

KIPP SoCal Public Schools Wellness Policy

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Preamble

KIPP SoCal Public Schools (hereto referred to as KIPP SoCal) is committed to the optimal development of every student. KIPP SoCal believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level and in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits and vegetables, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines KIPP SoCal's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

- Students in KIPP SoCal have access to healthy foods throughout the school day—both through school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active during school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtendwilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.

- The community is engaged in supporting the work of KIPP SoCal in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- KIPP SoCal establishes and maintains an infrastructure for management, oversight, implementation, communication, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in KIPP SoCal.

I. Regional and School Wellness Committees

Committee Role and Membership

KIPP SoCal will convene a representative Regional Wellness Committee (hereto referred to as the RWC) that meets periodically throughout the school year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this regional-level wellness policy (heretofore referred to as “wellness policy”).

The RWC membership will represent all school levels (elementary and middle schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, nurses, and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., school leader, assistant school leader), board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the RWC will include representatives from each school and reflect the diversity of the community.

Each school within KIPP SoCal will establish an ongoing School Wellness Committee (hereto referred to as the SWC) that convenes to review school-level health and wellness issues, in coordination with the RWC, implements the KIPP SoCal Wellness Policy, retains records relating to meeting the policy goals, and reports on the school’s compliance to the policy. The SWC membership will represent all stakeholders possible, including but not limited to: parents and caregivers; students; representatives of the school nutrition program (ex., food service server); physical education teachers; health education teachers; school health professionals (ex., nurses, and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., school leader, assistant school leader), board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will reflect the diversity of the community.

Leadership

The KIPP SoCal designee will convene the RWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. The name of the KIPP SoCal regional-level designee and school-level designees will be posted to the KIPP SoCal website annually at: <https://www.kippsocal.org/comienza/family-resources>.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

KIPP SoCal will develop and maintain a plan for implementation to manage and coordinate the execution of the wellness policy. The plan will delineate roles, responsibilities, actions, and timelines for schools, and include suggestions about who will be responsible to make what change, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities

that promote student, family, and staff wellness. Schools are encouraged to use the Centers for Disease Control and Prevention's School Health Index, to identify health and wellness needs and create an action plan that fosters implementation, however, it is not required.

This wellness policy and the triennial progress reports can be found at:

<https://www.kippsocal.org/comienza/family-resources>

Recordkeeping

KIPP SoCal and each individual school will retain records to document compliance with the requirements of the wellness policy. Documentation maintained will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit RWC and SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of the triennial assessment of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

At least once every three years, KIPP SoCal will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of KIPP SoCal are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of KIPP SoCal's wellness policy.

The RWC will be responsible for managing the triennial assessment. The RWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

KIPP SoCal and individual schools will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The RWC will update or modify the wellness policy based on the results of the triennial assessments, and/or as KIPP SoCal priorities change, community needs change, wellness goals are met, new health science, information, and technology emerges, and 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.

Community Involvement, Outreach, and Communications

KIPP SoCal is committed to being responsive to community input, which begins with awareness of the wellness policy. KIPP SoCal will actively communicate ways in which representatives of the RWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. KIPP SoCal will use electronic mechanisms, such as email or displaying notices on the KIPP SoCal website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. KIPP SoCal will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that KIPP SoCal and individual schools are communicating other important school information with parents.

III. Nutrition

School Meals

KIPP SoCal is committed to serving healthy meals to children, with fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. In keeping with this aim, schools within KIPP SoCal will not serve flavored milk during any nutrition program.

All schools within KIPP SoCal will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), as well as the After-school Meal Supplements Program (snack) in schools as needed to support student nutrition. All schools within KIPP SoCal are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (KIPP SoCal offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using as many of the following Smarter Lunchroom techniques as executable:
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - Vegetable options have been given creative or descriptive names
 - Entree options have been given creative or descriptive names when necessary to add excitement
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable and fruit options with their meal
 - Student surveys and taste testing opportunities are used to inform menu selection, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements, either verbal or written, are used to promote and market menu options
- Menus will be sent home to families before the beginning of the new month
- KIPP SoCal's child nutrition program will accommodate students with special dietary needs as feasible and required by state and federal regulations
- As the school's schedule allows, students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Students are served lunch at a reasonable and appropriate time of day as the school's schedule permits
- Lunch will follow the recess period to better support learning and healthy eating, when feasible
- Participation in breakfast and lunch will be promoted among students and families to help ensure that families know what programs are available in the school

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. KIPP SoCal will contract with a food service management company whose staff will also meet or exceed hiring and annual continuing education/training requirements.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. KIPP SoCal will make drinking water available where school meals are served during meal times in accordance with State regulations. In addition, students will be allowed to bring and carry water

bottles filled with only water with them throughout the day. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards.

Beginning with the 2018-19 school year, schools within KIPP SoCal will initiate two hydration promotion activities per year to encourage students to increase their daily water consumption. Promotion activities may include hanging posters to promote water consumption, lessons aimed at teaching students the importance of drinking water, or other activities at the school's discretion.

Competitive Foods and Beverages

KIPP SoCal is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. Schools within KIPP SoCal have the option to put stricter rules into place should they choose to do so. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, school stores, and snack or food carts.

Celebrations and Rewards

KIPP SoCal acknowledges the cognitive link between unhealthy food consumption and the brain's reward pathways which can make it challenging for students to make healthy food and eating choices. The consumption of foods and beverages high in sugar, calories, and fats cause a high level of dopamine to be released in the brain which activates the brain's reward system and causes an urge to seek out foods or beverages that will lead to a dopamine release.¹⁵ This cycle sets the stage for food addiction.

This pathway is strengthened when foods or beverages high in sugar, calories, and/or fats are combined with a celebration or incentive as a reward for behavior or performance. Studies have shown that the context in which foods are presented is extremely important in the formation of young children's food preferences. When children are presented foods as rewards or paired with adult attention, the foods appear to produce significant increases in preference, whereas no consistent changes are noted when foods are offered in a non-social context. The positive emotional processes triggered by the reward and attention context become associated with the foods.¹⁶ This can lead to students indulging in the excessive consumption of unhealthy foods and beverages to elicit positive emotions.

Beginning with the 2018-19 school year, classroom celebrations, such as birthday parties and incentive/reward parties, at all schools within KIPP SoCal will make an effort to limit celebrations and rewards that include calorically dense and sugar-laden foods and beverages to no more than two times per month. Examples of the types of foods and beverages to limit are the following: pizza, cookies, ice cream, cupcakes, sugary snack foods such as rice krispie treats, cupcakes, brownies, potato chips, candy, and other similar items high in sugar, calories, and/or fats. This is not intended to completely remove these items from celebrations and rewards but to assist the schools in making it easier for students to choose healthy items and break the cycle of food addiction. It is suggested that teachers only allow one one treat that is calorically dense or sugar-laden during classroom celebrations and incentive/reward parties.

KIPP SoCal is dedicated to encouraging healthy lifestyles and in keeping with this goal the RWC will help support schools by providing the following resources:

1. Celebrations and parties: KIPP SoCal will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas;

¹⁵ Avena NM, Rada P, Hoebel BG. Evidence for sugar addiction: Behavioral and neurochemical effects of intermittent, excessive sugar intake. *Neuroscience and biobehavioral reviews*. 2008;32(1):20-39. doi:10.1016/j.neubiorev.2007.04.019.

¹⁶ Birch LL, Zimmerman SI, Hind H. The influence of social-affective context on the formation of children's food preferences. *Child Development*. 1980; 51, 856-861.

2. Classroom snacks brought by parents: KIPP SoCal will provide to parents a list of suggested healthy foods and beverages; and
3. Rewards and incentives: KIPP SoCal will provide teachers and other relevant school staff a list of alternative ways to reward children.

Beginning with the 2018-19 school year, whole school celebrations, pep rallies, reward or incentive parties, and other such events that involve food or beverages will be limited to two times per month.

Schools are strongly encouraged to use non-food rewards to incentivize students and celebrate their progress and achievements to avoid students linking food to positive emotions. Instead, schools are strongly encouraged to use physical activity or other interactive activities to celebrate students and their achievements.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day only during non meal service times. However, this practice is highly discouraged as it decreases student participation in the School Nutrition Program and encourages students to consume snacks and beverages for meals instead of a healthy and balanced lunch. KIPP SoCal will make available to parents and teachers a list of healthy fundraising ideas.

Schools will be encouraged to use only non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

Fundraising outside school hours is strongly encouraged to only sell non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, popcorn, candy and pizza sales, market days, etc.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

Schools within KIPP SoCal will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through implementing evidence-based Smarter Lunchroom techniques whenever possible. In addition, schools are encouraged to incorporate menu and/or nutrition boards in high traffic areas to promote school meals and nutrition education materials to students.

KIPP SoCal recognizes that school staff act as role models for students and can greatly impact their decisions and actions. With this in mind, staff will be expected to not openly consume foods and beverages that promote an unhealthy lifestyle including sugary foods and beverages such as doughnuts, sodas, or milkshakes, fast food, and other such items. If these items are brought on campus by staff they should make an effort to conceal them from students and only consume them when students are not present. Staff will be provided professional development to increase their confidence in discussing nutrition and health with their students. School staff will be expected to set the example for their students and encourage them to make healthy choices to promote their overall health and wellness.

KIPP SoCal is committed to teaching our students, staff, and community about the impact of their food choices not only on their health but on the environment. Beginning with the 2016-17 school year, all schools within KIPP SoCal will be encouraged to participate in Lean and Green Days, where the meals served to our students will be crafted to lessen their detrimental environmental impact and have levels of cholesterol and fats that are below the federal and state

standards by making these meals meat-free one day per week. Research has shown that decreased meat consumption can lead to a reduced risk of obesity, heart disease, diabetes, and cancer.^{17,18} The meat industry generates one-fifth of the man-made greenhouse gas emissions that are accelerating climate change, which is more than the transportation industry generates. The impact on our water resources is also clear as it takes 1800-2500 gallons of water to produce one pound of beef. The use of water for animal farming and animal feed agriculture production accounts for 70% of freshwater consumption on the planet.¹⁹ Committing to one day of week of Lean and Green meals will help educate our students, staff, and community about the health and environmental impact of their food choices.

Nutrition Education

KIPP SoCal aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Beginning in the 2019-20 school year, schools within KIPP SoCal will offer 90 minutes of nutrition education to students per quarter as well as monthly health and wellness tips to students, families, and staff. The RWC will commit to locating and connecting with local health and wellness organizations to assist schools in providing nutrition education to students and staff.

Essential Healthy Eating Topics in Health Education

Schools will include in their health education curriculum as many of the following essential topics on healthy eating as possible throughout the school year:

- The relationship between healthy eating and personal health and disease prevention
- Reading and using USDA's food nutrition labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants

¹⁷ Winston CJ. Health effects of vegan diets. *The American Journal of Clinical Nutrition*. 2009;89(5):1627-1633. doi:10.3945/ajcn.2009.26736N.

¹⁸ Jenkins DJA, Kendall CWC, Marchie A, et al. Type 2 diabetes and the vegetarian diet. *The American Journal of Clinical Nutrition*. 2003;78(3):610-616.

¹⁹ Baroni L, Cenci L, Tettamanti M, Berati M. Evaluating the environmental impact of various dietary patterns combined with different food production systems. *European Journal of Clinical Nutrition*. October 2006:279-286. doi:10.1038/sj.ejcn.1602522.

- Eating disorders
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

KIPP SoCal is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. KIPP SoCal strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information KIPP SoCal is imparting through nutrition education and health promotion efforts. It is the intent of KIPP SoCal to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with KIPP SoCal's wellness policy.

In keeping with Federal regulations, schools are not allowed to market food or beverages that do not meet Smart Snack standards, including oral, written, or graphic statements, on the school campus. This regulation also applies to marketing posted on campus for fundraisers conducted off-site.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined as an oral, written, or graphic statements 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
- Displays, such as on equipment exteriors
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by KIPP SoCal
- Advertisements in school publications or school mailings
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

Beginning with the 2017-18 school year, in keeping with Federal regulations, schools will not participate in incentive or reward programs that reward students with coupons or vouchers for pizza, ice cream, or other such items. Schools should make an effort to find reading incentive programs that provide non-food rewards to their students.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive program of the following components: physical education, recess, classroom-based physical activity, and out-of-school time activities. KIPP SoCal is committed to providing these opportunities to our students to promote a healthy and active lifestyle. Schools will ensure that these

varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as a consequence if it is the student’s only opportunity for physical activity that day, unless due to the safety of the student or others. This does not include participation on sports teams that have specific academic requirements.

To the extent practicable, KIPP SoCal will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Schools within KIPP SoCal will conduct necessary inspections and repairs as needed to maintain equipment that is safe for students to use.

Physical Education

KIPP SoCal will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection).

All students will be provided equal opportunity to participate in physical education classes. KIPP SoCal will make appropriate accommodations to allow for equitable participation for all students as needed.

All KIPP SoCal **students in grade one through six** will receive physical education for at least 200 minutes every 10 days throughout the school year. Education Code Section 51223(a) states that, “Notwithstanding the provisions of Sections 51210 and 51222, instruction in physical education in an elementary school maintaining any of grades 1 to 8 shall be for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.” Schools with kindergarten students will make an effort to include their kindergarten students in the physical education standards that apply to grades one through six when possible.

All KIPP SoCal **students in grades seven and eight** will receive physical education for at least 400 minutes every 10 days throughout the school year. Education Code Section 51223(a) states in reference to grades 7-12 that, “All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays.”

Essential Physical Activity and General Health Topics in Health Education

KIPP SoCal will strive to include the following essential topics on physical activity when health education is taught:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Beginning in the 2019-20 school year, schools within KIPP SoCal will teach 90 minutes of health education per quarter covering as many topics listed above as feasible, however, schools are not limited to only covering the topics listed above.

Recess

Beginning with the 2017-18 school year, all elementary and middle schools will be encouraged to offer at least 20 continuous minutes of recess on all or most days during the school year at least once per day for all students.

Outdoor recess will be offered when weather is feasible for outdoor play at the discretion of the school administrator based on his/her best judgment of safety conditions or recommendation of the School Success Team.

In the event that the school or district must conduct **indoor recess**, teachers and staff are highly encouraged to plan activities that promote physical activity for students. Each school will maintain and enforce its own indoor recess program which is suggested to include opportunities for movement. The RWC will provide resources to schools to promote physical activity during indoor recess.

Recess will complement, not substitute, physical education class. Recess monitors or other supervisors will encourage students to be active.

Physical Activity Breaks

KIPP SoCal recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, teachers will be encouraged to offer periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. KIPP SoCal recommends teachers provide short (5-7 minute) physical activity breaks to students during and between classroom time to the extent practicable. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. KIPP SoCal will provide resources and links to tools, guides, and technology with ideas for physical activity breaks as needed.

V. Other Activities that Promote Wellness

KIPP SoCal will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities to the extent feasible by the school. KIPP SoCal will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student, family, and staff well-being, optimal development, and strong educational outcomes.

Schools in KIPP SoCal are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics and science.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the RWC/SWC.

Community Partnerships

KIPP SoCal will work to develop and enhance relationships with community partners (i.e. hospitals, universities/colleges, local businesses, community organizations, etc.) in support of the wellness policy. The RWC will work to establish partnerships that will benefit as many schools in the region as possible and coordinate with the SWCs to bring resources to their schools.

Community Health Promotion and Engagement

KIPP SoCal will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year through the work of the SWCs and RWC. Families will

be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, KIPP SoCal will use electronic mechanisms (such as email or displaying notices on the KIPP SoCal website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The RWC will additionally focus on staff wellness issues, identify and disseminate wellness resources, and perform other functions that support staff wellness in coordination with human resources staff. KIPP SoCal will work to promote staff member participation in health promotion programs that are accessible and free.

Schools in KIPP SoCal will work to implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. SWCs are encouraged to hold at least one event or initiative to promote staff health and wellness per school year. These events will be made aware to students and families to model healthy lifestyles and activities and if feasible, families and students will be invited to participate.

Professional Learning

When feasible, KIPP SoCal will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help KIPP SoCal staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Appendix A: Glossary

Competitive Food: Any food sold at school other than meals served through USDA's school meal programs—school lunch, school breakfast, and afterschool snack programs.

School Campus: Areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, and athletic fields, or parking lots.

School Day: Midnight the night before to 30 minutes after the end of the instructional day.

Sold: The exchange of food or beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.