

Students

STUDENT WELLNESS

BP 5030

The Governing Board recognizes the link between student health and learning and is committed to provide a safe and health-promoting learning environment for students. The District desires to provide a comprehensive program promoting wellness for students. The Superintendent or designee shall coordinate and align district efforts to build a coordinated school health system that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

Pasadena Unified School District defines wellness as an active process of becoming aware of and making choices toward a healthy life. The Board believes that wellness - the interplay of cognitive, behavioral, emotional, physical and social well-being - will contribute to improved health status, improved morale, and a greater commitment to supporting student academic growth, and positive behavioral, social and emotional development. Children and youth that begin each day as healthy individuals are more receptive to the learning experience and more likely to succeed now and in the future.

This policy encourages a comprehensive approach to school and community wellness that is sensitive to the needs of students, staff, and community. This policy addresses all components of the Coordinated School Health Program as recommended by both the California Department of Education and Department of Health Services.

The district will maintain a focus on health equity and will work to ensure that all students and staff across the district have equitable access to health and wellness efforts. The district recognizes that the out-of-school time (OST) settings, such as LEARNS, academic enrichment programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams,) and multipurpose programs that provide an array of activities (e.g., Boys & Girls Clubs, recreation agencies and YMCAs), provide critical opportunities to teach and reinforce healthy habits. As such, the district will promote the use of the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards among all school-based OST program providers.

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

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(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.27 - Food Allergies/ Special Dietary Need)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)
(cf. 5142.2 - Safe Routes to School Program)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6164.2 - Guidance/Counseling Services)

The Governing Board of Pasadena Unified School District recognizes the importance of a farm to school approach to help students eat more nutritious foods and promote healthier lifelong eating patterns, support the local economy and local farmers, and teach students about the origins of their food and how their food is grown.

The Superintendent or designee has the authority to approve a farm to school program and the integration of the farm to school program into the school food program and the curricular and co-curricular activities of the schools. The superintendent or designee will ensure that the development of a farm to school program includes the necessary coordination with appropriate representatives of the school food authority.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school websites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance and the inclusion of the importance of a farm to school approach.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Websites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6020 - Parent Involvement)

District Wellness Committee

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The Superintendent or designee shall encourage parents/caregivers, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.31)

The Board will create and support a community in which District leadership, staff, students and other stakeholders are actively engaged in supporting wellness. To fulfill this requirement, the Superintendent or designee may appoint a District Wellness Committee (DWC) and a Wellness Committee Coordinator. The committee may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

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

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

The wellness committee shall advise the district on health-related issues, activities, policies, and programs that support well-being and resilience in a variety of ways including; Social and Emotional Learning, Positive Behavioral Interventions and Supports, Restorative practices, and Trauma Informed strategies.

At the discretion of the Superintendent or designee, the duties of the committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Each school within the district will integrate a School Wellness Committee (SWC) that gathers to review school-level issues, in coordination with the DWC. The SWC will plan, implement, and evaluate activities that support the District Wellness Policy. This committee can be in coordination with existing school site committees, such as School Site Council.

Each school site should also have a representative serve as a member on the DWC to ensure that there is continuity with wellness activities within the district.

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School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.30)

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

A farm to school team of district and community representatives will be established as part of the school wellness council to support the district in implementing farm to school activities on an ongoing basis. The farm to school team shall include representatives from the local agricultural community, food and nutrition professionals, such as local farmers, local public health professionals, chefs, nutritionists, health educators, or representatives from farm organizations, farmer's markets, agricultural industry or community organizations that work to promote local foods.

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

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

The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

The Superintendent or designee with the assistance of the school wellness council and/or farm to school team will develop recommendations for the farm to school program. These recommendations will include:

- Explanation of how the farm to school program will fit the standards-based

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curriculum and curriculum guidelines of the school district

- How the costs of farm to school will be funded
- Definitions for local food and other farm to school terms
- Recommendations for the percentage of food purchased from local sources
- How the food obtained through a farm to school program will be used
- How the farm to school program will be implemented, monitored and evaluated

The Board shall adopt specific goals for (a) health education, (b) physical education and activity, (c) health services, (d) nutrition services, promotion and education, (e) psychological and counseling services, and (f) a safe and healthy school environment and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. The goals are detailed in the administrative regulations, herein lies policy level information on each goal area.

*(42 USC 1758b; 7 CFR 210.31) (cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)*

a) Health Education

The Board believes that health education is essential to student performance and to academic success. Health education fosters the knowledge, skills and behaviors that students need in order to lead healthy, productive lives. Health education empowers students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The district shall provide a planned, sequential health education curriculum in accordance with the California State Education Code, Board policy, and the California Health Framework. The framework provides expectations and guidelines for each grade level. There are suggestions for implementation of health instruction, including nutrition education. The framework recognizes the importance of separate health units taught by credentialed science/health teachers in both middle and high school.

b) Physical Education

According to the Surgeon General, regular physical activity is one of the most important things that people can do to maintain and improve their physical health, mental health, and overall well being. A student who is physically educated is more likely to become a healthy adult who is motivated to remain healthy and physically active through his or her life. All students in grades K-12 shall be provided opportunities to be physically active on a regular basis.

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Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

Physical education program will provide opportunities for all students, regardless of ability, to develop the skills, knowledge, attitudes, and confidence necessary for a lifetime of good health and physical activity. To achieve this, the board shall adopt the state physical education content standards K – 12, provide a planned, developmentally appropriate and sequential curriculum, and ensure that physical education is taught in an environment that is safe and conducive to student achievement.

The district requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education. The district prohibits the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time/and before and after school).

The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

The district recognizes that school gardens and farm visits offer physical activity opportunities as well as agricultural education, by engaging students in activities such as planting, harvesting, and weeding. Teachers and students will be encouraged to take advantage of these opportunities during the school day as well as through field trips and after school activities.

The district will provide strong support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education, encouragement, enforcement and engineering activities. The district will encourage students, caregivers and staff to walk and bicycle to and from school and is committed to putting in safeguards to provide safe walking and bicycling access in school vicinities

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 5142.2 - Safe Routes to School Program)

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The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.
(cf. 1330.1 - Joint Use Agreements)

c) Student Health, Counseling, Psychological and Social Services

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board believes that programs and services that support and value the wellness of the whole child build a healthy school environment while supporting academic growth and positive behavioral, social and emotional development.

Effective culturally relevant wellness programs facilitate positive learning and instill healthy behaviors while maintaining a focus on prevention and targeted interventions. Included interventions that embed social emotional activities and restorative opportunities are included as to prevent and address harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community. This philosophy enhances and promotes healthy development in all aspects of students' lives. In collaboration with families, a broad scope of resources, supports, and services from qualified care providers, school-based programs, and community organizations, will be made available to improve the physical and mental health of students and their families.

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.

d) Nutrition

The District believes that proper student nutrition and health are vital to the learning environment. Students will have access to healthy breakfast and lunch options provided by reimbursable meals via the School Breakfast Program and the National School Lunch Program. Healthy food options are also available for purchase for all district staff realizing that staff health and modeling of healthy eating habits is an important reinforcement of District nutrition goals. Other

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eating opportunities (e.g. ala carte foods and beverages, foods provided through vending machines, and foods provided in the classroom) should meet or exceed current USDA regulations and state law. The District strongly encourages the use of non-food items for fundraising, rewards, and celebrations. Collaborations with businesses and the community will reinforce the District belief that student nutrition is not limited to the school environment but extends to the majority of time students spend outside of school. These partnerships will reflect a balanced approach to healthy diets for children that appreciate all foods in moderation while recognizing physical activity and parental support through modeling as crucial components for children's health now and in the future. The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program 4 and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer Learning Programs)

Nutrition Guidelines for All Foods Available at School

For all foods and beverages available on each campus during the school day- the time between midnight the night before to 30 minutes after the end of the instructional day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b) USDA Smart Snacks in Schools must be followed when selling food on campus. In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch

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and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall provide access to free, potable water throughout the school day and in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

(cf. 3312 - Contracts)
(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

The Superintendent or designee shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

All Foods available on campus shall come from Health Department approved food service distribution sources and homemade foods shall not be sold to students in order to prevent foodborne illness and/or allergy concerns for

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students at school.

(cf. - School Connected Organizations)

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day through signage, vending machine fronts, logos scoreboards, school supplies, advertisement in school publications, coupon or incentive programs, free give-aways, or other means.

(Education Code 49431.9; 7 CFR 210.31)
(cf. 1325 - Advertising and Promotion)

e) Safe and Healthy School Environment

The board believes that the school environment should support the physical, emotional and social needs of students and staff. Educational spaces can create an environment that optimizes student health, wellness and academic performance, allowing them to work towards their potential. The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students. The Board recognizes that digital devices are ever present in the lives of our students. All of this connectivity has both risks and benefits. To reinforce the safe use of digital devices including school issued technology the board supports the provision of digital citizenship and digital wellness to students, teachers and parents. To this end, school facilities will be designed to provide a safe, secure physical site, as well as a healthy and supportive environment that fosters learning and overall wellness.

The district is committed to creating a positive social emotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyberbullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards

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- ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports* and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning* (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices
- regularly assessing and reporting upon the district-and building-level implementation of these practices and providing appropriate resources for continuous improvement

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6163.4 Use of Telecommunications Network)

Staff Wellness

The Superintendent or designee shall encourage staff to serve as positive role models for wellness. They shall promote work-site wellness programs and may provide opportunities for regular wellness activities among employees.

The Board believes that staff wellness will contribute to improved health, morale and resilience, and a greater commitment to supporting student academic growth, and positive behavioral, social and emotional development. Health education, self-care, and health-related activities should be encouraged to support staff wellness knowing that staff-focused health and self-care promotion activities can improve productivity, decrease absenteeism, and reduce healthcare costs. Staff survey opportunities such as the implementation and evaluation of survey tools such as the California School Staff Survey (CSSS), the companion tool to the California Healthy Kids Survey (CHKS) can be offered to staff.

Professional development may be offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education

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teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Family and Community Involvement

The Board believes that family and community involvement and collaboration are key elements in supporting the healthy development of students and their families. Long-term partnerships with diverse groups of stakeholders that are representative of the community shall be developed and made easily accessible to students and families. These partnerships are most effective when they are actively engaged, communicated to and designed to share and maximize resources and expertise in addressing the healthy development of children, youth and their families.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate age-appropriate health information to parents/caregivers through district or school newsletters, handouts, parent/caregiver meetings, the district or school website, and other communications. Outreach to parents/caregivers shall emphasize relationships between student health, academic performance and future life outcomes.

(cf. 1100 - Communications with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Websites)

(cf. 1114 - District - sponsored Social Media)

(cf. 6020 - Parent Involvement)

Program Implementation and Evaluation

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

Director of Food Services
636-396-5850 x 89399

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

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

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

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

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition

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standards

6. Results of the state's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate
10. A review of the percentage of food purchased from local sources
11. The budgetary impact of increasing local purchases
12. The frequency and effectiveness of nutrition education activities including pre and post studies on what students have learned about healthy eating

Evaluation of the local school wellness policy shall also be developed to focus on the factors of including locally sourced farm products within the school meal programs and offering interactive nutrition education in the classroom and cafeteria helps to meet both nutritional and financial goals of school meals programs. Offering students local produce has been shown to increase participation in school meal programs.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

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

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to

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focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available to the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school websites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Websites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

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

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)

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Legal Reference:

EDUCATION CODE

33350-33354 - CDE responsibilities re: physical education
38086 - Free fresh drinking water
49430-49434 - Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 - School breakfast and lunch programs
49500-49505 - School meals
49510-49520 - Nutrition
49530-49536 - Child Nutrition Act
49540-49546 - Child care food program
49547-49548.3 - Comprehensive nutrition services
49550-49562 - Meals for needy students
49565-49565.8 - California Fresh Start pilot program
49570 - National School Lunch Act
51210 - Course of study, grades 1-6
51210.1-51210.2 - Physical education, grades 1-6
51210.4 - Nutrition education
51220 - Course of study, grades 7-12
51222 - Physical education
51223 - Physical education, elementary schools
51795-51798 - School instructional gardens
51880-51921 - Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 - Food sales by student organizations
15510 - Mandatory meals for needy students
15530-15535 - Nutrition education
15550-15565 - School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j - National School Lunch Program, especially:
1758b - Local wellness policy
1771-1793 - Child Nutrition Act, especially:
1773 - School Breakfast Program
1779 - Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.33 - National School Lunch Program, especially:
210.30 - Wellness policy
220.1-220.22 - National School Breakfast Program

COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016
Increasing Access to Drinking Water in Schools, Policy Brief, April 2013
Monitoring for Success: A Guide for Assessing and Strengthening Student

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Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Physical Activity and Physical Education in California Schools, Research Brief, April 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

CALIFORNIA PROJECT LEAN PUBLICATIONS

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

CENTER FOR COLLABORATIVE SOLUTIONS

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

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

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

FEDERAL REGISTER

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

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, rev. 2012

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2016

WEB SITES

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

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

Alliance for a Healthier Generation: <http://www.healthiergeneration.org>

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

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

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

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California School Nutrition Association: <http://www.calsna.org>
Center for Collaborative Solutions: <http://www.ccscenter.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Dairy Council of California: <http://www.dairycouncilofca.org>
National Alliance for Nutrition and Activity:
<http://www.cspinet.org/nutritionpolicy/nana.html>
National Association of State Boards of Education: <http://www.nasbe.org>
School Nutrition Association: <http://www.schoolnutrition.org>
Society for Nutrition Education: <http://www.sne.org>
U.S. Department of Agriculture, Food Nutrition Service, wellness policy:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>
U.S. Department of Agriculture, Healthy Meals Resource System:
<http://healthymeals.fns.usda.gov>

Policy

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PASADENA UNIFIED SCHOOL DISTRICT

Pasadena, California