

Life Source International Charter School:

STUDENT WELLNESS POLICY

Life Source International Charter School's Governing Board recognizes the link between student health and academic achievement. Healthy, active, and well-nourished children and youth are more likely to attend school and are more prepared and motivated to learn. Moreover, the Governing Board believes that an integrated and coordinated school health program will result in school environments that promote and protect children's health, well-being, and ability to learn.

The Life Source International Charter School Wellness Policy is based on the eight-component model of coordinated school health as described in the *Health Framework for California, Kindergarten Through Grade Five*.

These components are:

- Health Education
- Physical Education
- Nutrition Services
- Health Services
- A Safe and Healthy School Environment
- Parent and Community Involvement
- Health Promotion for Staff
- Psychological and Counseling Services

Representatives of the eight components of coordinated health shall be involved in the development of the Board's policy related to student wellness. These include parents/guardians, school food service professionals, school administrators, members of the school board, school nurses, health and physical educators, other teachers, and/or community members interested in school health issues.

The Governing Board recognizes that health habits are often established in childhood and is committed to the promotion of healthy eating, increased physical activity, and positive lifestyle practices in schools. Efforts will be made to engage the community in the successful implementation of the Wellness Policy and to seek out funds from additional sources, including grants and contributions from the private sector.

WELLNESS POLICY IMPLEMENTATION

The school principal ensures school wide compliance with the adopted School Wellness Policy. All students are serviced by the Policy. The school principal ensures that all members of the community, including teachers, parents, students, and food service personnel, and the greater community are informed about the Policy and its implementation.

The Life Source International Charter School will create a school-wide Wellness Committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy. The Wellness Committee assists with policy development as needed and advises the school on health related issues, activities, policies, and programs. In addition, it helps create a plan for communicating and training teachers, parents, students, and food service personnel regarding policy implementation. Such a plan includes the use of student and staff handbooks, school

newsletters, and the school website as well as presentations at community and parent meetings. The Wellness Committee will support the school principal in monitoring the that school implements the following requirements:

- The goals for the Local Wellness Policy, success indicators, and reporting methodology are established;
- Specific quality indicators are used to measure the implementation of the policy (e.g., nutrient analysis of school meals, school meal participation rates, sales of non-nutritious foods/beverages from fund-raisers and other venues, feedback from school food service personnel, administrators, parents, students, and other appropriate persons);
- All stakeholders are informed of the findings related to the Wellness Policy compliance through community meetings and other means of communication, such as newsletters.
- A baseline assessment of nutrition and physical activity programs and policies is conducted.
- The California Healthy Kids Survey, a state-based assessment, is administered every other year.
- The school repeats its nutrition and physical activity assessment every year to determine compliance and progress toward implementation of the adopted school wellness policy and to set new priorities;
- As necessary, the Wellness Policy is revised to address changes in state and federal law as well as areas in need of improvement.

Triennial Progress Assessments

At least once every three years, Life Source International Charter School will evaluate compliance with the Wellness Policy to assess the implementation of the policy and include:

- The extent to which the school is in compliance with the wellness policy;
- The extent to which Life Source's Wellness Policy compares to the Alliance for a Healthier Generation's model wellness policy and Best Practices (**Attachment A**); and
- A description of the progress made in attaining the goals of the' Wellness Policy.

The position/person responsible for managing the triennial assessment is the school principal. The Wellness Committee will monitor the school's compliance with this Wellness Policy and report its findings. Life Source International Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Wellness Committee will update or modify the Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as Life Source International Charter School's priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and/or new Federal or State guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

COMPONENT ONE: HEALTH EDUCATION

The ultimate goal of health education is to foster and promote health literacy for students. The four unifying ideas of health literacy as described in the California Health Framework are:

- Respect for and promotion of the health of others
- An understanding of the process of growth and development
- Informed use of health-related information, products, and services
- Acceptance of personal responsibility

GOALS

Life Source International Charter School ensures that there is adequate and appropriate curriculum material for all grade levels.

The school provides health education 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 as described in the *California Health Framework*

- includes nutrition education
- is part of not only health education classes, but also classroom instruction, when possible, in subjects such as math, science, language arts, and social sciences
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, and farm visits
- incorporate school gardens to promote healthy eating and life skills
- 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
- includes the importance of oral health
- includes the influence of culture, media, technology, and other factors on decisions related to nutrition, physical activity, and lifestyle choices
- explores the various food, agriculture, and nutrition-related careers as vocational options
- includes training for teachers and staff when necessary

COMPONENT TWO: PHYSICAL EDUCATION

Life Source International Charter School should provide all students in kindergarten through grade five (K-5) the opportunity, support, and encouragement to be physically active on a regular basis through physical education instruction and physical activity programs.

Physical Education

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

- All K-5 students (including students with disabilities and/or special healthcare needs and those in alternative educational settings) will receive physical education instruction as designated. (*CA Education Code 51210, 51222, and 51223*)
- A minimum of 200 minutes for every 10 school days for students in Grades 1-6. A minimum of 400 minutes for every 10 school days for Grades 7-8.
- Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program. (*EC Section 51241*)
- Instruction in physical education should be based on the physical education content standards and should include the following:
 1. Full inclusion of all students
 2. At least 50 percent of instructional time spent in moderate-to-vigorous physical activity
 3. Maximum participation and ample practice opportunities for class activities
 4. Well-designed lessons that facilitate student learning
 5. Appropriate discipline and class management
 6. Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child
 7. Fitness education and assessment to help students understand, improve, and/or maintain their physical well-being
 8. Development of cognitive concepts about motor skills and fitness
- Physical education curriculum will include nutrition education as outlined in the physical education content standards.
- Life Source International Charter School will administer a physical fitness test annually to all students in grade five and seven during the months of February, March, April, or May. (*EC Section 60800*)
- Students will receive their individual fitness test results upon completing the test. The test results may be provided orally as the pupil completes the testing. (*EC Section 60800*)
- In addition to the required physical fitness test, assessment of student learning and accurate reporting of progress should be an ongoing process in physical education.

GOALS

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

The five overarching standards (K-5) state that students should:

1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
 2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performing physical activities.
 3. Assess and maintain a level of physical fitness to improve health and performance.
 4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performing physical activities.
- The state fitness test results for grade 5 will be analyzed annually, and goals will be established.
 - Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports, drill team, etc.) should not be substituted for meeting the physical education requirement.
 - Teachers and paraprofessionals assigned to deliver physical education instruction should receive on an annual basis focused, ongoing professional development related to curriculum, instruction, and assessment in physical education.
 - Teachers and other school and community personnel will not use physical education or physical activity as punishment and will work together to establish appropriate guidelines.
 - Sufficient on-site storage for physical education equipment and materials will be provided.
 - Life Source will establish a Physical Education Committee that will:
 1. identify basic equipment and instructional needs to effectively deliver the physical education curriculum;
 2. research sources of funding and grants to support the physical education curriculum needs;
 3. promote respect for physical education as a subject matter critical to a student's educational experience;
 4. schedule physical education classes so that class size is kept to a manageable level and is consistent with the requirements of good instruction and safety;
 5. schedule the fitness tests at times that work best for the schools, students, and the physical education staff.

Physical Activity

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

GOALS

Provide students with multiple opportunities throughout the school day to engage in physical activity.

Daily Recess

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

- There is adequate physical activity equipment for students to use during recess (e.g. jump ropes, hula hoops, balls, etc.)
- School staff does not use physical activity as a punishment (e.g. withholding recess, requiring students to run laps or do push-ups, etc.)

Integrating Physical Activity into the Classroom

- Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. For example, when activities such as mandatory school-wide testing necessitate that students remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active for at least 60 minutes per day.
- Physical education content and physical activity will be incorporated into science, math, language arts, social sciences, and/or elective instruction when appropriate.

Opportunities for Physical Activity Before and After School

- Life Source International Charter School encourages extracurricular physical activity programs, such as physical activity clubs, intramural programs, and special events that focus on physical activity.
- After-school and enrichment programs will provide a daily period of moderate to vigorous physical activity for all participants.
- School facilities and open spaces also are made available to community agencies and organizations that offer physical activity and nutrition programs.

Student Safety During Physical Activity

- The school establishes rules and procedures concerning safety for students and staff and assign responsibility for these rules and procedures appropriately.
- The school, working in collaboration with community health officials, establishes local standards for weather and air quality regarding students' participation in outdoor physical activity.
- The school ensures that students and staff have access to appropriate hydration (e.g., water or other fluids).
- The school has developed an emergency response system to expedite aid to students and/or staff who are injured or become ill at school. The emergency response system is able to communicate with the school community and the necessary training and practice take place on a regular basis.
- Facilities and equipment used for physical activity are properly monitored and maintained to ensure participants' safety.
- School staff receive training in first aid and cardiopulmonary resuscitation (CPR).
- School staff receive notification and are trained, as allowed by law, in the use of any necessary medications that students are authorized to carry and/or use.
- The school, in conjunction with a credentialed nurse, develops policies that outline guidelines for student participation in physical activity at school when they have a medical condition. These policies are communicated to all members of the school community and are designed to protect students' well-being and provide for maximum participation of students in physical activity, at an appropriate level.

COMPONENT THREE: NUTRITION SERVICES

Reimbursable Meal Programs

Hunger interferes with learning and may lead to obesity due to physiological, sociological, and psychological factors. Participation in the school breakfast and lunch meal programs can break this connection between hunger and obesity, and help children be ready for the academic day. Life Source International Charter School is committed to providing access to all school meals. Therefore, the school will offer free meals for all students regardless of income status in accordance with the California Universal Meals Policy.

Qualified nutrition professionals administer the school meal programs. The food service department has sole authority to provide food and beverages from the beginning of the school day until after the last lunch period to ensure food safety and to maximize the schools' ability to serve healthy and appealing meals. In addition, the food service department has sole authority for the nutritious snack required in state and federally-funded before-and-after school programs.

Efforts will be made to incorporate nutrition education, healthy snacks, supper, and/or physical activity into enrichment and after-school programs.

Meals served at Life Source International Charter School 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;
- Meet the nutrition recommendations of the current United States Dietary Guidelines for Americans;
- Offer a variety of fruits and vegetables;
- Serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by USDA);
- Ensure that half of the served grains are whole grain

GOALS

Breakfast

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

- The school will operate the School Breakfast Program.
- The school will, to the extent possible, utilize methods to serve school breakfasts that encourage participation.
- The school will serve breakfast to students and notify parents and students of the availability of the School Breakfast Program.
- The school will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means
- The school will post breakfast, lunch, and supper menus.

Meal Times and Scheduling

- Students will receive at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Meal periods will be scheduled at appropriate times, e.g. lunch is scheduled between 10:30 a.m. and 1:30 p.m.;
- Lunch will be served at appropriate intervals from other meals, in accordance with USDA guidelines;
- Tutoring, club or organizational meetings, or activities should not be scheduled during mealtimes, unless students may eat during such activities;
- Morning recess and a lunch period will be scheduled prior to 1 pm;
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks;
- Reasonable steps will be taken to accommodate the tooth-brushing regimens of students with special oral health needs
- Students will be discouraged from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies, other restrictions on some children's diets, and the transmission of germs and viruses.

Engagement of Parents and Students

The school engages students and parents through surveys in selecting foods through the school meal programs in order to identify new, healthful and appealing food choices. Such information is made available on menus, cafeteria menu boards, and placards.

Foods Offered

The school food service program approves and provides all food and beverage service students. Given young children's limited nutrition skills, food is presented as balanced meals with choices of at least two fruits and/or non-fried vegetables are offered on the school site. Such items include, but are not limited to, fresh fruits and vegetables; 100 % fruit or vegetable juice; 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).

An individual food item:

- Will have no more than 35% of its calories from fat (excluding nuts, seeds, and other nut butters) and 10% of its calories from saturated and trans fat combined;
- Will have no more than 35% of its weight from added sugars;
- Will not contain 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 pasta, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

GOALS

Nutrition Promotion Activities

Efforts to promote proper nutrition during meal times will be undertaken. These will include, but not be limited to, labeling, posters, and special promotions. Parents will be encouraged to only provide healthy snacks to their children.

Healthy Snack Ideas:

- Whole fruits/ vegetables (e.g. orange, banana, apple, pear, celery, carrot)
- Half Sandwich
- Applesauce Fruit Cup/ Pouch
- Raisins
- Mixed Fruit in 100% Juice
- Fruit Snacks, Assorted Fruit or Mixed Berry
- 100% Whole Grain Animal Crackers
- Apple Chips
- Pretzels
- Oven Baked Potato Chips

Food and Beverage Sold Individually

Foods and beverages sold individually are those sold outside of school meals, such as through fundraisers. Life Source International Charter School does not offer a la carte food items.

The term "sold" refers to any food or beverages provided to students on school grounds in exchange for money, coupons, or vouchers. The term does not refer to food brought from home for individual consumption.

Fundraising Activities

To support children's health and school nutrition-education efforts, Life Source International Charter School will encourage fundraising activities that promote health, nutrition and physical activity. The school will encourage those promoting physical activity (such as but not limited to walk-a-thons, fun runs, etc.) The school will make a list of ideas for acceptable fundraising activities readily available to school staff (**Attachment B**).

Fundraising during and outside school hours (until 6:00pm) will be encouraged to only sell non-food items or foods and beverages that meet the USDA Smart Snacks nutrition standards. Life Source Charter School will provide staff and parents with a list of approved Smart Snacks that can be used as a reference (**Attachment E**).

Nutrition Standards for Smart Snacks:

Calorie limits:

- Snack items: ≤ 200 calories
- Entrée items: ≤ 350 calories

Sodium limits:

- Snack items: ≤ 230 mg*
- Entrée items: ≤ 480 mg

Fat limits:

- Total fat: $\leq 35\%$ of calories
- Saturated fat: $< 10\%$ of calories
- Trans fat: zero grams

Sugar limit:

- $\leq 35\%$ of weight from total sugars in foods

*On July 1, 2016, snack items must contain ≤ 200 mg sodium per item.

Nutrition Standards for Beverages:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- The school may sell up to 8-ounce portions of milk and juice. There is no portion size limit for plain water.

Snacks served during the school day, after school day, or as part of enrichment programs

Snacks (including those brought by parents and students) must meet the USDA Smart Snacks nutrition standards and portion size standards for foods and beverages. School staff 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.

Rewards and incentives

The school will provide teachers and after-school program personnel and other relevant school staff a list of alternative ways to reward children (**Attachment C**). The school strongly encourages that food and beverages not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Celebrations/Class Parties

All foods offered on the school campus will meet the USDA Smart Snacks in School nutrition standards including through:

- **Celebrations during school day, after school, special events or as part of enrichment programs.** Any "Holiday" or birthday celebrations must be approved by the school administrator and any foods must meet the USDA Smart Snacks nutrition standards. A list of alternative celebration activities will be provided to parents and staff (**Attachment D**).

- **Classroom snacks brought by parents.** All snacks brought by parents for birthday celebrations must meet the USDA Smart Snacks nutrition standards; and must be approved by the school administrator.

Marketing and Advertising

School-based marketing of food, beverages and activities (e.g., coupon or incentive programs) will not be permitted. This includes food advertising and marketing defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards

COMPONENT FOUR: HEALTH SERVICES

All students should have daily access to a designated staff member who has current certification in CPR and first aid and is supervised by, and has physical or electronic access to a qualified supervisor.

GOALS

- All students will receive health screenings as mandated by California Education Code. Vision and hearing screening will occur each year.
 - Grades TK, K vision and hearing.
 - First grade boys color vision screening.
 - Second grade vision and hearing screening.
 - Fifth grade vision and hearing screening.
 - Eighth grade vision and hearing screenings
 - Students in special education receive both screenings at initial IEP and at triennial IEP.
- Life Source staff is fully informed about its health policies, emergency medical policies, and community resources in the health field available to students and staff.
- All children with medical conditions that could require emergency care have a written emergency care plan created by a credentialed nurse. The emergency care plan is kept in a confidential binder in the school office. Teachers are notified of the care plans and are asked to come to the school office to read them.
- All children with asthma (as indicated by the parent or school registration form) are sent an asthma information form that requests details regarding the severity of the asthma, medications needed, and restrictions of activity at school. Returned forms are filed in the Emergency Care binder in the nurse's office.

COMPONENT FIVE: A SAFE AND HEALTHY SCHOOL ENVIRONMENT

Life Source provides a safe indoor and outdoor physical plant and a healthy, supportive environment for learning. This includes schools free of alcohol and other drugs, tobacco, steroids, and dangerous weapons.

Goals for a safe and healthy school environment include:

- Classroom furniture which is appropriate for the size and the number of students in each classroom;
- A physical environment which allows for sufficient space for all the students in the classroom;
- Classrooms that promote positive interactions between student-to-student and student-to-staff;
- Means for students and families to communicate family and personal situations that could affect learning and a child's well-being;
- Classrooms and schools that promote tolerance and respect for diversity;
- Meal periods that are scheduled at appropriate times and are long enough for students to eat and socialize;
- Sufficient serving areas in order to minimize student wait time;
- Eating areas that are clean, have enough space for seating, and are protected from the elements (sun, rain, wind, etc.);
- Graffiti-free campuses;
- Hand washing equipment and supplies for students and staff;
- Identification of activities that prevent the passage of viruses and germs;
- Sufficient, clean and healthy drinking fountains that are available for students and staff;
- Bicycle racks on school sites;
- Identification of safe routes to school;
- Outreach and communication to parents/guardians about the importance of keeping children home when they are ill.

COMPONENT SIX: FAMILY AND COMMUNITY INVOLVEMENT

Family and community involvement is required to meet the goals of the Student Wellness Policy; Life Source cannot do it alone. Parents are encouraged to assist the school in modeling and promoting good health, proper nutrition, and physical fitness. In order to accomplish this, the school administration disseminates health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the school website, and other communications. The communication will include, but not be limited to, the packing of healthy lunches and snacks, lists of healthy foods (**Attachment E**) that meet the school's nutrition standards, education opportunities, education initiatives, and ideas for healthy celebrations and fundraising activities. Life Source also provides information about physical education and school based opportunities, as well as community-based physical activity and nutrition learning opportunities, such as:

- Cooking classes
- Nutrition education courses
- Nutrition information during open house and back to school night
- Solicit feedback from parents
- Encourage parents to participate in Wellness Committee meetings

Outreach to parents/guardians emphasizes the relationship between student health and academic performance and the importance of supporting the goals of the Wellness Policy at home and at school. Outreach to parents/guardians provides information about community organizations that provide food and other necessities to families.

COMPONENT SEVEN: HEALTH PROMOTION FOR STAFF

Life Source highly values the health and wellbeing of every staff member. Staff wellness programs support employees' efforts to improve their personal health and fitness so they can serve as role models and promote the health of others, including students. Life Source strongly encourages staff to adhere to the nutrition standards described above for their wellbeing and for the purpose of serving as role models for their students. The following are examples of staff activities promoted at Life Source:

- Reimburse staff for individual or family health club memberships
- Access to private counseling services
- Share resources for mental health and wellbeing
- Staff Wellness Events

COMPONENT EIGHT: PSYCHOLOGICAL AND COUNSELING SERVICES

Life Source values students' socio-emotional growth as part of a holistic and well rounded education. Students have access to a credentialed school counselor who provides support and assistance with managing emotions, coping with crises, and making healthy decisions including, but not limited to, decisions that could prevent obesity. The counselor provides individual and group counseling to students in need of emotional support, and he/she will refer families to community psychological services as needed. The counselor supports the school in coordinating events to encourage and reward student citizenship and good behavior.

Students are further supported in their socio-emotional development through the integration of Social Emotional Learning (SEL) in the curriculum. Teachers are encouraged to start their day with a positive activity (such as affirmations, Creed, or restorative circles) to help students be ready for the school day. The school counselor will provide teachers with various resources so that they may teach SEL lessons in class effectively. The school counselor will provide teachers with SEL classroom lessons that are aligned to Life Source's core virtues, and with SEL lessons that are specific to different classroom needs that may arise. For example, if a particular classroom is struggling with student to student conflict, the counselor would provide that teacher with SEL lessons that focus on conflict resolution strategies. The counselor also provides teachers with classroom lessons about how nutrition and physical activity affects behavior and mental health. Additionally, the school will provide classrooms with SEL resources that teachers may use as needed.