maintain an environment that promotes health and wellness in students through educational practices.

VISION

We believe schools play an influential role in supporting students' well-being and that student health builds a foundation for learning. In a healthy school, students learn to value their own health and that of others. When students have access to good nutrition, physical activity, and education about how to make healthy choices, students are able to thrive. A key opportunity for advancing student health and wellness is to strengthen the district's policies supporting healthy food, nutrition education, physical education, opportunities to be physically active at school, mindfulness, social emotional learning, and personal responsibility.

GOALS TO PROMOTE STUDENT WELLNESS

While there is good work being done, the District realizes that, as a school community, we must continue our efforts to improve our children's health in the areas of wellness, nutrition education and physical activity. Taking into account the parameters of the School District (academic programs, annual budget, staffing issues, and available facilities) as well as the community in which the District is located (the general economy; socioeconomic status; local tax bases; social, cultural and religious influences; geography; and legal, political and social institutions) the Wellness Committee will focus on:

1. Nutrition education and wellness promotion
2. Nutrition standards
3. School-based activities
4. Social Emotional Awareness
5. Physical activity
6. Parent Education
7. Monitoring and evaluation of the Wellness Plan

BELIEFS

The Moraga School District, in promoting health and wellness for its students, believes in the importance of empowering children to make healthy decisions:

1. Healthy, well-rested, nutritiously fed children make better learners.
2. Every child wants to be and feel healthy, physically and mentally.
3. All children need daily physical activity to improve their physical and mental health.
4. A relationship must be established between nutrition education and food choices offered in school.

5. Mindfulness, that the mind is fully attending to what's happening, to what one is doing, and to the space one is moving through.
6. With a collaborative effort between home and school, children need guidance in making healthy food lifestyle choices.

CURRENT PRACTICES

We further believe that our school community demonstrates support for good health and wellness, as:

1. The district health curriculum includes important, consistent and accurate information about nutrition.
2. The physical education curriculum emphasizes individual skill development and fitness, as well as team sports.
3. School-sponsored events and programs such as After School Sports, Brain Breaks, JM iKind, The Moraga iKind Project, Fun Runs, Bicycle Safety Rodeos, Rotary Field day and Yoga4Classrooms encourage students and their families to become physically active and increase mindfulness.
4. Our teachers encourage healthy snacks in the classroom.
5. Opportunities to participate in physical activity are available through classroom recess, physical education classes, intramural activities, interscholastic athletics, and fundraising activities for charitable organizations, continuing education offerings, and Town of Moraga recreation programs.
6. Athletic coaches, whether school employees or community members, encourage healthy lifestyles, through in-season and off season physical fitness and education of athletes on stretching, nutrition and conditioning; injury prevention and sport-specific strength and conditioning.
7. Teachers are role models by participating in physical activities; i.e., modeling when teaching lessons, participating in school events (e.g., annual softball/kickball games, utilizing Yoga4Classrooms with students, walking at lunch break).
8. We allow no sale of soda from vending machines.
9. Fitness testing is incorporated into the 5th and 7th grade physical education curriculum.
10. Mindfulness is promoted through and by Parent Education programs, Yoga4Classrooms, Go Noodle (web site), Mindfulness Week, Staff Development programs and the Likeskills.
11. Safe environments are maintained or improved via school safety inspections, a work order system, insurance safety inspections, hydration stations, installation of taller water spouts for filling water bottles, science curriculum, JM Eco-Club, Wastebuster recycling program and school gardens.

SECTION #1

IMPROVE NUTRITION EDUCATION & STANDARDS, & WELLNESS PROMOTION

Overarching Objectives:

1. Ensure that nutrition education in the health curriculum is accurate and relevant.
2. Inform and educate parents about nutrition choices, district policy and practices.
3. Use a variety of strategies in physical education and general education classes to educate students about healthy choices in nutrition, physical activity and wellness.
4. Increase the nutritious foods (fresh fruit, protein, green foods, etc.) offered for lunches and snacks at school events and in childcare programs.
5. Encourage and offer healthier food choices and age-appropriate serving sizes.
6. Minimize the use of food as a reward.

Actions: Nutrition Education and Standards, and Wellness Promotion

1. Select and implement a Health Education Curriculum addressing nutrition and wellness.
 - a. Nutrition education includes media awareness, menu planning, critical thinking skills and reading nutrition/facts food labels.
 - b. Health education includes students learning and utilizing wellness strategies.
 - c. Provide staff development for the implementation of the Health Education Curriculum.
2. Standards for USDA Child Nutrition Programs and School Meals are recommended.
 - a. Nutrition Standards for School Meals will be posted and followed for: school lunch programs, snacks, child care programs and school events, and recognizing there may be limited exceptions, such as traditional school cake walks.
 - b. All school lunches require meal periods to include at least 20 minutes for eating lunch.
 - c. Appropriate supervision by cafeteria monitors will be provided in the cafeteria, with rules for safe behavior consistently enforced. Students will be provided a pleasant environment with adequate space and seating to eat their school meal.
3. All individuals involved in the planning and decision making of foods served to students will be provided professional development.
 - a. All individuals serving food will receive safe food handling education.
4. Nutritional content of foods served at school will be available at times when foods are served.
5. The entire school environment, not just the classroom, will be aligned with healthy school goals.
 - a. Encourage the offering/consumption of whole grains, unprocessed foods, and/or fresh produce. Schools are encouraged to source fresh fruits and vegetables from local farmers/school gardens where practical.
 - b. No unapproved items will be sold through vending machines.
 - c. The District and school staff will encourage that foods and beverages served or sold at all school events and programs are healthy choices per the “A Guide to Smart Snacks in School” and the CA Department of Education Nutrition Guidelines.
 - i. Child Care Clubs will begin a transition to serving food and beverages per “A Guide to Smart Snacks in School” and CA Department of Education Nutrition Guidelines in the 2017-2018 school year and with full implementation by the end of the 2018-2019 school year.

- d. The District requires that birthday celebrations are held without food. Parents may offer alternatives in place of food, such as donating a book, for student birthday parties. See Appendix A for additional alternatives to food.
 - e. School staff will not use food as an incentive or reward for behaviors or performance unless a plan for an individual student has been approved by the parent and principal.
 - f. Encourage alternatives to in-school candy sales as fundraisers, considering physical activities instead (e.g., walk-a-thons, jump-rope-a-thons, bike rides).
 - g. Free water is always available. Students and staff will have access to free, safe, and fresh drinking water throughout the school day.
6. Staff will be encouraged to model and share healthy eating, physical activity and wellness practices as a valuable part of daily life.
 7. Nutrition education will be provided to parents and the community in the form of:
 - a. school websites
 - b. newsletter articles and information
 - c. presentations that focus on nutrition and healthy lifestyles
 8. Organizations or businesses operating concessions at school functions will label/mark healthy food items available so students know which are healthy items, and these items will be comparably priced.

SECTION #2 TO INCREASE PHYSICAL ACTIVITY

Overarching Objectives:

1. Provide resources for parents to help insure that children engage in 60 minutes per day of physical activity.
2. Increase district-sponsored opportunities for parents and students to participate in physical activity.
3. Use a variety of strategies in physical education classes to introduce students to healthy choices in nutrition and physical activity.

Actions: Physical Education and Physical Activity

The District will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity, and to understand the short-term and long-term benefits of a physically active and healthy lifestyle. All students will be required to fulfill the physical education requirements set forth in California Department of Education Physical Education Standards. The following standards are necessary to achieve this goal:

1. A sequential physical education course of study consistent with state standards for physical education is implemented, with a focus on students' development of motor skills, movement forms, and health-related fitness.
2. Required Time per Week of Physical Education for Elementary School Students - Schools will provide 100 minutes of PE per week or more. 1st-5th grade classroom teachers will log weekly PE hours.
3. Activities are adapted to meet the needs of students who are temporarily or permanently unable to participate in the regular program of physical education. In doing so, the District will abide by specific provisions in 504 Plans and/or individualized education programs (IEP). All students, including students in need of adaptive physical education, will be encouraged to participate in physical fitness programs or competitions.
4. Adequate Equipment and Facilities for Physical Education - The Physical Education program shall be provided adequate space and equipment and conform to all applicable safety standards.
5. Qualifications for Physical Education Instructors - Physical Education will be taught by a certificated teacher. All certificated physical education teachers will receive professional development on a yearly basis.
6. Regular Physical Activity Breaks - Classrooms shall incorporate, where possible, appropriate, short breaks that include physical movement in addition to Physical Education and recess.
7. Structured Physical Activity Before or After School - Physical activity classes, clubs, intramurals or interscholastic activities may be an option for students, including wellness nights, sports nights, evening programs, etc. Provide information to the community on the website regarding athletics, intramurals, community education activities, etc., that would promote student and family engagement in physical activity.
8. Restricting Physical Activity for Instruction or as for Punishment - Students will not be pulled out of physical education for any other academic content area instruction or as punishment, nor will they be denied participation in recess or other physical activity opportunities as a form of discipline or punishment.

9. Supervised recess time is mandated for all students within each school day at all elementary schools.

SECTION #3 TO IMPROVE SOCIAL EMOTIONAL LEARNING (SEL)

Overarching Objectives:

1. Improve self-awareness
2. Improve self-management
3. Improve social awareness
4. Develop and implement relationships skills
5. Demonstrate responsible decision making

Actions: Improve Student and Staff Social Emotional Learning

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (adopted from CASEL, The California Association for Social Emotional Learning)

Lessons, programs, services, and school culture provide:

1. self-awareness, the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
2. personal awareness of strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth" mindset.
3. opportunities for one to successfully regulate emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.
4. opportunities to set and work toward personal and academic goals.
5. the ability for individuals to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
6. the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
7. the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
8. the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
9. opportunities to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
10. opportunities for the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

SECTION #4 MONITORING AND EVALUATION

Annual goals will be measured utilizing a variety of metrics and observation, including, but not limited to: school site climate surveys, Wellness Committee surveys, Wellness Committee representative feedback, postings, menus, meeting agendas and invitation for feedback from stakeholders, including PTA, teachers, students and childcare staff.

APPENDIX A

Fun & Healthy Celebrations at School

From birthdays to holiday parties, there are many celebrations at school. The fun often comes along with less than healthy foods. Offering so many treats so often can contribute to unhealthy eating habits and affect academic performance. It is important that all celebrations at school be in alignment with the Moraga School District Board Policy 3550, which values good nutrition, an active lifestyle, and the overall health and wellbeing of our students. All Moraga schools are taking steps to reduce the amount of unhealthy snacks served to students, with a particular focus on reducing sugary foods and/or snacks in the classroom. Therefore, as a school district, all four MSD schools are implementing school practices that include “alternatives to food” for birthday celebrations in school. With a few easy changes, we can shift the focus of school celebrations to healthy fun.

Birthday Celebrations

Your child’s birthday is important to us, and all students should have the chance to be recognized and honored on their special day. Birthday celebrations can be lots of fun without the need for treats (food and non-food alike), to save time and money as well as to avoid complications with food allergies.

In honor of your child’s birthday, below is a list of fun alternatives we recommend. Please discuss your child’s preference with your teacher. Parents are welcome to join in the fun, but please be assured all students will be honored whether you are able to attend or not.

- Bring in a favorite book to be read to the class by your child, your child’s teacher, or a parent. If you would like to donate a copy of the book to your class, please sign it with your name so everyone will know that it was from you.
- Bring in your child’s favorite song for a dance party or special activity.
- Child shares his or her favorite item with the class (i.e., a toy, picture, and souvenir).
- Class goes on a short nature walk.
- Child shares one of his or her talents with the class (i.e., singing, instrument, poem, magic).
- Class plays your child’s favorite game.

Classroom Holiday Parties and Other Celebrations

All other classroom holiday parties and celebrations should follow suit and focus on fun activities, such as games, crafts, and music with a focus on healthy food choices. Our goal is to set a good example for our students, as well as promote good health and academic performance.

Thank you for your valued co-operation.
We look forward to a year of happy and healthy celebrations at school!

APPENDIX B

Rationale for Nutrition Education Recommendations

Background

The Wellness Plan is an evolving document that currently contains three sections: 1) Nutrition Education, Standards and Wellness Promotion; 2) Physical Activity; and 3) Social Emotional Learning. It is anticipated additional sections will be added in the future.

The **Wellness Plan** first section, *Nutrition Education*, recommends:

1. The entire school environment, not just the classroom, will be aligned with healthy school goals.
2. Encourage the offering/consumption of whole grains, unprocessed foods, and/or fresh produce. Schools are encouraged to source fresh fruits and vegetables from local farmers/school gardens where practical.
3. No items will be sold through vending machines.
4. The District and school staff will encourage that foods and beverages served or sold at all school events and programs are healthy choices per the “A Guide to Smart Snacks in School” and the CA Department of “Education Nutrition Guidelines”.
5. Child Care Clubs will begin a transition to serving food and beverages per #4 above in the 2017-2018 school year and will fully implement #4 above by the end of the 2018-2019 school year.
6. The District requires that birthday celebrations are held without food. Parents may offer alternatives in place of food, such as donating a book, for student birthday parties. Appendix A offers several alternatives to food.
7. School staff will not use food as an incentive or reward for behaviors or performance unless a plan for an individual student has been approved by the parent and principal.
8. The District encourage alternatives to in-school candy sales as fundraisers, considering physical activities instead (e.g., walk-a-thons, jump-rope-a-thons, bike rides).

General Comments About Good Nutrition

Banning and/or reducing sweets at parties or for rewards forces people to think of healthy ways to celebrate, either with healthy foods or without foods at all (e.g., sending in pencils or other small gifts for classmates instead of sweets). Banning the sale of candy for fundraisers or at school events also forces people to stop and think about what they are doing—and how it might impact students. It makes a statement about how the school values student health—and helps create a school culture of healthy eating.

Rationale for Recommendations

It is well documented that 20% of school-aged children and teens in the United States are overweight or obese (CDC, 2018). Further, according to the American Academy of Pediatrics (2015), children and adolescents of the United States consume approximately 40% of their food in schools. Therefore, the school environment provides an opportunity to influence behaviors related to food choices (Wasink, 2010). Parents have become concerned over sweet treat consumption in the classroom, not only because of allergy associations, but also because of concerns for chronic health conditions, such as diabetes and cardiovascular disease, and exclusionary practices (CDC, 2018). One parent specifically noted that her son has severe food allergies and, thus, cannot eat cupcakes. For birthday parties, the child has to watch classmates enjoy the birthday cupcakes while parents who send food have not considered the

consequences of their actions (Madison Moms Blog, 2015). Instances like this may challenge parents, teachers, and schools to think about alternatives to sweet treats so that positive nutrition behaviors are encouraged and supported.

Considering that children spend most of their day in school, providing a healthy school environment with nutritious foods is of utmost importance. Over the course of the school year, sweets in the classroom, for holidays, or for class rewards, can add up quickly, going beyond the rare or occasional treat that occurs in school (Edwards et al., 2011; Trudeau & Shepard, 2008). Consumption norms can be determined by the school environment as habits are reinforced through scripted behaviors over several days (Wasink, 2010). Schools are consistently reinforcing the behavior of the association of birthday parties with sweet treats. However, to change the behaviors, the narrative needs to shift to one that encourages increased fruits and vegetable intake, increased physical activity, and decreased sugar-sweetened beverages and treats (Gonzalez et al., 2015; Trudeau & Shepard, 2008).

Moreover, research indicates that “positive nutrition and physical activity behaviors within the school and community enhance academic performance as well as student fitness and health” (Edwards et al., 2011). For young athletes, sports performance can be hindered by consuming sugary carbs such as candy bars or sodas. These items do not contain any necessary nutrients. Additionally, eating candy bars or other sugary treats directly prior to practice or a competition can provide athletes with a quick burst of energy but, shortly thereafter, leave them to exhaust all energy before they have completed their work-out (Teens Health, 2014).

In summary, schools can provide a healthy environment for children and adolescents. Districts can use this opportunity to promote healthy habits and overall wellness by limiting the number of parties in schools or, better yet, changing the types of foods that are allowed or removing the food aspect of parties altogether. Spending time and resources to develop a wellness policy to facilitate healthy lifestyles by limiting or eliminating sweet treats can influence nutritional, physical activity, and academic outcomes.

Nutrition Fast Facts

1. More than 55 million children and teens attend the nation's public schools—and eat about 35% to 40% of their daily calories there. It's really important that those calories be healthy ones.¹
2. A third of the calories kids eat these days are not healthy ones. ²
3. 4 in 10: Share of students who buy and eat one or more snacks at school.³
4. 89%: Proportion of high school students who could buy sugar-sweetened beverages at school before USDA's rule took effect.³
5. 200: Average number of calories that school-purchased snacks add to a student's daily intake.³
6. 49: States where less than half of secondary schools sold fruits and vegetables for snacks in 2010.³
7. 16%: Average share of school meal program revenue from sales of snack foods and beverages.³
8. 72%: Percentage of voters with children in public schools who favor requiring schools to meet snack nutrition standards.³
9. A poor diet can lead to energy imbalance (e.g., eating more calories than your body uses) and can increase the risk of becoming overweight or obese.⁴

10. A poor diet can increase the risk for lung, esophageal, stomach, colorectal, and prostate cancers.⁴
11. Schools are in a unique position to provide students with opportunities to learn about and practice healthy eating behaviors.⁴
12. Healthy eating in childhood and adolescence is important for proper growth and development and to prevent various health conditions.⁴
13. More than 90 percent of districts nationwide are meeting stronger standards for school lunches, supporting student health with more fruits, vegetables, and whole grains and fewer foods high in calories, salt, and fat. ⁵
14. In 2013, more students took whole fruit with their lunches—76 percent, compared with 58 percent in 2011—and they ate about 2 tablespoons more fruit (including 100 percent juice). Kids who chose red-orange vegetables with their meals nearly doubled their consumption of these foods in 2013, eating almost a quarter cup, compared with about an eighth of a cup in 2011.⁶
15. In 2014, students chose lunches containing 29 percent more of key nutrients and 13 percent fewer calories per gram than meals selected in 2011. The researchers concluded that the inclusion of more and varied fruit and vegetable choices on school menus was the main reason that the nutritional quality of children’s lunches improved. The schools saw no significant change in lunch participation rates as students encountered healthier options in cafeterias.⁷
16. The prevalence of food allergies continue to rise in the Western world. “The prevalence of food allergies among children increased 18% during 1997–2007, and allergic reactions to foods have become the most common cause of anaphylaxis in community health settings.” Severe allergic reactions to foods can be life threatening. The CDC recommends using non-food items for awards and gifts in the classroom as a way of managing food allergies in the school. ⁸

Dental Considerations

Childhood caries (cavities) can have dramatic consequences for kids and their families:⁹

- Tooth pain can affect attention in school.
- Treating tooth decay can result in absence from school and activities.
- Costs can skyrocket to over \$10,000 if anesthesia is needed, in addition to the inherent risks of general anesthesia. Failed or delayed orthodontic treatment due to tooth decay can also dramatically increase a family’s costs.

Tooth decay is caused by many factors:⁹

- Snacking. Eating frequently increases the risk of tooth decay. When your teeth come in contact with food more often, the bacteria in plaque has more time to produce enamel-damaging acids. Teeth go through a healing process between meals. When kids snack through the day, the result is a constant attack on the teeth that breaks down the enamel and can quickly turn into cavities.
- Diet and oral hygiene. Eating sticky, sugary foods can cause decay. Brushing and flossing prevents cavities. Frequent snacking without brushing/flossing will increase the chance of developing cavities.

Citations

- 1 Institute of Medicine, Food and Nutrition Board. In: Miller EA, ed. *Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation*. Glickman D, Parker L, Sim LJ, Del Valle Cook H, eds. Washington, DC: National Academies Press; 2012. Available at: http://books.nap.edu/openbook.php?record_id=13275
- 2 American Academy of Pediatrics <https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Snacks-and-Sugary-Foods-in-School-AAP-Policy-Explained.aspx>
- 3 The Pew Charitable Trusts
<http://www.pewtrusts.org/en/research-and-analysis/analysis/2016/04/26/healthy-school-snacks-promote-student-nutrition>
- 4 Centers for Disease Control: <https://www.cdc.gov/healthyschools/nutrition/facts.htm>
- 5 The Pew Charitable Trusts
<http://www.pewtrusts.org/en/research-and-analysis/collections/2013/07/facts-about-school-nutrition>
- 6 The Pew Charitable Trusts <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2016/04/healthy-school-lunches-improve-kids-habits>
- 7 The Pew Charitable Trusts
<http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2016/04/healthy-school-lunches-improve-kids-habits> 7
- 8 Centers for Disease Control [Curr Opin Allergy Clin Immunol](#). 2015 Oct;15(5):409-16. Epidemiology of food allergy and food-induced anaphylaxis: is there really a Western world epidemic? Koplin JJ1, Mills EN, Allen KJ.
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf 8
- 9 <http://healthyeating.sfgate.com/bad-effects-snacking-3832.html>
<https://academic.oup.com/jpubhealth/advance-article/doi/10.1093/pubmed/fox184/4781590>
http://aztff.gov/WhoWeAre/Board/Documents/FTF_Oral_Health_Report_2016.pdf
<http://www.peps.org/ParentResources/by-topic/baby-care/snacking-and-cavities>
https://www.ada.org/~media/ADA/Publications/Files/ADA_PatientSmart_Sipping_Snacking.pdf?la=en

References

American Academy of Pediatrics (2015). Snacks, sweetened beverages, added sugars, and schools. *Pediatrics*, 135(3), 1-9.

Centers for Disease Control and Prevention (2018).
<https://www.cdc.gov/healthyschools/obesity/facts.htm>

Edwards, J.U., Mauch, L., & Winkelman, M.R. (2011). Relationship of nutrition and physical activity behaviors and fitness measures to academic performance for sixth graders in a midwest city school district. *Journal of School Health, 81*, 65-73.

Gonzalez, M., Feinstein, R., Iezzi, C., Fisher, M. (2015). Nutrition intake and physical activity in a middle school in New York City. *International Journal of Adolescent Medicine and Health, 27*(3), 335-340.

Madison Moms Blog (2015). <https://madison.citymomsblog.com/birthday-treats-at-school-a-moms-plea/>

Teens Health (2015). <http://kidshealth.org/en/teens/eatnrun.html>

Trudeau, F., & Shepard, R. (2008). Physical education, physical activity, school sports, and academic performance. *International Journal of Behavioral Nutrition and Physical Activity, 5*, 10-22.

Wansink, B. (2010). From mindless eating to mindlessly eating better. *Physiology & Behavior, 100*(5), 454-463.

APPENDIX C

BP 5030 Students - Student Wellness

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

School Health Council/Committee

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

To fulfill this requirement, the Superintendent or designee may appoint a school health council or other district 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, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

The school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. (42 USC 1758b)

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

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

To reinforce the district's nutrition education program, 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.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutritional Guidelines for Foods Available at School

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

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

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Program Implementation and Evaluation

The Superintendent shall designate one or more district or school employees, as appropriate, to ensure that each school site complies with this policy. (42 USC 1758b)

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every two years.

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements.
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records.
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program.
4. Extent to which foods sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards.
5. Results of the state's physical fitness test at applicable grade levels.

6. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity.
7. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program.
8. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate.

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)

In addition, the assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.