

Caliente Union School District's Wellness Policies on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

- Thus, the Caliente Union School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Caliente Union School District that:
The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs. Our Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. School Health Councils

Our school district will create, strengthen, or work within existing school site councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milks and nutritionally-equivalent nondairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.

Our Schools will 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, schools share information about the nutritional content of meals with parents and students. Such information is made available on menus and a website.

Free and Reduced-priced Meals. Schools 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.

Meal Times and Scheduling. Schools:

- will provide students with at least 20 minutes after sitting down for lunch;
- will schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- will 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 the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. Our School discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte snack, fundraisers, school stores, etc.)

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in our schools. Given young children's limited nutrition skills, food in our schools are sold as balanced meals. If available, foods and beverages sold individually will be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Beverages

- Allowed: water or seltzer water without added caloric or artificial sweeteners; fruit and vegetable juices and fruit-based drinks that are 100% juice and that do not contain additional caloric or artificial sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- Not allowed: soft drinks containing caloric or artificial sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric or artificial sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

- A food item sold individually:
 1. will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
 2. will have no more than 35% of its *weight* from added sugars;
 3. will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
 4. A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric or artificial sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes:

- Limit portion sizes to those listed below:
 1. One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
 2. One ounce for cookies;
 3. Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
 4. Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
 5. Eight ounces for non-frozen yogurt;
 6. Twelve fluid ounces for beverages, excluding water; and
 7. The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities. To support children’s health and school nutrition-education efforts, our school’s fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Our schools encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

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 snacks and water as the primary beverage. Our 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 will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Our schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Our schools will limit celebrations that involve food during the school day to no more than one party per class per month. Each party will include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food

Marketing

Nutrition Education and Promotion. Caliente Union School District aims to teach, encourage, and support healthy eating by students. Our schools will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents. The district will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Our schools encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district will provide opportunities for parents to share their healthy food practices with others in the school community. The district will 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. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Staff Wellness. Caliente Union School District highly values the health and wellbeing of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-8. All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 200 minutes every 10 days) for the entire school year. All physical education will be taught by a certified teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Our students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess. Our students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Use of School Facilities Outside of School Hours. Our school spaces and facilities will be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities are available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. 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 school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible. The superintendent or designee will develop a summary report every five years on district-wide compliance with the district's established nutrition and physical activity wellness policies. That report will be provided to the school board and the school site council.

Policy Review. To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every five years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Board Approved May 11, 2006

The following are examples of policy language for school districts to consider while drafting policy for nutrition education. They are adapted from USDA's ***Changing the Scene***. Each can be used as an item in a wellness policy or to help you as you think about policy language for developing your own policy. Feel free to expand them and make them more specific, quantifiable, and/or stringent to meet your district's needs.

- Students in grades pre-K-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers.
- Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community and media
- District health education curriculum standards and guidelines include both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- Schools are enrolled as Team Nutrition Schools, and they conduct nutrition education activities and promotions that involve parents, students, and the community.

Action For Healthy Kids, Arizona State Team Arizona Healthy School Environment Model Policy

Introduction

- Approximately 13% of school-age children are obese, and 15% are overweight. (2001 Surgeon General's Report)
- Between 56 – 85% of school age children consume soda everyday. (J Am Diet Assoc. 2003)
- 51% of school-age children consume less than one serving of fruits and vegetables a day. (J Am Diet Assoc. 2003)
- 84% of school-age children consume too much fat. (J Am Diet Assoc. 2003)
- Among children of varying ages, 8 to 45% (depending on geographic region) of newly diagnosed cases of childhood diabetes are Type 2, non-insulin dependent associated with obesity. (American Academy of Pediatrics, 2000)
- Most high school students take only one year of physical education between grades 9 and 12 and less than a third of high school students attend physical education classes daily (NASPE 2001). One out of four children do not attend any school physical education classes (CDC 1999-2000).

The research listed above presents an alarming reality that today's schools, communities, and families are faced with addressing. Recognizing the value of school meals and good nutrition, the Arizona State Team of the Action For Healthy Kids Coalition urges school educators, administrators and school board officials to create healthy school environments through adopting sound nutrition-food service environment policies. This Arizona "model" nutrition policy has been developed to protect the health of Arizona's school children so they may achieve their full academic potential.

The school nutrition-food service environment is one of the three initiatives identified by Action For Healthy Kids for providing a school environment that models health promotion and takes action to combat the rising health risks in children. The normal school day is for most children nearly one-half of their non-sleep time day. The school nutrition-food service environment is an important and critical partner with physical activity and nutrition education in improving children's health.

All Arizona public, private and charter schools should endeavor to voluntarily adopt the policy in part or as a whole, recognizing that the maximum benefit will be achieved by adopting the policy in whole.

Policy Terms and Definitions

Action For Healthy Kids Coalition - (AFHK) is a nationwide initiative dedicated to improving the health and educational performance of children through better nutrition and physical activity in schools. This effort represents a response to our nation's epidemic of overweight, sedentary, and undernourished children and adolescents. AFHK is composed of 51 State Teams and a national coordinating and resource group. AFHK fosters sharing and collaboration among diverse stakeholders to encourage and facilitate meaningful change in schools. Guidance and direction is provided by more than 35 national organizations and government agencies representing education, health, physical activity and nutrition. <http://www.actionforhealthykids.org/index.htm>

Center For Disease Control and Prevention – (CDC) is recognized as the lead federal agency for protecting the health and safety of people - at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships. <http://www.cdc.gov/default.htm>

Overweight - a state in which weight exceeds a standard based on height; having a body mass index of 25-29.9 or greater.

Obesity - The CDC uses growth charts BMI-for-age to assess overweight in children (2-20 years old). 85th percentile to < 95 percentile is considered at risk for overweight and a BMI-for-age of 95th percentile or greater is considered overweight

Dietary Guidelines for Americans – dietary recommendations for healthy Americans age 2 years and over about food choices that promote health specifically with respect to prevention or delay of chronic diseases.

Physical Activity - CDC defines physical activity as any bodily movement produced by skeletal muscles that results in an expenditure of energy.

National School Lunch Program – (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

American School Food Service Association – (ASFS) has been advancing the availability, quality and acceptance of school nutrition programs as an integral part of education since 1946. The Association strives to see that all children have access to healthful school meals and nutrition education. The primary activities of the association are 1) providing education and training, 2) setting standards through certification and credentialing, 3) gathering and transmitting regulatory, legislative, industry, nutritional and other types of information related to school nutrition, and 4) representing the nutritional interests of all children. <http://www.asfsa.org/>

Hazard Analysis & Critical Control Points – (HACCP) involves seven principles in order to identify, analyze, prevent and or control any biological, chemical, or physical hazard. HACCAP was developed and is maintained as part of the Food and Drug Administration (FDA). <http://www.cfsan.fda.gov/~comm/haccpov.html>

Normal School Day – Time period spanning from the first bell of the day that begins the first class period to the last bell of the day ending the final class period. For schools who have multiple schedules in place, the school day for each schedule ends 7 hours after the first bell indicating the start of the initial class of the first session.

Caliente Union School District Wellness Policy

Purpose and Goals

All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, all school staff members are encouraged to model healthy eating behavior as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- A food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- Pleasant eating areas for students and staff with adequate time for unhurried eating;
- An overall school environment that encourages students to make healthy food choices;
- Opportunities and encouragement for staff to model healthy eating habits;
- Services to ensure that students and staff with nutrition-related health problems are referred to appropriate services for counseling or medical treatment; and
- Strategies to involve family members in program development and implementation.

The school nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

I. The Food Service Operation

A. Financial Management

1. It is acknowledged that the feeding of children is primarily a family responsibility. To supplement their efforts, every school shall operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
2. The food service program shall aim to be financially self-supporting. However, the program is essential educational and support activity and budget neutrality or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food

service fund is needed, it should not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.

B. Program Requirements

1. **During each school day the food service program shall offer lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Program.** Additionally, the food service program shall offer snacks based on the nutrient guidelines in the USDA's After School Snack Program to those students in after-school education or enrichment programs. Each school shall encourage all students to participate in meal opportunities. In particular, the school shall make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and that eligible families are encouraged to apply. The program shall maintain the confidentiality of students and families applying for or receiving free or reduced-price meals.
2. Our School shall offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. Menus should be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies shall be designed to encourage students to purchase nutritious items. Procedures shall be in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.
3. The school food service program shall monitor the nutrient breakdown of their menus and analyze the menus offered to students using nutrient analysis software to ensure that USDA guidelines are being met.
4. The school food service program shall have in place a procedure for handling leftover food production. Staff shall cooperate with efforts in the community to recover wholesome excess food for distribution to people in need.

C. Staffing

1. Our district shall employ a food service director, who is properly qualified, according to current professional standards, to administer the school food service program and satisfy reporting requirements. The American School Food Service Association has established

certification and credentialing standards available at <http://www.asfsa.org/continuinged/>. The American Dietetic Association (ADA) has established certification and credentialing standards available at www.eatright.org. Schools should utilize ASFSA and ADA recommendations for food service staffing and qualifications to appropriately staff their food service departments.

2. Dining room supervisory staff shall receive appropriate training in how to maintain safe, orderly, and pleasant eating environments.
3. Food service staff are encouraged to inform and collaborate with classroom teachers about the school nutrition education.

D. Adequate Eating Space and Time and Appropriate Use of Food

1. Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. Safe drinking water and convenient access to facilities for hand washing and oral hygiene must be available during all meal periods.
2. Food shall not be withheld from students as punishment.

E. Food Safety

1. All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation; handling, and storage; drinking water; sanitation; and workplace safety.
2. All food service personnel shall have adequate pre-service training and must hold a Serve Safe certificate. *All food service workers in establishments handling open food must obtain a food handler's card or applicable requirements for each county following the guidelines of the California Department of Health Services.*

II. Nutrition Education

A. Instructional Program Design

1. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through eighth. The nutrition education program shall focus on students' eating behaviors be based on theories and methods proven effective by published research, and be consistent with the state's/district's health education

standards/guidelines/framework. Nutrition education shall be designed to help students learn:

- a. Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparations, handling and storage;
 - b. Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and
 - c. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.
2. Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.
 3. The school site council shall assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards as mandated by the state. Materials developed by food marketing boards or food corporations shall be examined for inappropriate commercial messages.

B. Staff Qualifications

1. Staff responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

C. Educational Reinforcement

1. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for house-bound people. School officials should disseminate information to parents, students, and staff about community programs that offer nutrition assistance to families.

D. Nutrition-Related Health Problems and Modified Diets

1. The school food service program will comply with USDA's disability requirements for modified diets. The school food service program is strongly encouraged to meet ethnic dietary requests as recommended by USDA.

III. Food Choices at School and a Healthy School Environment

A. The School Environment

1. Recess

- a. Careful consideration of the school lunch environment shall be taken into account when scheduling recess. The importance of physical activity for children of all ages and supervised playtime for younger children shall be duly acknowledged. *Center for Disease Control defines physical activity as any bodily movement produced by skeletal muscles that results in an expenditure of energy.*

2. Commercial Advertising

- a. Advertising messages will be consistent with and reinforce the objectives of the educational and nutrition environment goals of the school. Advertising of foods or beverages in the areas accessible to students during meal times is consistent with established nutrition environment standards.

B. Nutritious Food Choices

1. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products, shall be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Our Schools shall take efforts to encourage students to make nutritious food choices. Eat smart, Play Hard nutrition education and promotional materials are designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity. The campaign uses Power Panther™ as the primary communication vehicle for delivering the messages to children and their caregivers.
2. Food and beverages sold or served on school grounds or at school-sponsored events during the normal school day shall meet the Dietary Guidelines for Americans and other nutrition standard

guidelines as set forth by the California Department of Education Child Nutrition Programs. This includes:

- a. food and beverages sold as part of school-sponsored fundraising activities; and
 - b. refreshments served at student parties, celebrations, and meetings.
3. Foods of Minimal Nutritional Value as defined by 7 CFR 210.11(2) are prohibited from being served or sold anywhere a reimbursable meal is served, sold, and/or eaten. Foods of minimal nutritional value as defined by USDA include carbonated beverages, water ices, chewing gum, hard candies, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.

C. Food Sales

1. At the discretion of the Food Service Director, the management of foods sales on school grounds shall be under the management of the school food service program, (except foods sold as part of a fundraising activity). If food and beverages are sold during school hours and are not under the management of the school's food service programs, the nutrition requirements of USDA's School Lunch Program and the nutrition environment requirements set forth in this policy must still be met.
2. Only student organizations and organizations approved by the superintendent are permitted to engage in fundraising on school grounds during the school day. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fundraising purposes are prohibited during meal services and until 30 minutes after the last meal is served during the school day. Foods sold for fundraising purposes during the school day shall be monitored by the food service director to ensure compliance with the nutritional standards established by the USDA for school food service programs. Organization raising funds by selling foods must schedule and authorize the fundraiser with the food service director prior to the event.
3. Foods and beverages that have as the first ingredient: sugar, corn syrup, shortening, lard, or similar, may not be sold to students on school grounds during the normal school day.

IV. Physical Activity and a Healthy School Environment

A. Recommendations for Physical Activity

1. Physical education courses should be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
2. Physical activity involves bodily movement that results in an expenditure of energy of at least a moderate intensity level and for duration sufficient to provide a significant health benefit for students.
3. Children should accumulate at least 60 minutes of physical activity on all or most days of the week. This can be accomplished through several bouts of physical activity lasting 15 minutes or more each day.
4. Extended periods of inactivity (periods of two or more hours) are discouraged.

B. Recommendations for Physical Education for Children During the Normal School Day

1. Schools should provide daily recess periods of at least 20 minutes for all elementary school students.
2. Implement a sequential physical education course of study consistent with national standards for physical education and with a focus on students' development of motor skills, movement forms, and health-related fitness.
3. Ensure that students are moderately to vigorously active at least 50% of the time while participating in physical education classes.
4. Provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.

C. Encouraging Lifetime Physical Activity

1. Our School encourages parents and community members to institute programs that support physical activity.

The policy will be modified based on legislation.

VI. Resources for Local School Wellness Policies on Nutrition and Physical Activity

Crosscutting:

- *School Health Index*, Centers for Disease Control and Prevention, <<http://apps.nccd.cdc.gov/shi/>>
- Local Wellness Policy website, U.S. Department of Agriculture, <<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>>
- *Fit, Healthy, and Ready to Learn: a School Health Policy Guide*, National Association of State Boards of Education, <www.nasbe.org/HealthySchools/fithealthy.mgi>
- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <www.iom.edu/report.asp?id=22596>
- *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*, Action for Healthy Kids, <www.actionforhealthykids.org/docs/specialreports/LC%20Color%20_120204_final.pdf>
- *Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs*, Centers for Disease Control and Prevention, <www.cdc.gov/healthyyouth/publications/pdf/ten_strategies.pdf>
- *Health, Mental Health, and Safety Guidelines for Schools*, American Academy of Pediatrics and National Association of School Nurses, <<http://www.nationalguidelines.org>>
- *Cardiovascular Health Promotion in Schools*, American Heart Association [link to pdf]

School Health Councils:

- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils*, American Cancer Society [link to PDF]
- *Effective School Health Advisory Councils: Moving from Policy to Action*, Public Schools of North Carolina, <www.nchealthyschools.org/nchealthyschools/htdocs/SHAC_manual.pdf>

Nutrition:

General Resources on Nutrition

- *Making it Happen: School Nutrition Success Stories*, Centers for Disease Control and Prevention, U.S. Department of Agriculture, and U.S. Department of Education, <<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/>>
- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/Healthy/changing.html>
- *Dietary Guidelines for Americans 2005*, U.S. Department of Health and Human Services and U.S. Department of Agriculture, <www.health.gov/dietaryguidelines/dga2005/document/>
- *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, <www.cdc.gov/mmwr/pdf/rr/rr4509.pdf>
- *Healthy Food Policy Resource Guide*, California School Boards Association and California Project LEAN, <www.csba.org/ps/hf.htm>
- *Diet and Oral Health*, American Dental Association, <<http://www.ada.org/public/topics/diet.asp>>

School Meals

- *Healthy School Meals Resource System*, U.S. Department of Agriculture, <<http://schoolmeals.nal.usda.gov/>>
- *School Nutrition Dietary Assessment Study–II*, a U.S. Department of Agriculture study of the foods served in the National School Lunch Program and the School Breakfast Program, <www.cspinet.org/nutritionpolicy/SNDAIIfind.pdf>
- *Local Support for Nutrition Integrity in Schools*, American Dietetic Association, <www.eatright.org/Member/Files/Local.pdf>
- *Nutrition Services: an Essential Component of Comprehensive Health Programs*, American Dietetic Association, <www.eatright.org/Public/NutritionInformation/92_8243.cfm>
- *HealthierUS School Challenge*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/HealthierUS/index.htm>
- *Breakfast for Learning*, Food Research and Action Center, <www.frac.org/pdf/breakfastforlearning.PDF>
- *School Breakfast Scorecard*, Food Research and Action Center, <www.frac.org/School_Breakfast_Report/2004/ >
- *Arkansas Child Health Advisory Committee Recommendations* [includes recommendation for professional development for child nutrition professionals in schools], <www.healthyarkansas.com/advisory_committee/pdf/final_recommendations.pdf>

Meal Times and Scheduling

- *Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute (NFSMI) [Attach PDF file]
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, <www.nfsmi.org/Information/Newsletters/insight24.pdf >

Nutrition Standards for Foods and Beverages Sold Individually

- *Recommendations for Competitive Foods Standards* (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy, <www.publichealthadvocacy.org/school_food_standards/school_food_stan_pdfs/Nutrition%20Standards%20Report%20-%20Final.pdf>
- *State policies for competitive foods in schools*, U.S. Department of Agriculture, <www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm>
- *Nutrition Integrity in Schools*, (forthcoming), National Alliance for Nutrition and Activity
- *School Foods Tool Kit*, Center for Science in the Public Interest, <www.cspinet.org/schoolfood/>
- *Foods Sold in Competition with USDA School Meal Programs* (a report to Congress), U.S. Department of Agriculture, <www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf>
- *FAQ on School Pouring Rights Contracts*, American Dental Association, <http://www.ada.org/public/topics/softdrink_faq.asp>

Fruit and Vegetable Promotion in Schools

- *Fruits and Vegetables Galore: Helping Kids Eat More*, U.S. Department of Agriculture, <www.fns.usda.gov/tn/Resources/fv_galore.html>
- *School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$29.95 at <www.shop5aday.com/acatalog/School_Food_Service_Guide.html>.
- *School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$9.95 at <www.shop5aday.com/acatalog/School_Food_Service_Guide.html>

- National Farm-to-School Program website, hosted by the Center for Food and Justice, <www.farmtoschool.org>
- Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association, <<http://www.uffva.org/fvpilotprogram.htm>>
- Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at <www.5aday.org>

Fundraising Activities

- *Creative Financing and Fun Fundraising*, Shasta County Public Health, <www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>
- *Guide to Healthy School Fundraising*, Action for Healthy Kids of Alabama, <www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2031%20-%20Fundraising.pdf>

Snacks

- *Healthy School Snacks*, (forthcoming), Center for Science in the Public Interest
- Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center, <www.frac.org/html/building_blocks/afterschsummertoc.html>

Rewards

- *Constructive Classroom Rewards*, Center for Science in the Public Interest, <www.cspinet.org/nutritionpolicy/constructive_rewards.pdf>
- *Alternatives to Using Food as a Reward*, Michigan State University Extension, <www.tn.fcs.msue.msu.edu/foodrewards.pdf>
- *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]

Celebrations

- *Guide to Healthy School Parties*, Action for Healthy Kids of Alabama, <www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2032%20-%20parties.pdf>
- *Classroom Party Ideas*, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign, <<http://ucce.ucdavis.edu/files/filelibrary/2372/15801.pdf>>

Nutrition and Physical Activity Promotion and Food Marketing:

Health Education

- *National Health Education Standards*, American Association for Health Education, <http://www.aahperd.org/aahe/pdf_files/standards.pdf>

Nutrition Education and Promotion

- U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them), <www.fns.usda.gov/tn/Educators/index.htm>
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service, <www.fns.usda.gov/tn/resources/power_of_choice.html>
- *Nutrition Education Resources and Programs Designed for Adolescents*, compiled by the American Dietetic Association, <www.eatright.org/Public/index_19218.cfm>

Integrating Physical Activity into the Classroom Setting

- *Brain Breaks*, Michigan Department of Education, <www.emc.cmich.edu/brainbreaks>
- *Energizers*, East Carolina University, <www.ncpe4me.com/energizers.html>

Food Marketing to Children

- *Pestering Parents: How Food Companies Market Obesity to Children*, Center for Science in the Public Interest, <www.cspinet.org/pesteringparents>
- *Review of Research on the Effects of Food Promotion to Children*, United Kingdom Food Standards Agency, <www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf>
- *Marketing Food to Children* (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO), <<http://whqlibdoc.who.int/publications/2004/9241591579.pdf>>
- *Guidelines for Responsible Food Marketing to Children*, Center for Science in the Public Interest, <<http://cspinet.org/marketingguidelines.pdf>>
- *Commercial Activities in Schools*, U.S. General Accounting Office, <www.gao.gov/new.items/d04810.pdf>

Eating Disorders

- Academy for Eating Disorders, <www.aedweb.org>
- National Eating Disorders Association, <www.nationaleatingdisorders.org>
- Eating Disorders Coalition, <www.eatingdisorderscoalition.org>

Staff Wellness

- *School Staff Wellness*, National Association of State Boards of Education [link to pdf]
- *Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small*, Partnership for Prevention, <www.prevent.org/publications/Healthy_Workforce_2010.pdf>
- *Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program*, Wellness Councils of America, <www.welcoa.org/wellworkplace/index.php?category=7>
- *Protecting Our Assets: Promoting and Preserving School Employee Wellness*, (forthcoming), Directors of Health Promotion and Education (DHPE)

Physical Activity Opportunities and Physical Education:

General Resources on Physical Activity

- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*, Centers for Disease Control and Prevention, <www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>
- *Healthy People 2010: Physical Activity and Fitness*, Centers for Disease Control and Prevention and President's Council on Physical Fitness and Sports, <www.healthypeople.gov/document/HTML/Volume2/22Physical.htm#_Toc490380803>
- *Physical Fitness and Activity in Schools*, American Academy of Pediatrics, <<http://pediatrics.aappublications.org/cgi/reprint/105/5/1156>>

Physical Education

- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368§ion=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726§ion=5>>
- *Opportunity to Learn: Standards for High School Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727§ion=5>>
- *Substitution for Instructional Physical Education Programs*, National Association for Sport and Physical Education,

<www.aahperd.org/naspe/pdf_files/pos_papers/substitution.pdf>

· *Blueprint for Change, Our Nation's Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together*, PE4life,

<www.pe4life.org/articles/blueprint2004.pdf>

Recess

· *Recess in Elementary Schools*, National Association for Sport and Physical Education,

<www.aahperd.org/naspe/pdf_files/pos_papers/current_res.pdf>

· *Recess Before Lunch Policy: Kids Play and then Eat*, Montana Team Nutrition,

<www.opi.state.mt.us/schoolfood/recessBL.html>

· *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute,

<www.nfsmi.org/Information/Newsletters/insight24.pdf>

· The American Association for the Child's Right to Play,

<<http://www.ipausa.org/recess.htm>>

Physical Activity Opportunities Before and After School

· *Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education,

<www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf>

· *The Case for High School Activities*, National Federation of State High School Associations,

<www.nfhs.org/scriptcontent/va_custom/vimdisplays/contentpagedisplay.cfm?content_id=71>

· *Rights and Responsibilities of Interscholastic Athletes*, National Association for Sport and Physical Education,

<www.aahperd.org/naspe/pdf_files/pos_papers/RightandResponsibilities.pdf>

Safe Routes to School

· *Safe Routes to Schools Tool Kit*, National Highway Traffic Safety Administration,

<www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/>

· *KidsWalk to School Program*, Centers for Disease Control and Prevention,

<www.cdc.gov/nccdphp/dnpa/kidswalk/>

Eat Smart. Play Hard.[™] Eat smart, Play Hard nutrition education and promotional materials are designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity. The campaign uses Power Panther[™] as the primary communication vehicle for delivering the messages to children and their caregivers.

Caliente Union School District

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of

a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1330 - Use of Facilities)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

- (cf. 4118 - Suspension/Disciplinary Action)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

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