

Sierra County/Sierra-Plumas Joint USD

Board Policy

Students

STUDENT WELLNESS

BP 5030

Sierra-Plumas Joint Unified School District (hereto referred to as the District) is committed to the optimal development of every student.

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 Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.30)

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.

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. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities - do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- * students in the District have access to healthy foods throughout the school day
- * both through reimbursable school meals and other foods available throughout the school campus - in accordance with Federal and state nutrition standards;
- * students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- * students have opportunities to be physically active before, during, and after school;
- * schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- * school staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- * the community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

* the District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC), or each school within the District will include an ongoing School Wellness Committee (SWC) within its site council that convenes to review school-level issues in coordination with the DWC, that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and to the extent possible include, but not be limited to: representatives from each school, parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals, and mental health and social services staff; school administrators, school board members; health professionals; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will reflect the diversity of the community.

Leadership

The superintendent will identify a coordinator who will ensure that each school implements the policy and will collect, summarize and report on evaluation data to the committee.

The coordinator is: Nona Griesert, Business Manager, ngriesert@spjUSD.org

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy as follows: (42 USC 1758b; 7 CFR 210.30)

* Loyalton High School, Thomas Jones, Site-Administrator, tjones@spjUSD.org

* Loyalton Elementary, Andrea White, Site-Administrator, awhite@spjUSD.org

* Downieville Elementary & Jr. Sr. High, Merrill Grant, Superintendent, mgrant@spjUSD.org

The following information will be included in an annual report:

- 1) the extent to which each school is in compliance with the wellness policy
- 2) a comparison of the district policy to model local school wellness policy
- 3) the progress made in attaining the goals of the policy
- 4) any recommend changes to the policy
- 5) a detailed action plan for the following school year to achieve annual goals and objectives

6) any additional information required by the USDA

The annual report shall be posted on the school district website at sierracountyofficeofeducation.org and mail upon request.

Policy revisions will take into account new research and evidence on health trends, new national and state standards and guidelines, new state and federal initiatives, local evaluation data, changing district priorities and other issues.

Specific quality indicators used to measure implementation will include:

- * Student participation rates in school meal programs
- * Data collected on student wellness and achievement form:
 - Annual fitness scores for students in grades 5, 7, and 9
 - Student Absenteeism Rate
 - California Healthy Kids Survey data and/or a district student survey

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan shall delineate roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and progress reports can be found at: sierracountyofficeofeducation.org

Annual Notification of Policy

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall distribute this information through the district and school web sites. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6020 - Parent Involvement)

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Triennial Progress Assessments

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years (42 USC 1758b; 7 CFR 210.30) and include:

- * The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- * The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- * A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Business Manager at (530)993-1660 ext *838, or 109 Beckwith Road, P. O. Box 955, Loyalton, CA, 96118.

The DWC, in collaboration with individual schools and site councils, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Indicators

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 and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the state's physical fitness test at applicable grade levels

7. 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
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

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

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Office, 109 Beckwith Road, Loyalton, CA, and on District's website: sierracountyofficeofeducation.org. Documentation maintained in this location will include but will not be limited to:

- * The written wellness policy;
- * Documentation demonstrating that the policy has been made available to the public;
- * Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- * Documentation to demonstrate compliance with the annual public notification requirements;
- * The most recent assessment on the implementation of the local school wellness policy;
- * Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public. (7 CFR 210.30)

Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities including contests, promotions and/or experience working in and learning nutritional values of vegetables and herbs in school gardens;

All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- * Are accessible to all students;
- * Are appealing and attractive to children;
- * Are served in clean and pleasant settings;
- * Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- * Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - * Sliced or cut fruit is available daily.
 - * Daily fruit options are displayed in a location in the line of sight and reach of students.
 - * All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - * White milk is placed in front of other beverages in all coolers.
 - * A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - * Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - * Student artwork is displayed in the service and/or dining areas.
 - * Daily announcements are used to promote and market menu options.
 - * Menus will be posted on the District website or individual school websites.
 - * The District child nutrition program will accommodate students with special dietary needs.
 - * Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
 - * Students are served lunch at a reasonable and appropriate time of day.
 - * Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
 - * The District will implement at least four of the following five Farm to School activities:

- * Local and/or regional products are incorporated into the school meal program;
- * Messages about agriculture and nutrition are reinforced throughout the learning environment;
- * School hosts a school garden;
- * School hosts field trips to local farms; and
- * School utilizes promotions or special events that highlight the local/regional products.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and the extended school day will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards will meet or exceed state nutrition standards, including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of

alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas

- * Schools are encouraged to use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- * To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- * Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- * Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- * Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- * Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- * Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- * Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- * Emphasizes caloric balance between food intake and energy expenditure;

- * Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- * Teaches media literacy with an emphasis on food and beverage marketing; and
- * Includes nutrition education training for teachers and other staff.
- * In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- * Relationship between healthy eating and personal health and disease prevention
- * Food guidance from MyPlate
- * Reading and using FDA's nutrition fact labels
- * Eating a variety of foods every day
- * Balancing food intake and physical activity
- * Eating more fruits, vegetables and whole grain products
- * Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- * Choosing foods and beverages with little added sugars
- * Eating more calcium-rich foods
- * Preparing healthy meals and snacks
- * Risks of unhealthy weight control practices
- * Accepting body size differences
- * Food safety
- * Importance of water consumption
- * Importance of eating breakfast
- * Making healthy choices when eating at restaurants
- * Eating disorders
- * The Dietary Guidelines for Americans
- * Reducing sodium intake

- * Social influences on healthy eating, including media, family, peers and culture
- * How to find valid information or services related to nutrition and dietary behavior
- * How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- * Resisting peer pressure related to unhealthy dietary behavior
- * Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the state nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- * Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- * Displays, such as on vending machine exteriors
- * Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)
- * Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- * Advertisements in school publications or school mailings.
- * Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District secondary students are required to take the equivalent of one academic year of physical education.

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

* Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).

* All physical education teachers in [District] will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).

* All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).

* Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District may include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- * The physical, psychological, or social benefits of physical activity
- * How physical activity can contribute to a healthy weight
- * How physical activity can contribute to the academic learning process
- * How an inactive lifestyle contributes to chronic disease
- * Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- * Differences between physical activity, exercise and fitness
- * Phases of an exercise session, that is, warm up, workout and cool down
- * Overcoming barriers to physical activity
- * Decreasing sedentary activities, such as TV watching
- * Opportunities for physical activity in the community
- * Preventing injury during physical activity
- * Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- * How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- * Developing an individualized physical activity and fitness plan
- * Monitoring progress toward reaching goals in an individualized physical activity plan
- * Dangers of using performance-enhancing drugs, such as steroids
- * Social influences on physical activity, including media, family, peers and culture
- * How to find valid information or services related to physical activity and fitness
- * How to influence, support, or advocate for others to engage in physical activity
- * How to resist peer pressure that discourages physical activity.
- * How to Jump rope for health
- * Learning Landscapes outdoor activity (walking)
- * Routine physical education time

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing

mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct indoor recess, teachers and staff will promote physical activity for students, to the extent practicable. Students at each school site will receive at least 30 minutes of indoor physical activity. In addition, elementary school children will hold additional indoor recesses consisting of floor games, board games and other interactive games.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

After School Activities

The District offers opportunities for students to participate in physical activity after the school day. The District will encourage students to be physically active before and after school by enrolling in interscholastic sports and encouraging active transport when possible.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- * Designate safe or preferred routes to school

- * Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- * Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- * Instruction on walking/bicycling safety provided to students
- * Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- * Use crosswalks on streets leading to schools
- * Document the number of children walking and or biking to and from school
- * Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters,

presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs (Walk Across America-TCSIG) and may support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts

Glossary:

Extended School Day - the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial - recurring every three years.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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