

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 5030

Students

Wellness

INTRODUCTION

In support of community schools and thriving students, the Governing Board of the Oakland Unified School Board recognizes that social, emotional, and physical health are fundamental to being college, career, and community ready.

The Wellness Policy encompasses nine distinct but inter-related policy areas:

1. Nutrition (p. 2 below);
2. School Gardens (p. 4 below);
3. Physical Education and Physical Activity (p. 4 below);
4. Comprehensive Health Education (p. 5 below);
5. Positive School Climate (p. 5 below);
6. Physical School Environment (p. 6 below);
7. Access to and Coordination of Student Health Services (p. 8 below).
8. Staff Wellness (p. 9 below);
9. Assessment and Communication (p. 9 below).

The Superintendent of Schools or designee shall be responsible for the oversight, implementation, and evaluation of the Policy. A council of key stakeholders and community partners shall serve as an advisory group to oversee implementation of the Policy.

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

- All students have access to healthy food and beverages.
- All students receive high quality physical education and physical activity.
- Every school is a safe, clean, and healthy place in which children, staff, and families can learn, work, and engage.
- Every school has a positive school climate that nurtures learning, achievement, and growth of character.
- All students are taught the essential knowledge and skills they need to become “health literate” – that is, able to make health-enhancing choices and avoid behaviors that can damage health and wellbeing.

- All students have access to health services in partnership with schools, school-based health centers, school nurses, community agencies, and families.

NUTRITION

Ensure No OUSD Student Goes Hungry: The District shall strive to strengthen its outreach to students and their families to ensure that all eligible OUSD students are enrolled in and utilize the free/reduced meal program. The District shall ensure that OUSD students have access to nutritious meals (breakfast, lunch, snack, and supper) throughout the school year and via the summer meal program.

OUSD Nutrition Guidelines: The District shall develop, maintain, and update OUSD Nutrition Guidelines (Administrative Regulation 5030) for food and beverages that promote good health and meet or exceed all State and Federal requirements.

School Meal Program: All meals (breakfast, lunch, after-school snack, and supper) shall follow nutrition standards and procedures set by the United States Department of Agriculture (USDA) and State of California Legislation. All A La Carte items sold in the cafeteria shall meet or exceed the OUSD Nutrition Guidelines. All A La Carte items sold in the cafeteria shall be sold by, or with approval from, OUSD Nutrition Services.

OUSD Nutrition Services Purchasing and Procurement Practices: OUSD Nutrition Services is committed to following ethical procurement practices that bring benefits to people (including students, families, and staff), the environment, and the economy. The District will strive to develop innovative programs to support these practices, such as lunch-time salad bars and weekly school produce markets.

School Meal Schedules: Students shall have adequate time during the breakfast, lunch, snack, or supper periods to purchase or retrieve a meal, eat a meal without rushing, and to clean up after themselves.

Cafeteria Climate: The District shall provide adequate facilities for students to consume their meals, including age-appropriate seating. The District shall provide adequate adult supervision during meal service.

Environmental Impact: OUSD Nutrition Services will implement best practices to reduce packaging and food waste in the cafeteria.

Community & Customer Collaboration: OUSD Nutrition Services shall collaborate with community organizations, parents, students, and staff to ensure active participation and input regarding the OUSD school meal services.

Water: Free, clean drinking water shall be made available to all students during school meals. All students may bring drinking water from a designated school water source or

home into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills.

Competitive Foods: A Competitive Food is a food or beverage sold at school other than one served/sold as part of the school meal program. This includes any item sold in vending machines, a la carte, or through fundraising efforts on campus. All competitive foods should meet or exceed the OUSD Nutrition Guidelines, state safety standards, and state and federal requirements. See Board Policy and Administrative Regulation 3554.

Rewards: Non-food items are recommended as incentives and rewards. Food offered to students as incentives or rewards should meet or exceed OUSD Nutrition Guidelines and state safety standards. The withholding of food as punishment for students is prohibited.

Classroom Celebrations: Food served during classroom celebrations should meet the OUSD Nutrition Guidelines. No more than once a month, schools at their discretion may allow classrooms to hold a celebration involving food that does not meet the OUSD Nutrition Guidelines (such as for a birthday or holiday). Celebrations that include food and beverages must occur after the lunch period has ended. School administrators may determine to put further restrictions on celebrations. Food and beverages served must follow state safety standards.

School-Sponsored Events: Food and beverages served as part of a school-wide event (such as Back to School Night, school dances, etc) should always offer healthy options, such as fruit, vegetables, and water. Soda and candy shall never be served. Food and beverages served at events should follow state safety standards and efforts should be made to meet OUSD Nutrition Guidelines.

Student Personal Possession: Food and beverages may not be taken away from students if consumed during designated eating times, in designated eating areas, and in an appropriate manner.

Advertising Guidelines: The District shall not allow advertising of food and beverage items throughout the school campus that does not meet the OUSD Nutrition Guidelines. This includes posters, signs, and vending machines.

Nutrition Education: OUSD staff and partners will support and promote healthy lifestyles through nutrition education in the classroom, after school programs, and at family events.

SCHOOL GARDENS

The District recognizes that school gardens can improve student health and wellness, instill the value of healthy eating, increase physical activity, improve student achievement, and create highly engaging, interactive, and hands-on learning environments. The District supports the use of school gardens as a hands-on teaching

environment to enliven standards-based curriculum and provide tangible ways for parents and families to contribute to the school community.

The District shall make every effort to establish a school garden program (in-ground, raised bed, container, nearby park, community garden, farm, or lot) for each school site of sufficient size to provide students with experiences in planting, harvesting, preparing, serving, and tasting foods.

Garden Programs should integrate hands on, outdoor experiences into core curriculum for math, science, social studies, language arts, and nutrition/health education at all grade levels. Garden Programs shall collaborate with OUSD Nutrition Services in accordance with state and federal law to reflect seasonal and local foods in school meals.

School Garden Programs should adhere to the guidelines set forth by the Vegetation Policy (Board Policy 3285) and work with Buildings and Grounds staff and the District-wide Garden Council to ensure compliance with established protocols.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

The Governing Board recognizes the positive benefits of physical education and physical activity for student health and academic achievement. The Board supports a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, Physical Education activities should teach students how to cooperate in the achievement of common goals. The Oakland Unified School District recognizes that physical fitness and motor development of children in schools is of equal importance to that of core elements of the curriculum, and therefore shall be enforced with the same rigor.

The Physical Education program shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students, regardless of ability, to develop the skills, knowledge, and attitudes necessary to participate in a lifetime of healthy physical activity, as outlined in the Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve and the Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.

The OUSD Physical Education Program shall meet or exceed California Education Code standards for required minutes, instruction, course of study, exemptions and physical fitness testing.

See Board Policy and Administrative Regulation 6142.7 (Physical Education) for more information about the guidelines and requirements for the District's Physical Education program.

COMPREHENSIVE HEALTH EDUCATION

The Oakland Unified School District recognizes that health education is of equal importance to that of core elements of the curriculum, and therefore shall be enforced with the same rigor. Health education should build resiliency and foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district shall provide a planned, sequential health education curriculum for students in grades K-12 that is research-based and age appropriate. The content of health instruction shall be offered in accordance with law, Board policy, and the Health Education and Content Standards for California Public Schools, Grades K-12.

The Board intends for health education to be part of a comprehensive district program to promote the health and well-being of students and staff. Instruction in health-related topics shall be supported collaboratively by OUSD Departments, school sites, and external partners. The District shall make every effort to provide regular professional development for teachers and staff on how to best support this learning during the instructional day.

The Oakland Unified School District will enact a process for vetting instructional materials and content related to Family Life, Sexual Education, Alcohol, Tobacco or other Drug prevention, Nutrition and Behavioral Health that is delivered to OUSD students. This may include curriculum, print/digital and film media, classroom presentations or speakers, and assemblies that address these health topics. Materials will be selected based on age and developmental appropriateness, cultural inclusion, relevance to curriculum, and consistency with educational norms.

See Board Policy and Administrative Regulation 6142.8 (Comprehensive Health Education) for more information.

POSITIVE SCHOOL CLIMATE

The Governing Board recognizes that students and staff have the right to a safe and supportive school environment free from physical and psychological harm. The District shall identify and address potential risks to social, emotional, and mental well-being of its students and staff and shall provide resources as available to foster a positive school climate at every school. In addition, the Board is fully committed to creating a positive learning environment that teaches strategies for violence and bully prevention, and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Social Emotional Learning: Each school shall provide a learning environment for students and staff that is safe, orderly, caring, respectful, and equitable and that incorporates social and emotional learning into the curriculum for each grade level. See Board Policy 5031 for more information about the Board's commitment to supporting social emotional skills and competencies in students and staff.

Schools Free from Bullying, Discrimination, and Sexual Harassment: Schools shall implement measures and initiatives to prevent bullying and discrimination. See Board Policy and Administrative Regulation 5131.2 (Bullying), Board Policy and Administrative Regulation 5145.7, and Board Policy 5145.3 (Nondiscrimination, Harassment and Transgender Policy).

Adoption of Response to Intervention Framework: The Board desires the use of a positive approach to discipline and the use of preventative and restorative practices within a Response to Intervention (RTI) framework to minimize the need for discipline and maximize instructional time for every student. (BP 5144) School sites are encouraged to provide staff development training in conflict resolution, restorative justice practices, and positive behavior intervention and support (PBIS) with support from Central Office and community partners. As described in more detail below on page 9, every school site shall have a Coordination of Services Team (COST) to triage and link students with available services and supports.

Alternatives to Suspension: School sites will find alternatives to suspension by implementing RTI practices, particularly in cases of defiance of authority, profanity, and fighting. To ensure that discipline is appropriate and equitable, schools and the District shall collect and review discipline data on a monthly basis. See Board Policy and Administrative Regulation 5144 (Discipline) for more information.

Parent Engagement: All OUSD Central Offices, school sites, and partners shall adhere to the OUSD Standards for Meaningful Family Engagement. Every effort shall be made to alert families of all available resources and services, including mental health services, health clinics, etc. Translation shall be provided pursuant to Administrative Regulation 5124 (Translation and Interpretation Services; Communication with Parents/Guardians). Signage shall be visible and available in the school's primary languages to promote safety, communication, and respect for all.

PHYSICAL SCHOOL ENVIRONMENT

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from environmental and physical harm. The District shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner. In addition, the Board is fully committed to maximizing school safety.

School Safety: Staff shall be responsible for student safety and supervision during school. School sites shall make available copies of school safety rules to families. Students shall receive instruction on topics related to safety and injury prevention.

Emergency and Disaster Preparedness: To create a safe environment conducive to learning, each principal shall ensure the development of an annual comprehensive site level safety plan, with the support of OUSD Police Services. The safety plan should specify a school site safety team, safety goals, annual drills and designation of a primary

and secondary assembly point for school evacuations. Each principal shall ensure compliance at the school site with all relevant laws, policies, and plans related to safety in emergency and disaster situations. See Board Policy and Administrative Regulation 0450 (Comprehensive Safety Plan).

Clean Schools: Sites shall provide an environment for students, teachers, and staff that is conducive to learning.

Reducing Environmental Hazards: OUSD shall establish regulations to prevent and or reduce environmental hazards. Areas of concern shall include but not be limited to heating, ventilation, building materials, cleaning materials, equipment, vehicles, and outdoor pollutants (BP 3514). See Board Policy and Administrative Regulation 3514 (Environmental Safety).

Integrated Pest Management: The Board recognizes that chemicals used pursuant to pest management efforts can be hazardous. The District will adopt an integrated pest management program to eliminate potentially hazardous chemicals from school sites to ensure the health and safety of the staff and students. See Board Policy 3511.2 (Integrated Pest Management).

Design and Construction of High Performance Schools: OUSD shall incorporate sustainable design criteria into the District's school construction program, in accordance with the Collaborative for High Performing Schools (CHPS) best practices.

Asthma and Air Quality: OUSD will make every effort to educate staff, students, and parents/guardians about asthma and will establish management and support systems for students with asthma. See Board Policy and Administrative Regulation 5131.65 (Asthma). The Board shall support a comprehensive Indoor Air Quality Program to reduce the burden of asthma and promote a healthy learning environment.

Safe Play Spaces: Each school shall ensure that there is a clean and safe play environment that provides space to run, climb, play active sports, and engage in non-sport activities. When possible, grass or other natural elements should be integrated into play yards to offer play environments free of asphalt or cement.

Integrated Waste Management: The Board recognizes that it has a responsibility to make positive, tangible environmental change in the world while teaching students to be stewards of their communities, the earth, and its resources. The superintendent or designee shall develop an integrated waste management program to reduce waste, conserve natural resources, and protect the environment and to teach students about ecological sustainability, environmental health, and nutrition. The District will work to establish comprehensive recycling and composting programs at each school site in order to reduce the amount of readily recyclable and compostable material sent to landfill.

Safe Routes to School: The District shall support the Safe Routes to School Program at schools by promoting International Walk to School Day, walking school buses, safe

biking routes and bicycle storage, and safety patrols (student and adult). Schools shall create plans for safe car and bus drop offs and pick-ups, with an emphasis on reduced car idling to improve air quality.

ACCESS TO AND COORDINATION OF HEALTHCARE AND SOCIAL SERVICES

Providing access to health care and social services ensures that students are healthy and ready to learn and is an important element of a comprehensive approach to preventing disease and disability in children and youth.

OUSD represents a diverse population with a wide range of health needs. The District is committed to an equitable distribution of health and wellness services and resources across OUSD, with data-driven program development and quality improvement.

In order to ensure the health and safety of our students, community partners who want to provide health services at school sites, such as screenings, vision or dental services, vaccinations, physical exams and others, must be coordinated through the Health & Wellness Unit of the Family, School and Community Partnerships Department. This includes one-time as well as ongoing delivery of services to students.

School Nurses: The District will continue to provide comprehensive, equitable, and holistic nursing services by credentialed School Nurses to all students in grades pre-kindergarten through 12 (and until age 21 for some special education students). Services include case management of students with chronic health conditions, state-mandated screenings and audits, special education assessments, health education, and health-related trainings.

School Based Health Centers (SBHC): Through a partnership between OUSD, Alameda County, and community-based organizations, SBHCs provide access to important medical, mental health, and health education services for students and community members regardless of insurance status or ability to pay, and are committed to reducing the unmet need for health care services among OUSD youth and their families.

Behavioral Health: Because good mental health is critical to a student's ability to learn, the District shall collaborate with local and state health, mental health, and social service providers in order to offer integrated mental health services in district schools, including crisis response; and to provide equitable access to mental health and other health care services to all students within OUSD.

Referrals, Coordination, and COST: The District acknowledges that while our schools play a critical role in helping children access health care services, it is essential to achieve this in collaboration with local agencies and community-based organizations. A Coordination of Services Team (COST) is a site-based multidisciplinary team composed of service providers, school administration, and school staff and is designed to enable the

coordination and alignment of services to meet the needs of an individual student and family. All schools shall implement district-wide protocols for COST that ensure timely and equitable treatment for all referred students.

Health Coverage and Social Services Enrollment: Through a partnership with Alameda County and other community-based agencies, the District will continue to conduct central and site-based enrollment into free and low-cost health insurance and other social services programs.

STAFF WELLNESS

The Governing Board of the Oakland Unified School District recognizes that the success of district students and programs hinges on effective personnel. The Board shall actively support staff wellness by establishing safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The District's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

ASSESSMENT AND COMMUNICATION

A District committee shall oversee implementation and assessment of the Wellness Policy. This committee shall include District school health professionals, Nutrition Services professionals, physical education professionals, community partners, parents and students. The committee shall oversee a school site implementation assessment process. The committee shall produce written reports and presentations to the Governing Board, District staff, school site staff, community partners, families and students. The committee shall review the Wellness Policy at least every ten years or as required by the United States Department of Agriculture.

RELATED POLICIES AND REGULATIONS

- Administrative Regulation (5030)
- Board Policy and Administrative Regulation 3554 (Other Food Sales)
- Board Policy (Vegetation)
- Board Policy and Administrative Regulation 6142.7 (Physical Education)
- Board Policy and Administrative Regulation 6142.8 (Comprehensive Health Education)
- Board Policy 5031 (Social, Emotional Learning)
- Board Policy and Administrative Regulation 5131.2 (Bullying)
- Board Policy 5145.3 (Nondiscrimination, Harassment and Transgender Policy)
- Board Policy and Administrative Regulation 5144 (Discipline)
- Board Policy and Administrative Regulation 0450 (Comprehensive Safety Plan)
- Board Policy and Administrative Regulation 3514 (Environmental Safety)
- Board Policy 3511.2 (Integrated Pest Management)
- Board Policy and Administrative Regulation 5131.65 (Asthma)

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51796.5 School instructional gardens
51880-51921 Comprehensive health education
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769 National School Lunch Program, especially:
1758b Local wellness policy
1771-1791 Child Nutrition Act, especially:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.23 National School Breakfast Program
COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

Increasing Access to Drinking Water in Schools, Policy Brief, March 2013
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012
Building Healthy Communities: A School Leader's Guide to Collaboration and

Community Engagement, 2009
Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009
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
Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CALIFORNIA PROJECT LEAN PUBLICATIONS
Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006
CENTER FOR COLLABORATIVE SOLUTIONS
Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005
FEDERAL REGISTER
Rules and Regulations, January 26, 2012, Vol. 77, Number 17, pages 4088-4167
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS
Fit, Healthy and Ready to Learn, 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Dietary Guidelines for Americans, 2005
Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000
WEB SITES
CSBA: <http://www.csba.org>
Action for Healthy Kids: <http://www.actionforhealthykids.org>
California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>
California Department of Public Health: <http://www.cdph.ca.gov>
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>
California School Nutrition Association: <http://www.calsna.org>
Center for Collaborative Solutions: <http://www.ccscenter.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Dairy Council of California: <http://www.dairycouncilofca.org>
National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>
National Association of State Boards of Education: <http://www.nasbe.org>

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

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

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