

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5030(a)

School Wellness

District Standards for Nutritional Quality of Foods and Beverages Sold on Campus

Meals served through the National School Lunch Program and other food provided or sold by schools during the school day will be modified as follows:

- All foods served will be appealing and attractive to children.
- All meals will be served in clean and pleasant settings.
- Foods exposed to potentially harmful food additives and processes, such as preservatives (especially nitrates/nitrites), artificial sweeteners, bovine growth hormone, high fructose corn syrup, excessive salt, artificial flavors and colors, hydrogenated oils (transfats), and antibiotics shall be reduced and eliminated when possible or practical.
- The purchase of genetically modified food shall be examined on a case by case basis.
- The exposure of children to potentially harmful residues of toxic agricultural chemicals such as pesticides, herbicides, fertilizers, waxes, and fungicides will be reduced whenever possible or practical.
- All meals will contain fresh fruit and vegetables daily in each meal, with a variety of choices that, when practical, should be from local sources;
- Schools shall offer a variety of fresh fruits and vegetables, at least two vegetables and two fruit choices each day, and five different fruits and five different vegetables over the course of a week;
- Schools will serve only hormone free low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA), with sweetened cow's milk available only three times per week and antibiotic free whenever possible or practical.
- Ingredients and preparation methods of entrees in the elementary schools will be shared with parents and students. The information will be made available in the District's cafeterias as well as on the Oak Park Unified School District's web site.
- The healthiest lunch choices, such as salads and fresh fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices.
- Food service will pursue products with no added sugar and secondly with no processed sugar for the a la carte items, also referred to as competitive foods, offered at the middle school and at the high school.
- The Committee recommends that the District consider some type of water filtration system for drinking water at the schools to discourage the use of bottled water as schools are remodeled under the Facilities Master Plan.
- The National School Lunch Program is a Federal and State funded program designed to assist those families in need of financial assistance in providing nutritious meals to their children. The District will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

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(cf. 3553 - Free and Reduced Price Meals)

Meal Times and Scheduling

Schools:

- Middle and high schools will provide students with at least 20 minutes after sitting down for lunch and elementary schools will require students to remain seated to eat for at least 10 to 15 minutes prior to playing;
- Should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will be encouraged to schedule lunch periods to follow recess periods (in elementary schools);
- Will encourage parents to volunteer during lunch;
- Will provide students access to hand washing before they eat meals or snacks

Qualifications of School Food Service Staff

Qualified Child Nutrition professionals will administer the school meal programs. As part of the District's responsibility to operate a high-quality Child Nutrition program, the District will provide continuing professional development for all Child Nutrition professionals in the District's school cafeterias. Staff development programs will include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility in areas including safe food handling, food preparation, and service.

Other Food Served and Sold

Class Parties

- The District desires parents, guardians, volunteers, staff, and faculty to support the District's nutrition education program by: considering nutritional quality when selecting any snacks which they may donate or offer in the school and/or for occasional class parties; limiting foods (or beverages) that do not meet nutritional standards to no more than one food (or beverage) per party.
- Both parents and staff will be asked to take into consideration District nutrition guidelines when providing food during and after school meetings, rehearsals, practices, cooking classes, and similar activities for which students are present.
- It will be left up to the teacher's discretion to arrive at a maximum either of one agreed upon food that does not comply with the nutrition standards per month for celebrations and/or holidays such as Valentine's Day or Halloween.
- To use the OPUSD recommended list of school snacks.

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- Class parties or celebrations shall be held after the lunch period whenever possible.
- In light of wellness concerns, dietary restrictions and food allergies prevalent among students, birthdays should be celebrated in ways that do not involve bringing in outside food or beverages to the classroom including after school hours.

Fundraising/Rewards

To promote and ensure wherever possible healthy attitudes toward food and nutritional offerings of food:

- Food shall not be an individual reward for students' academic performance, accomplishments or behavior.
- Food provided by the school shall comply with District nutrition standards.
- The district recommends school organizations use healthy food items or non-food items for fundraising purposes.
- Foods that do not meet the District nutrition standards may be sold at least one-half hour after the end of the school day, or off school premises and must be in compliance with state nutrition laws SB 19 and SB 965.

(cf. 1230 - School-Connected Organizations)

Nutrition/Health Education Goals

To meet the Nutrition/Health Education goals, the Board will promote and enable schools to:

- Each school in the district establish an instructional garden (tilled ground, raised bed, container, nearby park, community garden, farm or lot) of sufficient size to provide students with experiences in planting, harvesting, food preparation, serving and tasting, including ceremonies and celebrations that observe food traditions, integrated with nutrition and core health curriculum and articulated with state standards;
- Staff/parent volunteers integrate hands-on experiences in gardens and classrooms with other relevant enriching activities such as farm field studies, farmers' markets tours, visits to community gardens and visits to health promotion/health care facilities. These opportunities will align with core health curriculum so that students begin to understand how lifestyle-related behaviors affect health, quality of life and longevity and how nutrition, food development/distribution affect individual/community health;
- Nutrition/health education is offered at each grade level as part of a sequential, coordinated, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Health/nutrition curriculum emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise) and links with the school meal program, other school foods and nutrition-related community services;
- Health education occurs not only in health/PE classes but is also creatively integrated into other subjects such as math, science, language arts, social sciences, and electives;

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- School sites include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities such as contests, promotions, cooking demonstrations/taste-testings, etc.;
 - Schools promote fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
 - Teachers engage students as active participants in developing, advocating, and implementing nutrition and health-related policies, programs, and services;
 - The district provides instructional staff with adequate and ongoing in-services in health education that focus on teaching strategies that assess health knowledge and skills and promote healthy behaviors;
 - Teachers integrate eating experiences, gardens, cooking classes and nutrition/health education into the core academic curriculum at all grade levels;
 - Students play a role in a district recycling program that begins with the purchase of recycled products and maximizes the reduction of waste by recycling, composting and purchasing recycled products;
 - Full-service kitchens are installed at school sites where public bond money is expended to repair or remodel the schools.
 - Schools are encouraged to incorporate a brief physical activity/relaxation technique such as tai chi, yoga, etc.

(cf. 6010 - Goals and Objectives)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

Goals for Student Learning

Students will:

- Understand and demonstrate behaviors that prevent disease and speed recovery from illness, based on self-management skills related to diet, physical activity and safe food handling;
- Demonstrate ways in which they can enhance and maintain healthy lifestyle-related behaviors, using knowledge gained from curriculum and current medical recommendations and implementing skills that demonstrate personal responsibility, especially in positive goal setting and decision making;
- Analyze the influence of family, peer pressure, culture, media, technology and other factors on their decisions related to nutrition, physical activity, and lifestyle choices;
- Understand and demonstrate how to be positive, active role models for promoting health-enhancing behaviors (including healthful food and beverage choices) for their families, peers and community through advocacy and interpersonal communication skills;
- Understand and accept individual differences in human growth and development and the relationship between the human body, nutrition and healthy behaviors;

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- Identify information, products, and services to promote healthy growth and development;
- Explore various food, agriculture, nutrition and health-related careers as vocational options.

(cf. 6142.8 - Comprehensive Health Education)

Environmental Responsibility and Waste Reduction

The Governing Board will ensure that:

- Meals prepared at school utilize fresh, whole, unpackaged, unprocessed or minimally-processed ingredients, to the maximum extent possible, in order to preserve nutritional content and reduce packaging waste;
- Cafeterias model environmentally-sound practices and educate/involve students and staff in reducing waste, composting, recycling and purchasing recycled materials;
- Post-consumer waste is composted and returned for use in the school garden;
- Packaging containing school meals is made of recycled materials that can (possibly) be recycled again;
- Savings from waste reduction policies administered by individual schools are tracked and rebated back to the school site for use in furthering the waste reduction and garden-based learning program.

Communications with Parents

The District and school sites will:

- Support parents' efforts to provide a healthy diet to their children and ensure ample opportunity for daily physical activity during the regular school day;
- Offer lifestyle-enriching seminars for staff, parents and students and send home nutrition/health information, post healthy lifestyle tips on the district wellness website and provide nutrient analyses of school menus;
- Encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet state/district nutrition standards;
- Provide parents a list of foods that meet the district's snack standards and offer ideas for healthy celebrations/parties, rewards, and fundraising activities;
- Create opportunities for parents to share their healthy food practices with others in the school community through parent-support groups and district-wide events (e.g., annual Chinese New Year event at MCMS);
- Provide information about physical education and other school-based physical activity opportunities before, during, and after the school day and support parents' efforts to provide their children with opportunities to be physically active outside of school.

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

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Food Marketing in Schools

School-based marketing will:

- Be consistent with district nutrition education and health promotion goals. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet state/district nutrition standards for meals or foods and beverages sold individually;
- Refrain from promoting predominantly low-nutrition foods and beverages, focusing instead on promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products;
- Use point-of-sale “teachable moments” to reinforce good nutrition and healthy lifestyle-related behaviors.

(cf. 3312 - Contracts)

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

(cf. 3554 - Other Food Sales)

(cf. 5148 - Child Care and Development)

(cf. 6300 - Preschool/Early Childhood Education)

Staff Wellness

The Oak Park Unified School District encourages:

- Highly values the health and well being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle;

Goals for Physical Education and Physical Activity

Definitions

Physical education is a planned sequential program of curricula and instruction that helps students develop the knowledge, skills, and confidence necessary for an active lifestyle.

Physical activity refers to participation in activities that require physical effort. Physical activity programs may provide participants with structured activity (games, sports, etc.), unstructured activity (walking programs, dance, etc.), or opportunities to participate in physical activity in the daily routine (walk-to-school programs, etc.).

Physical Education

The minimum requirements for physical education in OPUSD are:

- All K-12 students (including students with disabilities and/or special health-care needs and those in alternative educational settings) will receive physical education instruction as designated (Education Codes 51210, 51222, and 51223):
 - A minimum of 200 minutes for every 10 school days for students in grades 1-6

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- A minimum of 400 minutes for every 10 school days for students in grades 7-10
- Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program. (Education Code 51241)
- High school students who are exempt from two years of physical education in grades 10, 11, or 12, per local district policy, must be provided with the opportunity to participate in a variety of physical education elective courses. (Education Codes 51222(b) and 51241)

High school physical education course content will include each of the following areas when facilities, safety, and budget constraints allow: (1) effects of physical activity on dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythm and dance; (7) team sports; and (8) combatives. (5 CCR 10060)

- Physical education instruction is delivered by a teacher credentialed to teach physical education. (Education Code 44203)
- Class size is consistent with the requirements of good instruction and safety. (5 CCR 10060) Class size will be discussed by Physical Education teachers and Site Administrators to ensure that good instruction and safety guidelines are being followed if problems arise.
- OPUSD will administer the State of California Physical Fitness test annually to all students in grades five, seven, and nine during the months of February, March, April, or May. (Education Code 60800)
- Tests will be administered by credentialed teachers who have received proper training in testing protocol.
- Students will receive their individual fitness test results upon completing the test. (Education Code 60800)
- * Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. (Education Code 49001)

Curriculum and Instruction

Instruction in physical education should be based on the physical education content standards and should include the following:

- Full inclusion of all students
- At least 50 percent of instructional time spent in moderate-to-vigorous physical activity
- Maximum participation and ample practice opportunities for class activities
- A variety of instructional techniques and opportunities for growth and success
- Differentiation when possible and appropriate
- Well-designed lessons that facilitate student learning

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- Out-of-school assignments that support learning in the class room, the practice of learned skills, and is health and fitness based.
- Appropriate discipline and class management
- Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help students understand, improve, and/or maintain their physical well-being. This assessment must be explained, practiced, and reported to students and their parents.
- Development of cognitive concepts about motor skill and fitness
- Include outside speakers and experts on the health and fitness field

Facilities for Physical Education Instruction

- Physical Education facilities should be considered a classroom at each site
- School personnel will minimize the use of physical education facilities for non-instructional purposes during the school day. A master calendar for physical education facilities should be kept at each site so that all parties are aware of facility use.
- Physical Education facilities should be properly maintained by the site and district on a regular basis ensuring safety and security for students and teachers. The district and sites should develop a system of communication that ensures proper maintenance.
- When weather or other activities create conflicts in the usage of physical education facilities, site administration and physical education teachers should work together to find acceptable alternatives.

Assessment of Student Learning

- OPUSD will send each student's physical fitness test results to parents and guardians.
- In addition to the required physical fitness test, assessment of student learning and accurate reporting of progress should be an ongoing process in physical education.
- When possible, the use of technology to assess student learning and fitness should be used.
- When possible, student assessment should be tracked throughout their time in OPUSD to measure growth and development over a period of years.

Professional Development

- Teachers assigned to deliver physical education instruction should receive focused, on-going professional development related to curriculum, instruction, and assessment in physical education. The district should help facilitate this training when possible.

(cf. 4131- Staff Development)

(cf. 4331- Staff Development)

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Goals for Student Learning

The CDE's 2004 *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* outlines the essential skills and knowledge that all students need for maintaining a physically active lifestyle.

The five overarching standards state that students should:

- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performing physical activities.
- Assess and maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performing physical activities.

Physical Activity

It is recommended that:

Daily Recess

- All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate-to-vigorous physical activity, including the provision of space and equipment.

Integrating Physical Activity into the Classroom

- Schools will discourage extended periods (i.e., periods of two or more hours) of inactivity. For example, when activities such as mandatory school wide testing necessitate that students remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.
- Class room time in physical education should be spent on learning and discussing health and fitness related topics when possible.

Opportunities for Physical Activity Before and After School

- Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

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- All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs, intramural programs, and special events that focus on physical activity. High schools should offer interscholastic sports programs, as appropriate.
- After school enrichment programs will provide and encourage daily periods of moderate-to-vigorous physical activity for all participants, including the provision of space and equipment.

Safe Routes to School

- The school district will assess and, if necessary, improve students' ability to safely walk and bike to school. When appropriate, the district should collaborate with local public works, public safety, and/or police departments to achieve safe routes for walking and biking to school.
- 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 school district will encourage students to walk or bike to school. This will help alleviate transportation problems and encourage personal fitness.

Use of School Facilities Outside of School Hours

- School facilities and open spaces at school will be made available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacation periods when appropriate and possible. School facilities and open spaces also should be made available to community agencies and organizations that offer physical activity and nutrition programs.
- School facility use agreements with these groups should include clauses that provide for payment, upkeep, care, and maintenance for all school facilities being used.
- Schools are encouraged to develop joint-use agreements or memoranda of understanding with civic and community partners to implement formal agreements for the use of school facilities. Joint-use agreements will include clauses that provide for care and maintenance of the school facilities

Student Safety During Physical Activity

- The school/district will establish rules and procedures concerning safety for students and staff and assign responsibility for these rules and procedures appropriately.
- The school/district, working in collaboration with community health officials, will establish local standards for weather (heat) and air quality regarding students' participation in outdoor physical activity. The district will also establish policies that encourage the use of hats and sunscreen to prevent skin cancer and sun caused skin damage.

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- The school/district will ensure that students and staff have access to appropriate hydration (e.g., water or other fluids).
- The school/district, in conjunction with a nurse, will develop an emergency response system to expedite aid to students and/or staff who are injured or become ill at school. The emergency response system should be communicated to the school community, and the necessary training and practice should take place on a regular basis.
- Equipment used for physical activity will be properly monitored and maintained to ensure participants' safety.
- The school/district, in conjunction with a nurse and the physical education teacher, should develop policies that outline guidelines for student participation in physical activity at school when they have a medical condition. These policies will be communicated to all members of the school community and be designed to protect students' well-being and provide for maximum participation of students in physical activity, at an appropriate level

Physical Activity for School Staff

The school district will plan, establish, and implement activities to promote physical activity among staff and provide staff with convenient opportunities to engage in regular physical activity. School personnel should model healthy fitness habits whenever possible.

Goals for Other School-Based Activities

It is recommended that:

- All students will have daily access to a school nurse or a designated staff member who has current certification in CPR and first aid and is supervised by, and has physical or electronic access to, the school nurse or another duly qualified supervisor of health.
- Students have access to school counselors and psychologists who provide students with support and assistance in making healthy decisions, managing emotions, and coping with crises. (Eating disorder behaviors, including obesity, are often related to mental, emotional, and social problems, and overweight students may suffer from low self-esteem and/or be the target of bullying.) A plan and training will be organized to assist in identifying students with these issues.
- Schools provide a safe and healthy school environment that supports health literacy and successful learning and ensures that students and adults are physically and emotionally safe. In addition to physical safety, the school environment will reflect a sense of community and mutual support among staff and students.
- All school-based before and after school programs will be aligned with the health and wellness policies adopted by the district.

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- Parent/guardian outreach efforts will emphasize the relationship between student health and academic performance and address the need for consistent health messages between the home and the school environments. Outreach efforts could include speaker nights, fitness assessment, and open play opportunities.
 - Consistent health education, including but not limited to, nutrition and physical activity, should be provided to parents and families through the school/district newsletter, informational handouts, parent meetings, the school/district Web site, and other venues.

Staff wellness programs will support employees' efforts to improve their personal health and fitness so they can serve as role models and promote the health of others, including students.

Monitoring District Wellness Council

- The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the District's superintendent or designee.
- The District's Child Nutrition staff and the Wellness Council will ensure compliance with nutrition policies within the school food service program and will report on this matter to the superintendent.
- The Wellness Council will develop a summary report every two years on district-wide compliance with the district's established school health / wellness policies, based on input from schools within the district. That report will be provided to the Board of Education and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the District

Adopted: 5-16-06

Amended: 3-08

