

# **Twin Rivers USD**

## **Board Policy**

### **Student Wellness**

BP 5030

#### **Students**

The Board of Trustees 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 school 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 involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.–

Health related issues such as hunger, substance abuse, physical and emotional abuse, and physical inactivity are commonly linked to academic failure, poor attendance, and inability to pay attention in class. As a strategy for success, the Center for Disease Control Prevention (CDC) recommends a Whole School, Community and Child (WSCC) approach to improve student health and scholastic achievement.

The Superintendent or designee shall build a WSCC program that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 1020 – Youth Services)
- (cf. 3514 - Environmental Safety)
  - (cf. 5131.6 - Alcohol and Other Drugs)
  - (cf. 5131.61 - Drug Testing)
  - (cf. 5131.62 - Tobacco)
  - (cf. 5131.63 - Steroids)
- (cf. 5141 - Health Care and Emergencies)
  - (cf. 5141.22 - Infectious Diseases)
  - (cf. 5141.3 - Health Examinations)
    - (cf. 5141.31 - Immunizations)
    - (cf. 5141.32 - Health Screening for School Entry)
  - (cf. 5141.6 - Student Health and Social Services)
    - (cf. 5141.6 – School Health Services)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
- (cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall encourage and convene parents/guardians, students, Nutrition Service employees, Physical Education teachers, school health professionals, nutrition and health educators, teachers, school board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's school wellness policy. (42 USC 1758b, 7 CFR 210.30)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness policy committee (SWPC) and a wellness committee coordinator. The committee may include representatives of the groups listed above as well as health educators, curriculum directors, counselors, before –and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 9140 - Board Representatives)

To encourage consistent health messages between the home and school environments, the Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through the district or school newsletters, handouts, parent/guardian meetings, district and school websites, and other communications. Outreach to parents/guardian meetings shall emphasize the relationship between student health 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)

#### School Wellness Policy Committee

In establishing a School Wellness Policy Committee (SWPC), five assumptions are made: (1) education and health are interrelated, (2) social disparities are the biggest threat to health, (3) a more comprehensive, integrated approach is needed to address health (physical, psychological or social) concerns, (4) efforts should be centered in and around schools, and (5) prevention efforts are cost effective in relation to the escalating social and economic costs of inaction.

The structure for the district SWPC will be centered on the Whole School, Community and Child (WSCC model) advocated by the CDC and the Association for Curriculum Development (ASCD). The WSCC model, with ten research-based components and a focus on collaboratively developed and executed policies, processes, and practices, directs attention in both health and education to the child rather than to an academic subject or service location.

The SWPC shall advise the district on health related issues, activities, policies, and programs. In coordination with the school board and Superintendent, the SWPC will plan, implement, and

evaluate activities that promote healthy eating, physical activity, and healthy lifestyles within the school and/or community. The SWPC will work to develop, monitor, review, and revise nutrition and physical activity policies. The committee should assist with policy development and advise the Superintendent or designee. The committee's charges should include planning and implementing activities to promote health within the school and/or community.

The district believes that community organizations offer a multitude of resources to school sites for enhancing the health of our children. Their programs may involve health, safety, wellness, nutrition, physical activity, or other educational opportunities. To establish a coordinated approach and align resources, schools will be encouraged to contact the appropriate district department before collaborating with community organizations.

The Superintendent or designee shall make available to the public and school community a list of the names, position titles, and contact information of the wellness committee members.

#### Goals For Nutrition Education And Promotion

The Board shall adopt 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)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

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

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6142.7 – Physical Education and Activity)

(cf. 6142.8 – Comprehensive Health Education)

Nutrition education should teach the knowledge, skills, and values needed to adopt healthy eating behaviors. Schools will provide nutrition education and engage in nutrition promotion that:

1. Provides information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health.
2. Promotes consistent nutrition messages throughout the district, schools, classrooms, cafeterias, community, and media.
3. Integrates nutrition education into core curricula and links to school meal programs, school gardens, cafeteria nutrition promotions, after-school programs, and farm-to-school programs.

4. Encourages consumption of fresh fruits and vegetables, whole-grain products, low-fat dairy products, water, and appropriate portion sizes.
5. Includes participatory activities for students and families such as contests, promotions, farm visits, and experience working in school gardens.

#### Nutrition Guidelines for all Foods Available at School

For all foods and beverages available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1758, 1766, 1733, 1779, and federal regulations 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 and supper programs, to the extent possible. When approved by the California Department of Education CDE, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program during the school day, should support the health curriculum and promote optimal health. Nutrition 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 nutrition standards.

(cf. 3312 - Contracts)

(cf. 3554 - Other Food Sales)

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

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

1. Operate the School Breakfast Program.
2. Utilize alternative methods to serve school breakfasts that encourage participation.
3. Notify parents and students of the availability of the School Breakfast Program.
4. Encourage parents through newsletter articles, take-home materials, or other means to provide a healthy breakfast for their children. (42 USC 1771-1791)

### Farm to School

When possible, a variety of fresh fruits and vegetables from school gardens and locally grown foods will be used in the school meal program and nutrition education activities. Fresh, local, seasonal, whole, and sustainably grown foods will be emphasized when available. NSD may establish relationships with local farms and collaborate with district stakeholders to link school meal programs, cafeteria nutrition promotion activities, school gardens, farm to school programs, other school foods, and nutrition-related community services.

Local food is defined as food that is grown or produced in California. Twin Rivers Unified School District will strive to assess, set goals, increase local and sustainable procurement and education annually. Language may be included in formal contracts for fruits and vegetables that include goals for sourcing and tracking food items from local farms.

To the extent feasible, healthy, locally-sourced products will be served at extracurricular school activities where food is served.

### Water Availability

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times 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.

### Sharing of Foods and Beverages

Students are not allowed to share foods or beverages with one another during meal or snack times, given concerns regarding food allergies, disease transmission, and restrictions on some children's diets. Any adult, or child not enrolled in the school shall not eat from an enrolled child's plate. A reimbursable school meal must be served and consumed only on school grounds or other school approved and supervised areas.

(cf. 11500, 11560)

### Meal Times and Scheduling

Students perform better academically when well-nourished, which includes having sufficient time to eat. Principals are encouraged to identify ways to successfully address the issue of adequate meal times for their students. The California Department of Education (CDE) recommends that all students have no less than 10 minutes for breakfast and no less than 20

minutes for lunch after being served.

Schools, to the extent possible:

1. Will provide students with a minimum of 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
2. Will schedule meal periods at appropriate times, e.g., lunch will be scheduled between 10am and 2pm.
3. Will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
4. Will provide students access to handwashing or hand sanitizing before they eat meals or snacks.
5. Take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

#### Qualifications of School Food Service Staff

Qualified ~~nutrition~~ professionals will administer child nutrition in the school meal programs. As part of the school district's responsibility to operate a nutrition services program, the district will provide continuing professional development for all child nutrition professionals in schools. The district recognizes the cultural diversity within the student population and will include in staff development the diversity of healthy food traditions in the student population. Staff development programs should include appropriate and required certification and/or training programs for child nutrition directors, and child nutrition managers according to their levels of responsibility.

#### Competitive Foods and Food Fundraisers

Foods or beverages sold as a fundraiser to students on school campus, during and 30 minutes after the school day, outside of the school meal program, must comply with state and federal competitive food or beverage restrictions. The district will make available to parents and teachers a list of healthy fundraising ideas. The Superintendent or designee shall require all school, parent, and pupil organizations involved in food sales and fundraisers to meet: AR 3554 Outside Food Sales; Hunger-Free Kids Act of 2010, 7 CFR, Parts 210.11 - 220.12; and *A Principal's Guide to State and Federal Regulations Pertaining to Fundraisers and Food Sales on Campus*.

(cf. 3554 Other Food Sales)

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district Nutrition Services Department will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

Nutrition Services will offer snacks to eligible sites with after school enrichment programs and

will pursue receiving reimbursements through the National School Lunch Program.

### Advertising and Promotion

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-a-way's, or other means. (7 CFR 210.30)

(cf. 1325 - Advertising and Promotion)

### Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health with an emphasis on serving fruits and vegetables as the primary snack. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district Nutrition Services Department will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. Nutrition Services will offer snacks to eligible sites with after-school enrichment programs and will pursue receiving reimbursements through federal programs.

### Rewards

Site administrators, site staff, parent organizations, and outside organizations will encourage the use of non-food items or nutritious foods, i.e. fruits and vegetables, as a reward for students' academic performance, accomplishments, or classroom behavior. Food or beverages will not be withheld as a punishment or enticement, including food served through school meals. All site and district staff will take into consideration dietary accommodations and potential ~~and~~ current food allergies when offering nutritious incentives.

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

### Celebrations

Our district strongly encourages non-food celebrations. Schools should limit celebrations that involve food during the school day to no more than one party, per class, per month. Each party should include no more than one food or beverage that does not meet the district's nutrition standards for foods and beverages. Celebrations must occur after the last lunch period.

The Nutrition Services Department will make available to parents and teachers a list of healthy party ideas, including ideas for rewards and celebrations in the classroom. For the safety of all children, all foods supplied for celebrations must be purchased from an establishment that holds a current and valid county health permit and must contain no added trans-fats. (Education Code 49430.5, 49430.7)

### Physical Education And Physical Activity

## Daily Physical Education (P.E.) Grades K-12

The Board of Education recognizes the positive benefits of physical activity for student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the district. The Board of Education desires to provide a physical education program that builds interest and proficiency in movement skills, encourages students' lifelong fitness through physical activity\*, and serves as a strong, cohesive, and comprehensive physical education program for all students. California's Physical Education Model Content Standards recommends three to four days of vigorous activity for elementary students and a minimum of four days for secondary students.

Schools will provide instruction and facilities/equipment to ensure that all students have the opportunity to participate in physical education/physical activity daily.

1. Students will have access to standards-based, high-quality PE curriculum taught by teachers who are appropriately credentialed, have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid California students in reaching academic proficiency. PE curriculum should address the diverse cultural backgrounds that students represent.
2. Teachers will receive professional development in PE content and curriculum evaluation when standards are updated, and to meet credentialing requirements.
3. Students will receive the mandated number of minutes\* of physical activity through their PE classes:  
Grades 1-6 200 minutes /10 school days  
Grades 7-12 400 minutes/10 school days

Site administrators are required to build these mandated minutes into their master schedules. These PE minutes are exclusive of recess.

Recommendation: A minimum of 50% moderate to vigorous physical activity.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 – Extracurricular and Co-Curricular Activities)

(cf. 6145.2 Athletic Competitions)

## Physical Activity and Punishment

It is the policy of the Board to promote the health and well-being of students by encouraging healthy lifestyles including the promotion of physical exercise and activity as part of the school day.

Teachers will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

The following list offers actions that are suitable alternatives to withholding or using physical activity as punishment:



- Include students in establishing expectations and outcomes early in the year, and review those expectations and outcomes frequently.
- Include students in meaningful discussions about goals and how to reach them.
- Be consistent with enforcing behavioral expectations within the learning environment.
- Practice and reward compliance with rules and outcomes.
- Offer positive feedback and compliment students for doing things right.
- Don't reinforce negative behavior by drawing attention to it.
- Develop efficient routines that keep students involved in learning tasks.
- Wait for students to be attentive before providing directions.

### Physical Fitness Testing

During the months of February, March, April, or May, students in grades 5, 7, and 9 will undergo the physical fitness testing designated by the State Board of Education.

Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents each year.

### Daily Recess

All elementary school students will have at least 20 minutes per day of supervised recess, preferably outdoors.

### After School

School administrators should establish community partnerships for athletic programs after school and encourage students to participate. They should support a strong, cohesive, and comprehensive physical education program for junior high and high school students.

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

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.

(cf. 1330.1 - Joint Use Agreements)

### Health And Wellness

#### Health Education

The district will provide planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health instruction that aligns with California Health Education Content Standards.

The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The curriculum will include instruction to assist students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive health education and wellness curriculum includes a variety of topics such as personal health, family health, injury prevention and safety, nutrition, prevention and control of disease, and substance abuse. Qualified, professional trained teachers and staff shall provide health education instruction.

In achieving health literacy, students will demonstrate the ability to comprehend essential concepts related to enhancing health, analyze internal and external influences that affect health, access and analyze health information, products, and services, use interpersonal communication skill to enhance health, use decision-making and goal setting skills to enhance health, practice behaviors that reduce risk and promote health, promote and support personal, family, and community health.

Health classes offered in high school shall address the Ed Code-mandated instruction on human immunodeficiency virus (HIV) and sexually transmitted diseases (STD). The district uses the state-approved "Positive Prevention" curriculum to address this mandate at the 7<sup>th</sup>, ~~and 8<sup>th</sup>~~, and 9th through 12th grade sites.

Professional staff development will be available to strengthen instructional strategies to assess health knowledge, nutrition, and skills that promote lifelong healthy behaviors. Annual training will also be provided to teachers to equip them with the knowledge and skills required to teach the mandated HIV/STD curriculum.

#### Health Services

The Superintendent or designee will seek out and establish community partnerships to provide mental and physical health services for the purpose of improving access to and removing barriers to healthcare for all students.

The district will seek opportunities to inform parents about the importance of vision, hearing, spinal care, mental health, and oral health as it relates to overall health and learning. The district shall encourage routine well-child care and immunization compliance as recommended for overall maintenance of good health and monitoring during the stages of childhood development.

The district will seek opportunities to provide education regarding the impact of stress on health and wellbeing, and support strategies for stress reduction in students. The district will ensure each student has access to a credentialed school nurse for anticipatory health guidance.

The district will assist families, whenever possible, in securing access to health resources including Medi-Cal, current state health resources and programs, and community health providers. Resource referrals may include but are not limited to health clinics, dental providers,

nutrition resources, emergency food lockers, or emergency shelters, etc.

### Counseling, Psychological and Social Services

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

Counseling and psychological services are provided to improve students' mental, emotional, and social health. These services may include individual and group assessments that may drive interventions and referrals. Professionals such as certified school counselors, psychologists, and social workers will provide assessment and consultation that contribute to the health of students and to the overall health of the school environment.

The Superintendent or designee will develop mental health crisis response intervention model which will include follow up services.

### Academic Counseling

Professional school counselors design and deliver comprehensive school guidance curriculum to ensure students have equal access to all coursework for graduation, and graduate college and career ready. School counselors will work collaboratively with local universities, community colleges, and vocational/trade schools to ensure our students have the necessary support to achieve their post-secondary goals. Counselors meet regularly with students and/or their parents to design their 6-4 year academic plans.

Professional development may be regularly offered to health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

### Physical Environment

The Superintendent or designee will ensure that a healthy educational environment, considering both physical and psychological aspects, exists in all facilities. To ensure student safety, appropriate supervision shall be provided in cafeterias and school grounds. Rules for safe behavior shall be monitored and consistently enforced.

A healthy physical environment includes physical safety; good air; access to fresh, no-cost drinking water throughout the day; and access to restrooms with running water, soap, disposable towels and/or hand dryers, proper trash and sanitary containers. Implementation of appropriate cleaning practices, properly operating heating and ventilation systems are required. Staff should

ensure each school site has access to well-maintained play areas, hard court and ‘natural’ fields. Each school site and facility will meet and/or have a plan of correction in the district’s master facility plan to meet current Americans with Disabilities Act (ADA) regulations and take steps for corrections as necessary. Staff from the facilities/maintenance department will conduct annually reviews of each site.

The Superintendent or designee will ensure proper review of cleaning agents, sprays or fertilizers and that mandated and a forty-eight hour notification is provided at all facilities before sprays, insect repellents or fertilizers are used. Preference will be given to the least toxic chemicals available per regulations.

A healthy social and psychological educational environment is one that fosters positive and engaging educational experiences for students, is broad and flexible, promotes caring relationships, and values youth as a resource that can work with adults in the creation of a healthy environment (such as: edible landscape, school gardens, orchards, etc.). Its goal is to increase youths’ sense of connectedness to school.

#### Social and Emotional School Climate

The board also promotes the psychosocial aspects of students’ educational experience that influence their social and emotional development. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

The Superintendent or designee may offer professional staff development on topics such as suicide prevention, substance abuse prevention, school safety and violence prevention, youth development initiatives, character education, drop-out prevention, services for students with disabling conditions, service learning, before and after school programs, as well as school improvement initiatives. Schools are encouraged to participate in the Police Services’ Gang Resistance Education & Training program to reduce student gang involvement.

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

#### Safe Routes to School

The school district will assess, and to the extent possible, make it safe for students to walk and bike to school by encouraging individual schools to perform walk audits. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “Safe Routes to School” funds, administered by the state Department of Transportation, to finance such improvements.

The district also encourages parents (as applicable) and students to walk and bike to school where safe routes are available. The district supports safe walking, bicycling, and other forms of active transportation to and from school, and encourages families to minimize automobile driving. The district also supports provision of traffic skills instruction and use of a pedestrian

safety curriculum. Also encouraged is the use of safe routes to school programs such as, but not limited to, walk to school, bike rodeos, walking school buses, and bicycle training programs. (cf. 5142.2 – Safe Routes to School Program)

### Family And Community Partnerships

Families and school staff will work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child’s learning and development. This relationship between school staff and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Family engagement should be continuous across a child’s life and requires an ongoing commitment as children mature into young adulthood.

The SWC will conduct an annual school wellness parent survey, using the results to guide student, family, and community outreach.

### Program Implementation, Evaluation And Monitoring

The Superintendent designates the individual(s) identified below as the responsible party for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.30)

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(Title or Position)

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(Phone Number)

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(Email Address)

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(cf. 0500 - Accountability)  
(cf. 3555 - Nutrition Program Compliance)

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)

The Superintendent or designee shall invite feedback on district and school wellness activities from community, parent and student leadership groups, nutrition service personnel, school administrators, the wellness committee, ~~parents/guardians, students,~~ teachers, before- and after-school program staff, and/or other appropriate persons.

The SWPC will chose assessment tool(s) for determining how well the policy indicators have been met at each school.

The assessment tool(s) will be used to collect data, enhance and support policy implementation, and 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.

Each school site will appoint a wellness leader to annually report assessment tool findings and Wellness Policy compliance to the SWPC. The wellness leader may assign staff, administration, and/or parent leadership to make observations, record data, share best practices and district resources at each site.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations 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. (42 USC 1758b)

(cf. 0500 – Accountability)

(cf. 3555 – Nutrition Program Compliance)

#### Notifications

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 annually to the public. The district shall 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 most effective methods of communication, including 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 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)

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education  
33350-33354 CDE responsibilities re: physical education  
38086 Free fresh drinking water  
49490-49494 School breakfast and lunch programs  
49500-49505 School meals  
49510-49520 Nutrition  
49530-49536 Child Nutrition Act  
49540-49546 Child care food program  
49547-49548.3 Comprehensive nutrition services  
49550-49561 Meals for needy students  
49565-49565.8 California Fresh Start pilot program  
49570 National School Lunch Act  
51210 Course of study, grades 1-6  
51220 Course of study, grades 7-12  
51210.1-51210.2 Physical education, grades 1-6  
51210.4 Nutrition education  
51222 Physical education  
51223 Physical education, elementary schools  
51795-**51798** School instructional gardens  
51880-51921 Comprehensive health education  
CODE OF REGULATIONS, TITLE 5  
15500-15501 Food sales by student organizations  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs  
UNITED STATES CODE, TITLE 42  
1751-1769j National School Lunch Program, especially:  
1758b Local wellness policy  
1771-1791 Child Nutrition Act, specially:  
210.30 Wellness policy  
220.1-220.22 National School Breakfast Program  
COURT DECISIONS  
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

#### Management Resources:

#### CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016  
Increasing Access to Drinking Water in Schools, Policy Brief, April 2013  
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012  
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Physical Education and California Schools, Policy Brief, rev. October 2007

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 2009

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, January 2015

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide rev.2012

FEDERAL REGISTER

Rules and Regulations, July 29, 2016, Vol. 81, Number 146, pages 50151-50170

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, re, 2012

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2016

WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

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

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

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

[http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_steps.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html)

U.S. Department of Agriculture, Healthy Meals Resource System:

<http://healthymeals.fns.usda.gov>

Policy TWIN RIVERS UNIFIED SCHOOL DISTRICT

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