



## **New Hope-Solebury School District Policy and Human Resources Committee Meetings**

**March 16, 2017**

**7:30PM—Upper Elementary School LGI Room**

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Per Policy 006.2, all public meetings of the Board of School Directors, including committees, are audio recorded.

### **Agenda Items**

*A packet of materials will be available on the policy website by Tuesday, March 14, 2017 at noon.*

#### **Call to Order**

#### **Approve Minutes from February 21, 2017**

#### **Old Business**

- Informational Item—Because the February board agenda was published before the last Policy meeting, the following will be approved at the March meeting of the Board of Directors:
  - 004.1—Code of Ethics
  - 255—Gender Expansive and Transgender Students

#### **New Business**

- 201—Admission of Students
- 201.1—Registration/Proof of Residency Requirements
- 246—School Wellness

#### **Public Comment**

#### **Adjournment**

**Immediately following the Policy Meeting, the Human Resources Committee will begin. Due to the confidential nature of the Human Resources Committee, public participation is not permitted.**



## New Hope-Solebury School District Policy Committee Meeting Minutes

February 21, 2017

7:30PM – Upper Elementary School LGI Room

### Attendance

- **School Board** –Adrienne Deussing, Mark Cowell, Doug McDonough
- **Administration** - Steve Yanni
- **Committee Members** – Wenmei Gi, Meg Thompson, Hita Shah, Ronak Wijhwani, Stan Marcus
- **Presenters** - None
- **Public** – Juda Bennett

Mrs. Deussing called the meeting to order at 7:30PM.

The minutes from the January 12, 2017, Policy Committee meeting were approved.

### Old Business

The committee did a second reading of the following Board Operating Guidelines:

- 004.1—Code of Ethics—It was suggested that we replace our version of 004.1 with what PSBA offers as their most recent version of the Code of Ethics. This will be approved at the March board meeting. Board members will read and sign the Code of Ethics at least on a yearly basis.
- 011—Principles of Governance and Leadership—No changes are being recommended at this time, and no additional action is needed.

The committee did third reading of the following policy:

- 255—Gender Explanisve and Transgender Students
  - Dr. Yanni reviewed the Federal Guidance offered by the Obama Administration in May 2016, which was the catalyst to the policy.
  - Dr. Yanni reviewed the purpose of the policy as well as the definitions contained therein. It was noted that only the terms referenced in the policy are included on the list. As gender studies expand, this policy will most likely need to be reviewed on a yearly basis.
  - Dr. Yanni reviewed the guidelines, which articulate how the policy will be carried out and enforced.
  - The majority of the discussion focused on who would have access to a student's transgender status. This information is private and protected under FERPA. Only essential staff would know the student's status.
  - The committee discussed how name changes would occur. Name changes would occur as a result of the parent/guardian signing an affidavit or through the legal process of changing one's name.
  - Restroom and locker room usage was discussed at length. Per the policy, students will use the restroom and locker room of their gender identity. All

gender restrooms are available and privacy curtains will be available in the locker rooms.

- Overnight trips were discussed. Should a transgender student participate in an overnight trip, the policy directs the actions to be taken.
- Dr. Yanni noted that Mr. Malone, Director of Education, will be responsible for continuing staff development on the topics of gender and transgender studies.
- The policy will be moved forward for approval at the March board meeting.

**Public Comment** – Public comment was part of the ongoing discussion through the meeting as it related to policy 255.

Mrs. Deussing adjourned the meeting at 8:45PM.

Respectfully submitted,

Dr. Steve Yanni  
Superintendent

DRAFT



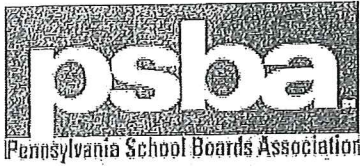
Book Policy Manual  
Section 000 Local Board Procedures  
Title Copy of Code of Ethics  
Number 004.1  
Status  
Adopted May 23, 1990  
Last Reviewed February 21, 2017

The New Hope-Solebury School District will abide by the PSBA Code of Conduct for Members of Pennsylvania School Boards as attached.

At each organization meeting, the Board of Directors shall be given a copy of the Code of Ethics and asked to sign the document. Further, if a new member is appointed to the Board of Directors, the document will be reviewed at that time and signed by the new member.

004.1 ATT-1 PSBA Code of Conduct .pdf (797 KB)

Last Modified by Steven Yanni on March 13, 2017



## **PSBA Code of Conduct for Members of Pennsylvania School Boards**

### **Preamble**

We, as members of our local board of education, representing all the residents of our school district, believe that:

- Striving toward ideal conditions for effective school board service to our community, in a spirit of teamwork and devotion to public education, is the greatest instrument for preserving and perpetuating our representative democracy.
- The future welfare of this community, commonwealth and nation depends upon the quality of education we provide in the public schools.
- In order to maintain a free and strong country, our civic obligation to the community, commonwealth and nation is to maintain free and strong public schools in the United States of America, without surrendering our responsibilities to any other person, group or organization.
- Boards of school directors share responsibility for ensuring a "thorough and efficient system of public education" as required by the Pennsylvania Constitution.
- Our fellow residents have entrusted us with the advocacy for and stewardship of the education of the youth of this community.
- The public expects that our first and greatest priority is to provide equitable educational opportunities for all youth.

### **Accordingly,**

- The community should be provided with information about its schools and be engaged by the board and staff to encourage input and support for the school system.  
Devoting time, thought and study to our duties and responsibilities as school board members is critical for rendering effective and credible service.
- Board members should work together in a spirit of harmony, respect and cooperation, despite differences of opinion.
- Personal decisions should be based upon all sufficient facts, we should vote our honest conviction without partisan bias, and we will abide by and uphold the majority decision of the board.
- Individuals have no legal authority outside the meetings of the board, and should conduct their relationships with all stakeholders and media on this basis.

- We will not use our positions as school directors to benefit ourselves or any individual or agency.
- School boards must balance their responsibility to provide educational programs with the need to be effective stewards of public resources.
- We should recognize that the primary responsibility of the board is to adopt policies by which the schools are to be administered.
- We should respect that the superintendent of schools and his or her staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Communication with all stakeholders and the media should be conducted in accordance with board policy.



Book Policy Manual  
Section 200 Pupils  
Title Gender Expansive and Transgender Students  
Number 255  
Status Policy Committee Review  
Last Reviewed February 21, 2017

## **I. Purpose**

- A. It is the policy of the District to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of, among other factors, gender, gender identity and gender expression. Therefore, the District adopts this policy to foster an educational environment that is safe and free from discrimination based on gender identity and expression.

## **II. Definitions**

- A. Gender Identity – A person’s deeply held internal sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.
- B. Gender Expansive - A term that conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.
- C. Gender Expression – The way a person expresses gender, for example, in dress, grooming, hairstyle, behavior, activities, interests, speech, and mannerisms.
- D. Transgender – A person whose gender identity and/or gender expression is different from that of the gender that person was assigned at birth.
- E. Gender Nonconforming – denotes or relates to a student whose behavior or appearance does not conform to prevailing cultural and social expectations about what is appropriate to that student’s gender assigned at birth.

- F. Gender Assigned at Birth – denotes the gender that appears on a student's birth records, or other state or federally-issued identification.

### **III. Delegation of Responsibility**

- A. In an effort to ensure that Gender Expansive and Transgender students are provided with such an equal opportunity to achieve their maximum potential through District programs, and in order to ensure that Gender Expansive and Transgender students are provided with equal access to all school programs and activities, the Board authorizes the Superintendent or his/her designee to develop and promulgate regulations designed to ensure the safety, comfort, and healthy development of Gender Expansive and Transgender students while maximizing such students' social integration with other students and minimizing stigmatization and isolation.

### **IV. Guidelines**

A. Privacy / Confidential Health or Educational Information

1. All persons, including students, have a right to privacy, which includes the right to keep private one's Transgender status or Gender Nonconforming presentation at school.
2. Information about a student's Transgender status, legal name, or gender assigned at birth may constitute confidential medical or educational information. Disclosing such information to other students, or other third parties may violate privacy laws. Therefore, school personnel should not knowingly disclose information that may reveal a student's Transgender status or Gender Nonconforming presentation to others, including the student's parents/guardians and/or other school personnel when legally required to keep the information confidential.
3. Gender Expansive and Transgender students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share such private information.
4. When contacting the parent or guardian of a Transgender or Gender Nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's Gender Assigned at Birth unless the student, parent, or guardian has specified otherwise.

B. Official Records

1. The District is required to maintain a permanent student record which includes the student's legal name and gender. The District shall change a student's official records to reflect a change in legal name or gender upon receipt of:
  - a. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification;
  - or
  - b. A written, signed statement from the student's parent/guardian explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.
2. To the extent that the District is not legally required to use a student's legal name and biological sex on school records or documents, the District shall use the name and gender by which the student identifies, if the District has been advised that the student is a gender different than that which appears on the District's permanent student record. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff shall adopt practices to avoid the inadvertent disclosure of the student's Transgender or Gender Expansive status.

c. Names and Pronouns

1. Students have the right to be addressed by the name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and the student need not otherwise change his or her official records in order to be addressed by the name and pronoun that corresponds to the student's gender identity.
2. Students should be addressed by the pronoun associated with the gender reflected on their permanent student record when addressed by a pronoun in class, in correspondences to the student's home, and at conferences with the student's parent or guardian. If a Transgender or Gender Expansive student wishes to be addressed by a pronoun not

associated with the gender reflected on the student's permanent student record, that student shall notify the building principal in writing of the same. That written notice shall be included in the permanent student record along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information shall be communicated directly with staff to facilitate the use of proper names and pronouns.

3. When communicating with known Transgender or Gender Nonconforming students regarding issues such as conduct, discipline, grades, attendance or health, school employees shall focus on the conduct or issues rather than making assumptions regarding the student's actual or perceived gender identity.
4. When communicating with parents or guardians of Transgender or Gender Nonconforming students, school employees shall refrain from the use of gender pronouns and refer to the student by name whenever practicable.
5. The District does not condone the intentional and/or persistent refusal to respect a student's gender identity, or inappropriate release of information regarding a student's Transgender or Gender Nonconforming status. Such conduct shall be a violation of this Board Policy.

#### D. Restroom Accessibility

1. No student shall be required to use a restroom that conflicts with their gender identity. If a Transgender or Gender Nonconforming student wishes to use the restroom that corresponds to the gender they identify as, rather than the restroom associated with the gender that appears on their permanent student record, that Transgender or Gender Nonconforming student shall notify the building principal in writing of the same. That written notice shall be included in the permanent student record. If a Transgender or Gender Nonconforming student does not want to disclose their Transgender or Gender Nonconforming status, that student shall use the gender neutral bathrooms available on campus.

2. Any student, whether they are Transgender or Gender Nonconforming or not, who needs or desires increased privacy when utilizing a restroom shall have access to a single stall or otherwise private restroom, but no student shall be required to use such a restroom.

#### E. Locker Room Accessibility

1. No student shall be required to use a locker room that conflicts with their gender identity. If a Transgender or Gender Nonconforming student wishes to use the locker room that corresponds to the gender they identify as, rather than the locker room associated with the gender that appears on their permanent student record, that Transgender or Gender Nonconforming student shall notify the building principal in writing of the same. That written notice shall be included in the permanent student record. The use of locker rooms by Transgender or Gender Nonconforming students shall be reviewed and addressed on a case-by-case basis, but permitted in a way that, to the extent appropriate, maximizes a Transgender or Gender Nonconforming student's social integration, provides an equal opportunity to participate in physical education classes and athletic opportunities, minimizes stigmatization of the Transgender or Gender Nonconforming student, and ensures student safety. No student shall be required to use a locker room that conflicts with his or her gender identity.
2. Any student, whether or not they are Transgender or Gender Nonconforming, who needs or desires increased privacy when utilizing a locker room shall, upon request, be provided with access to reasonable alternative locker room conditions which could include, but are not limited to (1) use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom) or (2) a separate changing schedule (i.e., utilizing the locker room before or after the other students).

#### F. Sport and Physical Education Classes

1. Gender Expansive and Transgender students shall be permitted to participate in athletic programs/opportunities and physical education classes in a manner that is consistent with the student's gender identity.

2. A student may seek review of his/her eligibility for participation in interscholastic athletics by working through the Pennsylvania Interscholastic Activities Association (PIAA).

#### G. Dress Codes

1. Gender Expansive and Transgender students shall have the right to dress in a manner consistent with their gender identity or gender expression to the extent that such dress does not conflict with school rules or other Board policies or administrative regulations.

#### H. Other School Activities

1. In any school activity or other circumstance involving separation by gender (i.e. class discussions, field trips), students shall be permitted to participate in accordance with the student's gender identity. Teachers and other school employees shall make reasonable efforts to separate students based on factors other than gender where feasible and appropriate.
2. In some cases, a Transgender or Gender Nonconforming student may want a room with fewer roommates or another alternative suggested by the student or their family. The District shall honor these requests whenever practical and prevent the student from being marginalized because of those alternative arrangements. If the Transgender or Gender Nonconforming student's alternative rooming arrangement result in an increased cost to the District, that cost shall be borne by the Transgender or Gender Nonconforming student.
3. Regardless of whether a Transgender or Gender Nonconforming student's roommates know about the student's gender identity, the District has an obligation to maintain the Transgender or Gender Nonconforming student's privacy and cannot disclose or require disclosure of the student's Gender Expansive or Transgender status to the other students or other third parties without the Transgender or Gender Nonconforming student's consent.

#### I. Discrimination/Harassment

1. Incidents or complaints of alleged discrimination, harassment, or violence against a Transgender or Gender Nonconforming student shall be given prompt attention in the same manner as other discrimination/harassment complaints.

J. Education and Training

1. When possible, the District shall conduct staff training and ongoing professional development to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. To further a safe and supportive school environment for all students, the District shall incorporate education and training about Gender Expansive and Transgender students into their anti-bullying curriculum, student leadership trainings and staff professional development.
2. The Director of Education shall be responsible for incorporating Gender Expansive and Transgender students into the District's curriculum, training and professional development. The content of such professional development/training should include, but not be limited to:
  - a. Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
  - b. Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
  - c. Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber-bullying;
  - d. District and staff responsibilities under applicable laws and District policies regarding harassment, discrimination, and gender identity and expression issues.

255 ATT-1 Preferred First Name Change for School District.pdf (184 KB)

Last Modified by Steven Yanni on February 28, 2017



Book	Policy Manual
Section	200 Pupils
Title	Copy of Admission of Students
Number	201
Status	draft
Adopted	March 29, 1993
Last Revised	March 14, 2016
Last Reviewed	March 14, 2016

## **I. Authority**

- A. The Board shall establish age requirements for the admission of beginning students which are consistent with law and regulations.[1][2][3]

## **II. Guidelines**

### **A. First Grade**

1. Beginners are students entering the lowest grade of the primary school above the kindergarten level. A beginner is eligible for admission to the lowest grade of the primary school above the kindergarten level if s/he has attained the age of six (6) years before the 1st day of September.[4][5]
2. The Board may admit as a beginner a child who is five (5) years old and demonstrates readiness for entry by September 1st, upon the written request of the parent/guardian, recommendation of the school psychologist, and approval of the Superintendent.[6]
3. The Board is not required to admit as a beginner any child whose age is less than the district's established admission age for beginners.[6]

### **B. Kindergarten**

1. For the 2016-2017 school year and beyond, a child is eligible for admission to kindergarten if s/he is not less than five (5) years old before September 1st.[7]

## **III. Delegation of Responsibility**

- A. The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations.[8][9]

Legal

- 1. 22 PA Code 11.12
- 2. 22 PA Code 11.41
- 3. 24 P.S. 1301
- 4. 24 P.S. 1304
- 5. 24 P.S. 1326
- 6. 22 PA Code 11.16
- 7. 22 PA Code 11.14
- 8. Pol. 200
- 9. Pol. 203
- 22 PA Code 11.15
- 22 PA Code 4.41
- 24 P.S. 503

Last Modified by Steven Yanni on July 21, 2016



Book Policy Manual  
Section 200 Pupils  
Title Registration/Proof of Residency Requirements  
Number 201.1  
Status Active  
Adopted July 19, 2004

I. Purpose

- A. Parents/Guardians of all students in the New Hope-Solebury School District must present three (3) minimum acceptable proofs of residence to the school as part of the registration process prior to admission.

II. Definitions

- A. Resident - any person who leases/owns property in New Hope-Solebury School District and has children residing within district boundaries.  
B. Multiple Occupancy - occurs when a non-resident pupil lives with a resident family in some capacity; via rent or lease agreement or full resident in the household.  
C. Homeless Youth - if the student meets the criteria of homelessness, as defined by law, the Pupil Services Department must be contacted to provide registration/ affidavits and out-reach services.[1][2]

III. Guidelines

- A. Said resident must provide all of the following:
1. Current driver's license.
  2. Current deed or notarized lease agreement.
  3. Current gas or electric bill.
- B. Any one (1) of the following must be provided in addition to the above that proves residency:
1. Current automobile registration.
  2. Current utility bills, in addition to #3 above.
  3. Tax statements.
  4. Check stubs from wages.
  5. Public Assistance or Social Security.
  6. Court-ordered custodial agreement.

C. Additionally, parents must present the following for their child:

1. Birth certificate or current passport.
2. Proof of immunizations.[3]
3. Social Security Card.
4. Resident Alien Card (if applicable).
5. Information regarding special medical and/or educational needs, if applicable.

D. Parents are also requested to bring a Photo I.D. of themselves.

E. No child will be registered until residency can be proven. No child will be admitted to school without proof of immunizations.

F. The above list of acceptable documents is subject to change at any time.

G. The school district reserves the right to request proof of residence of any resident with school age children at any time.

H. When it is determined that a student is not eligible for attendance under the residency requirements, the district will charge (parent or resident) the prevailing tuition from the date of non-residency. If the date cannot be established it will be set at the first day of the current school year.[4][5]

I. The making of any willful false statements in the provision of proof of residence documents is a crime and subjects the person making such statements to tuition charge and penalties provided in Section 4904 of the Pennsylvania Crimes Code, which makes it a criminal offense to provide false information to government authorities. Illegal registrations are also punishable under Section 3926 of the PA Crimes Code for theft of services.[6][7]

J. Parents of students entering New Hope-Solebury School District under multiple occupancy must complete the following forms before they are admitted: Multiple occupant packets are available at District Office and on the website. The form must be completed and returned to District Office with the registration packet. When registering as a multiple occupant family, the homeowner and multiple occupant must each provide proof of residency in New Hope-Solebury School District. The homeowner and the parent/guardian must complete the registration process together in District Office with notarized Lease agreement. The owning of property and payment of property taxes within the New Hope-Solebury School District does not automatically fulfill the residency clause as stated in the Pennsylvania School Code.

#### IV. Delegation of Responsibility

A. The Superintendent's designee shall be the Director of Pupil Services Elementary and Secondary Education as the resource person to this policy.

- Legal
1. 42 U.S.C. 11434a
  2. Pol. 251
  3. Pol. 203
  4. 24 P.S. 1316
  5. 24 P.S. 2561
  6. 18 Pa. C.S.A. 3926

<http://www.boarddocs.com/pa/newh/Board.nsf/Public#>

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<p>3. Delegation of Responsibility 42 U.S.C. Sec. 1758b <b>7 CFR</b> <b>Sec. 210.30</b></p> <p><b>7 CFR</b> <b>Sec. 210.30</b></p> <p>42 U.S.C. Sec. 1758b <b>7 CFR</b> <b>Sec. 210.30</b></p>	<p>The Superintendent or designee shall be responsible <b>for the implementation and oversight of this policy</b> to <b>ensure</b> each of the district's schools, programs and curriculum <b>is compliant</b> with this policy, related policies and established guidelines or administrative regulations.</p> <p>Each building principal or designee shall <b>annually</b> report to the Superintendent or designee regarding compliance in his/her school.</p> <p>Staff members responsible for programs related to <b>school</b> wellness shall report to the Superintendent or designee regarding the status of such programs.</p> <p>{ X } The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to <b>school</b> wellness. The report may include:</p> <p>{ X } Assessment of school environment regarding <b>school</b> wellness issues.</p> <p>{ X } Evaluation of food services program.</p> <p>{ X } Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.</p> <p>{ X } Listing of activities and programs conducted to promote nutrition and physical activity.</p> <p>{ X } Recommendations for policy and/or program revisions.</p> <p>{ X } Suggestions for improvement in specific areas.</p> <p>{ X } Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.</p> <p>The Superintendent or designee and the <b>established</b> Wellness Committee shall conduct an assessment <b>at least once every three (3) years</b> on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. <b>This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:</b></p> <p>1. The extent to which <b>each</b> district school <b>is</b> in compliance with law and policies related to <b>school</b> wellness.</p>
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<p>7 CFR Sec. 210.30</p>	<p>2. The extent to which this policy compares to model wellness policies.</p> <p>3. A description of the progress made by the district in attaining the goals of this policy.</p>
<p>42 U.S.C. Sec. 1758b 7 CFR Sec. 210.30</p>	<p>At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.</p> <p>The district shall <b>annually</b> inform and update the public, including parents/guardians, students and others in the community, about the contents, updates and implementation of this policy <b>via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.</b> This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.</p>
<p>4. Guidelines</p> <p>7 CFR Sec. 210.15</p>	<p><u><b>Recordkeeping</b></u></p> <p>The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:</p> <ol style="list-style-type: none"> <li>1. The written School Wellness policy.</li> <li>2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.</li> <li>3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.</li> <li>4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.</li> </ol>

<p>42 U.S.C. Sec. 1758b</p>	<p><u>Wellness Committee</u></p> <p>The <b>district</b> shall <b>establish</b> a Wellness Committee comprised of, <b>but not necessarily limited to</b>, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, <b>school health professional, physical education teacher</b> and member of the public. <b>It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.</b></p>
<p>7 CFR Sec. 210.30</p>	<p>The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a <b>School</b> Wellness policy that complies with law to recommend to the Board for adoption.</p> <p><b>The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.</b></p>
<p>SC 1513 Pol. 102, 105</p>	<p><u>Nutrition Education</u></p> <p>Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Physical Education</p> <p>{ X } Nutrition education <b>in the district</b> shall teach, <b>model</b>, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.</p> <p>{ X } Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.</p> <p>{ X } Nutrition education lessons and activities shall be age-appropriate.</p> <p>{ X ) Nutrition curriculum shall <b>teach</b> behavior-focused <b>skills, which may include menu planning, reading nutrition labels and media awareness.</b></p> <p>{ X } School food service and nutrition education classes shall cooperate to create a learning laboratory.</p> <p>{ X } Nutrition education shall be integrated into other subjects <b>such as math, science, language arts and social sciences</b> to complement but not replace</p>

<p>Pol. 808</p>	<p>academic standards based on nutrition education.</p> <p>{ X } Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.</p> <p>{ X } The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. <b>The district shall develop standards for such training and professional development.</b></p> <p>{ X } Nutrition education shall extend beyond the school environment by engaging and involving families and the community.</p> <p><u>Nutrition Promotion</u></p> <p>{ } Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.</p> <p>{ } Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.</p> <p>{ } District schools shall <b>offer resources about health and nutrition</b> to encourage parents/guardians to provide healthy meals for their children.</p> <p><u>Physical Activity</u></p> <p>{ X } District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.</p> <p>{ X } Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.</p> <p>{ X } Age-appropriate physical activity opportunities, such as <b>outdoor and indoor</b> recess, before and after school <b>programs</b>, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.</p> <p>{ X } A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.</p> <p>{ X } <b>Before and/or</b> after-school programs shall provide developmentally</p>
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<p>SC 1512.1 Pol. 102, 105</p>	<p>appropriate physical activity for participating children.</p> <p>{ X } District schools shall partner with parents/guardians and community members <b>and organizations, such as YMCAs, Boys &amp; Girls Clubs, local and state parks, hospitals, etc.,</b> to institute programs that support <b>lifelong</b> physical activity.</p> <p>{ X } Physical activity shall not be used <b>or withheld</b> as a form of punishment.</p> <p><b>{ X } District schools shall promote physical activity through encouragement of walking and biking as a means of transportation to and from school.</b></p> <p>{ X } Students and <b>their families shall be encouraged to utilize district-owned</b> physical activity facilities, <b>such as playgrounds and fields,</b> outside school hours <b>in accordance with established district rules.</b></p> <p><u>Physical Education</u></p> <p>A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.</p> <p>{ X } Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.</p> <p>{ X } Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.</p> <p>{ X } A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.</p> <p>{ X } A varied and comprehensive curriculum that <b>promotes both team and individual activities and</b> leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.</p> <p>{ X } Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.</p> <p>{ X } A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.</p>
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<p>7 CFR Sec. 210.10, 220.8</p> <p>42 U.S.C. Sec. 1751 et seq, 1773</p> <p>7 CFR Sec 210.31 Pol. 808</p> <p>7 CFR Sec. 210.10</p>	<p>{ X } Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.</p> <p>{ X } Safe and adequate equipment, facilities and resources shall be provided for physical education courses.</p> <p>{ X } Physical education shall be taught by certified health and physical education teachers.</p> <p>{ X } Physical education classes shall have a teacher-student ratio comparable to those of other courses <b>for safe and effective instruction.</b></p> <p>{ X } Physical activity shall not be used <b>or withheld solely</b> as a form of punishment.</p> <p><u>Other School Based Activities</u></p> <p>Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.</p> <p><b>Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.</b></p> <p>{ X } District schools shall provide adequate space, as defined by the district, for eating and serving school meals.</p> <p>{ X } Students shall be provided a clean and safe meal environment.</p> <p>{ X } Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.</p> <p><b>{ X } District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, “grab &amp; go breakfast” and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.</b></p> <p>{ X } Meal periods shall be scheduled at appropriate hours, as <b>required by federal regulations and</b> as defined by the district.</p> <p>{ X } Students shall have access to hand washing or sanitizing before meals and snacks.</p>
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<p>42 U.S.C. Sec. 1751 et seq,</p>	<p>{ X } Access to the food service operation shall be limited to authorized staff.</p> <p>{ X } Nutrition content of school meals shall be available to students and parents/guardians.</p> <p>{ X } Students and parents/guardians may be involved in menu selections through various means, <b>such as taste testing and surveys.</b></p> <p>{ X } To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.</p> <p>{ X } The district shall provide appropriate training to all staff on the components of the <b>School</b> Wellness policy.</p> <p>{ X } Goals of the <b>School</b> Wellness policy shall be considered in planning all school based activities.</p> <p>{ X } Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.</p> <p>{ X } Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.</p> <p>{ X } The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.</p> <p><b>{ X } The district shall maintain a healthy school environment, including but not limited to indoor air quality, in accordance with the district's healthy learning environment program and applicable laws and regulations.</b></p> <p><u>Nutrition Guidelines for All Foods/Beverages at School</u></p> <p>All foods <b>and beverages</b> available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.</p> <p>Foods <b>and beverages</b> provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.</p>
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<p>1773 7 CFR Sec. 210.10, 220.8</p>	<p><b>Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.</b></p>
<p>7 CFR Sec. 210.11, 220.12a, 210.30</p>	<p><b><i>Competitive Foods –</i></b></p> <p>Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.</p> <p>Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.</p>
<p>7 CFR Sec. 210.11, 210.30</p>	<p><b>For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.</b></p>
<p>7 CFR Sec. 210.11, 210.30</p>	<p><b>For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.</b></p>
<p>7 CFR Sec. 210.11</p>	<p>The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.</p>
<p>Pol. 229</p>	<p><b><i>Fundraiser Exemptions –</i></b></p> <p>Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.</p>
<p>7 CFR Sec. 210.11</p>	<p>The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.</p>
	<p><b><i>Non-Sold Competitive Foods –</i></b></p>

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives: (CHOOSE ONE OF THE OPTIONS BELOW)

- a. ☒ Foods and beverages shall not be used as a reward or incentive in district schools.
- b. ☒ Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).

2. Classroom Parties and Celebrations: (CHOOSE ONE OR MORE OF THE OPTIONS BELOW)

a. ~~☐ Only non-food based parties and celebrations shall occur on the school campus during the school day in district schools.~~

b. ~~☐ Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.~~

c. ☒ Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.

d. ~~☐ Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:~~

- ~~Fresh fruits/vegetables; and~~

- ~~Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.~~

e. ~~☐ When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.~~

<p>7 CFR Sec. 210.11, 210.30</p>	<p><b><i>Marketing/Contracting –</i></b></p> <p><b>Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.</b></p>
<p>SC 504.1</p>	<p>Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. <b>Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.</b></p>
<p>Pol. 209.1</p>	<p><u>Management of Food Allergies in District Schools</u></p> <p>The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:</p> <ol style="list-style-type: none"> <li>1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.</li> <li>2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.</li> <li>3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.</li> </ol> <p><u>Safe Routes to School</u></p> <p>{ X } The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.</p>
	<p>References:</p> <p>School Code – 24 P.S. Sec. 504.1, 1337.1, 1422, 1422.1, 1422.3, 1512.1, 1513</p> <p>National School Lunch Program – 42 U.S.C. Sec. 1751 et seq.</p>

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	<p>School Breakfast Program – 42 U.S.C. Sec. 1773</p> <p>Healthy, Hunger-Free Kids Act of 2010 – P.L. 111-296</p> <p>National Food Service Programs, Title 7, Code of Federal Regulations – 7 CFR Part 210, Part 220</p> <p>Board Policy – 102, 103, 103.1, 105, 209.1, 229, 808</p> <p><b>PSBA Revision 2/17</b></p> <p><b>© 2017 PSBA</b></p>
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