

CENTENNIAL SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED: January 8, 2019

REVISED:

246-AR-1. PHYSICAL ACTIVITY

Developmentally appropriate physical activities during the school day for students will be designed to achieve optimal health, wellness, fitness and performance benefits, and may include the following:

1. Physical activity breaks for students between lessons or classes, as appropriate; activities will be planned so all students can participate.

The District will provide information to parents/guardians that encourages students' physical activity outside the school environment, such as outdoor play at home, sports, recreation programs, before and after-school programs, community programs, etc.

The District will establish guidelines governing the age-appropriate physical activity opportunities for students that will be provided in each school.

District schools may offer and supervise walking programs for students on school property before school, at lunch or after school.

Student physical activity on school grounds during school hours will be supervised to enforce safety rules and prevent injuries.

Daily recess periods for elementary school students will feature time for unstructured but supervised active play.

Physical activities other than competitive sports will be introduced to students.

Schools may organize and supervise walking trains/school buses for students going to and coming home from school.

Programs conducted before and after school in District facilities will provide developmentally appropriate physical activities to students in an effort to promote physical activity. Designated staff will meet with providers of before and after-school programs in District facilities to discuss and support opportunities for physical activity for attendees.

District schools may send home with students suggestions for physical activities for use by parents/guardians through:

1. Monthly suggested activity calendars.

2. Periodic information and updates.
3. Notices of family activity events taking place in the schools or community.

Building administrators will notify District staff that physical activity (e.g., recess) will not be used or withheld as a form of punishment.

The District will promote the use of school facilities by students and the community for physical activity, fitness, sports and recreation programs offered by District schools and/or community-based organizations outside of school hours through:

1. Announcements.
2. Posted notices.
3. Newsletters.
4. District's website.
5. District's calendar.
6. News media.

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246-AR-2. PHYSICAL EDUCATION

Professional staff will provide physical education instruction that complies with the established curriculum and academic standards to ensure that students develop required skills and knowledge.

The physical education curriculum and program will be reviewed and updated, as appropriate.

District schools will ensure that all students participate in physical education classes.

Physical education staff will utilize appropriate instructional strategies that provide meaningful inclusion of all students, regardless of skill or fitness level.

The District's physical education programs will:

1. Provide physical activity options and alternatives from a variety of categories such as outdoor, rhythmical and lifetime.
2. Feature cooperative, as well as competitive games.
3. Teach self-management skills, as well as movement skills.
4. Actively teach cooperation, fair play and responsible participation.
5. Promote participation in physical activity outside of school.
6. Be an enjoyable experience for students.
7. Encourage lifelong participation in health-enhancing physical activities.
8. Provide for numerous practice opportunities through adequate facilities and sufficient equipment.
9. Create a positive learning environment in which students feel safe and supported.
10. Utilize physical activities that are developmentally appropriate.

Suitably adapted physical education will be included as part of a student's IEP, Service Agreement or accommodation when chronic health problems, disabling conditions or other special needs preclude such student's participation in regular physical education instruction or activities. All documented medical conditions and disabilities will be accommodated in accordance with the applicable IEP or Service Agreement.

An annual assessment and inventory of equipment, facilities and resources used for physical education courses will be made by physical education staff. Equipment, facilities and resources determined to be obsolete, out-of-date, unusable or unsafe will be reported for disposition.

The District's physical education instructional staff will be certified health and physical education teachers.

Physical education staff will attend professional development opportunities and inservice programs, in accordance with Board policy.

Student-teacher ratios in physical education classes that allow teachers the opportunity and time to work with individual students will be established in each school.

District schools will prohibit the withholding or use of physical education solely as a form of punishment.

Assessment

A local assessment system will be implemented to track student progress on the Health, Safety and Physical Education academic standards. Course grades will be awarded in the same manner grades are awarded in other subject areas and will be included in calculations of grade point average, class rank and academic recognition programs.

Assessment opportunities may include the following:

1. Student personal portfolios to assess student progress by making students accountable for completing fitness surveys and recording heart rate, workout routine, personal goals and any other pertinent material.
2. Health-related physical fitness testing, which may be integrated into the curriculum as an instructional tool.
3. Tests appropriate to students' developmental levels and physical abilities and used to teach students how to assess their fitness levels, set goals for improvement and monitor progress in reaching their goals. Staff will maintain the confidentiality of fitness test results, which will be available only to students and their parents/guardians.
4. Physical education programs monitored and assessed regularly by physical education teachers, in conjunction with other District academic and health-related programs, using tools such as the Healthy Kids Survey, CDC School Health Index, CDC Physical Education Curriculum Analysis Tool (PECAT), SHAPE America's National PE Standards or other assessments. Results of these surveys and assessments will be reported to the Board and school, and made available to parents/guardians and the community.

Family and Community Involvement

To promote family and community involvement in supporting and reinforcing physical education in the schools, the building principal or designee will be responsible for ensuring that:

1. Physical education activity ideas are sent home with students.
2. Parents/Guardians are actively encouraged to promote their child's participation in the school's physical education programs and after-school activities through information distributed by the school.
3. Families are invited to attend and participate in physical education activity programs and health fairs.
4. Physical education curriculum includes homework that students can do with their families.
5. School staff consider student preferences and interest when developing physical education programs.
6. School staff are encouraged to work with local recreation agencies and community organizations to provide opportunities for students to participate in physical activity programs outside of school.

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246-AR-3. FUNDRAISERS

Fundraising projects must be submitted for District approval in accordance with Board Policy 229. Student Fundraising. School fundraising activities will be approved with consideration of the following:

1. Fundraising activities held during the school day involving the sale of food or beverages will be limited to foods that meet the USDA Smart Snacks in School nutrition standards, unless an exemption is approved by the building Principal or the Superintendent.
2. Availability of any food or beverage items sold as part of a fundraising activity will be restricted until at least thirty (30) minutes after the last lunch period, unless an exemption is provided.
3. Fundraising activities that promote physical activity will be encouraged.
4. Foods and beverages sold as fundraisers and available for sale outside of the school day that support healthy eating habits by limiting high sugar and high fat content will be encouraged.

For purposes of this administrative regulation, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

Applicable Board policy and administrative regulations will be referenced annually in student handbooks. Copies of these administrative regulations will be available in the main office and will be distributed to activity sponsors, student treasurers of school activities and other interested individuals and groups.

Exemptions From Smart Snacks Nutrition Standards

District schools may permit the sale of foods and beverages for fundraising activities held during the school day that do not meet the Smart Snacks in School nutrition standards in accordance with the following exemptions permitted by the Pennsylvania Department of Education:

1. Up to five (5) exempt fundraisers in elementary and middle school buildings.
2. Up to ten (10) exempt fundraisers in high school buildings.

Exempt fundraisers may not exceed five (5) consecutive school days in length.

Exempt fundraiser foods or beverages may not be sold in competition with school meals in the food service area during the meal service.

Alternative Fundraisers for Healthy Schools

Healthier Food Ideas –

1. Bottled water with school name/logo
2. Fruit/Cheese
3. Naturally low-fat pretzels
4. Specialty shaped pastas
5. Boxes of citrus fruits
6. Popcorn
7. Apples

Activity-Related Fundraisers –

1. Skate night/Skate-a-thons
2. Fun-runs/Walk-a-thons/Bike-a-thons
3. Tennis/Horseshoe competition
4. Golf tournament
5. Bowling night/Bowl-a-thons
6. 3-on-3 basketball tournament - teams are charged an entrance fee and local businesses donate prizes

Show Your School Spirit Fundraisers With School Name/Logo –

1. Mugs
2. Megaphones
3. Stadium cushions
4. T-shirts, sweatshirts, caps
5. Rally rags, team towels
6. License plate frames
7. Spirit/Seasonal flags
8. Frisbees
9. Magnets
10. School event planners that include all school event dates

Fun and Entertaining Fundraisers –

1. Dances - kids, father/daughter, family, Sadie Hawkins
2. Talent shows
3. Magic shows
4. School art drawings
5. Buttons, pins and stickers
6. Balloon bouquets
7. Temporary tattoos
8. Singing telegrams

9. Milk Mustache photos
10. Valentine's Day flowers
11. Treasure hunt/Scavenger hunt

Community-Related Fundraisers –

1. Customized signs
2. Family portraits
3. Gift wrapping at holiday time
4. Selling local agricultural products
5. Recycling cans/paper/ink cartridges
6. Emergency kits for cars
7. Car washes

Material Fundraisers –

1. Candles
2. Jewelry
3. First-aid kits
4. Bath accessories
5. House decorations
6. Computer software
7. Holiday ornaments
8. Plants, flowers and bulbs
9. Greeting cards/stationery
10. Stone/Brick/Tile memorials
11. Books, calendars and magazines
12. Cookbook of easy and healthy after-school snacks

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246-AR-4. LETTER TO PARENTS/GUARDIANS IN-SCHOOL BIRTHDAY CELEBRATIONS

(Date)

Dear Parents/Guardians:

The District's Wellness Committee has been discussing ways in which parents/guardians can have a positive effect on our children's nutrition and eating habits while they are in school. While we appreciate your wish to recognize your child's birthday by bringing treats to school, please be aware of the following guidelines in regards to birthday celebrations:

1. Treats should only be brought in when requested for scheduled parties and will be limited to foods permitted by the District. Permitted foods may vary from classroom to classroom based upon student health issues.
2. Scheduled parties will be announced through newsletters or letters sent home.
3. Treats will be served after the lunch period or at the end of the day, when possible.

Food sent to school must be clearly and fully labeled, sealed in its original packaging, and follow Nutrition Standards for Competitive Foods in Pennsylvania. Some suggestions are:

- Apple, carrot, banana, pumpkin, blueberry or other muffins instead of cupcakes
- Cut-up fruit and veggies with low-fat dressing or yogurt dip
- Soft pretzels (small sized) or regular pretzels
- Baked corn chips and potato chips with salsa and low-fat dips
- Flavored yogurt and fruit parfaits
- Bagels with low-fat cream cheese
- Nonfood treats, such as pencils, erasers, notebooks or small toys

We also encourage you to ask your child's teacher to consider hosting a fun activity that does not involve food, such as reading a special book to students or playing a special game with students. Please check with your child's teacher regarding food allergies for students prior to providing a snack for the classroom students.

Sincerely,

Building Principal

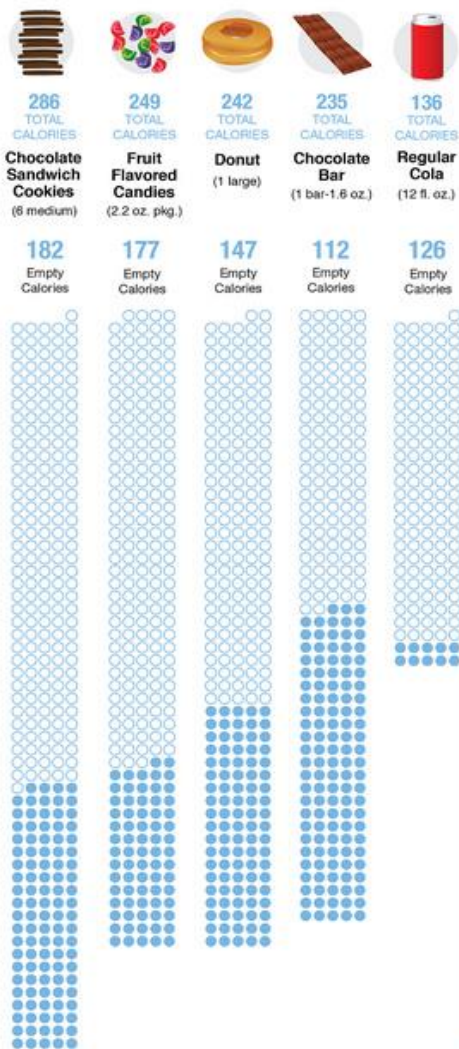


SMART SNACKS IN SCHOOL

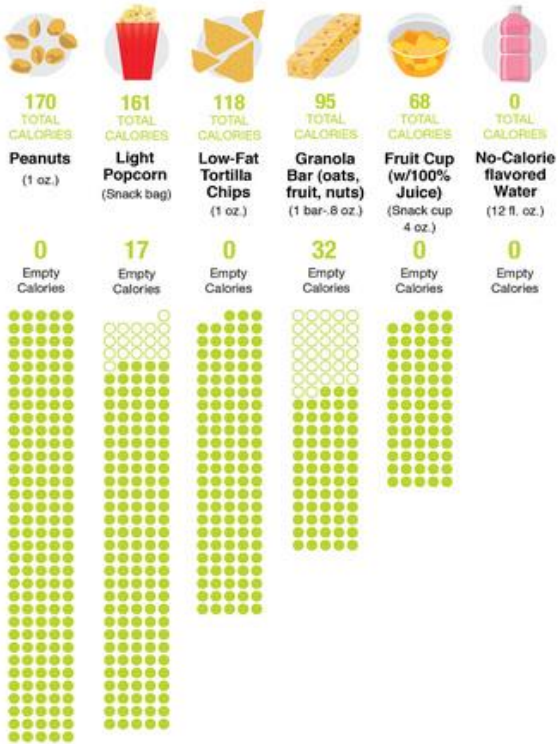
The Healthy, Hunger-Free Kids Act of 2010 requires USDA to establish nutrition standards for all foods sold in schools—beyond the federally-supported meals programs. This new rule carefully balances science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on campus. The rule draws on recommendations from the Institute of Medicine, existing voluntary standards already implemented by thousands of schools around the country, and healthy food and beverage offerings already available in the marketplace.

● Equals 1 calorie ○ Shows empty calories*

Before the New Standards



After the New Standards



*Calories from food components such as added sugars and solid fats that provide little nutritional value. Empty calories are part of total calories.

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246-AR-5. SCHOOL BASED ACTIVITIES

Administrators, teachers, food service personnel, students, parents/guardians and community members will cooperate to develop District programs, communications and outreach efforts to support school wellness initiatives.

Cafeteria/Meal Environment

In District cafeterias, each student will have a seat and room to eat during meal periods. Any overcrowding will be reported to the building principal.

Cafeteria rules for students will be prominently posted in the cafeteria. Cafeteria tables will be cleaned by District staff with appropriate cleaners that also remove allergens between each meal period in order to avoid cross-contamination.

Cafeterias and kitchens will be maintained in an orderly, organized, clean and safe manner. Cafeterias will be inspected for cleanliness on a weekly basis by the head cook or food service supervisor.

Cafeterias will be monitored by assigned District staff throughout student meal times.

Students will be provided at least ten (10) minutes of sit down time for breakfast and twenty (20) minutes' sit down time for lunch. Service lines will be short enough in waiting time to allow students adequate time to eat. This may be accomplished by offering more service lines to students or by staggering lunch schedules to decrease waiting time.

Each cafeteria will have drinking fountains or nearby access to free drinkable water for students' use during meals.

District staff will provide students with the opportunity to wash or sanitize their hands prior to and after meals and snacks, and will require it where it is part of a student's Medical Plan of Care.

Staff Development/Guidelines

The District will employ only qualified nutrition professionals to administer the school meals program.

Only food service personnel and supervisors are permitted in the kitchens and food service preparation areas of the schools.

The District will provide ongoing professional development opportunities and training for District staff that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; management of students with food allergies and other special dietary needs; and other topics directly related to employees' duties. Training will be provided through the use of videos, demonstrations, webinars, in-service opportunities and conferences. Participation will be documented.

All District staff will receive information and training on the regulations developed to implement the School Wellness policy. Training will be done annually to serve as a reminder and inform new staff.

Nutrition Content/Menus

Monthly menus may be sent home with students, posted in school buildings, and made available on the District's website, and will include healthy tips and information related to promoting positive dietary and lifestyle practices.

The District will provide the nutrition content of school meals at designated areas in the cafeteria and on the District website.

District staff may involve students and parents/guardians in menu selections through various means, including:

1. Surveys
2. Taste-testing
3. Contests
4. Cooperation with home economics classes
5. Meetings
6. District website

Active student representation in the form of a student committee for menu input may also be utilized to determine student interest.

Funding and Programs

Staff members responsible for student wellness programs are responsible for researching and applying for funding, grants and scholarships available from federal and state agencies and private and community organizations.

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246-AR-6. SAFE ROUTES TO SCHOOL

District schools will provide appropriate instruction on walking and bicycling safety to students.

To make walking and biking to school safer and easier for students, improvements to school zone traffic safety may be made by:

1. Developing drop-off and pick-up procedures and informing students, parents/guardians and District staff by means of:
 - a. Publication in handbooks.
 - b. Reminders to parents/guardians in the form of letters or notices at the start of each school term and as necessary throughout the school year.
 - c. Presentation at a student assembly.
 - d. Posting of notice/signs.
2. Designating a drop-off and pick-up zone to discourage traffic congestion in front of schools.
3. Conducting regular traffic safety training for school personnel, volunteers and students who drive to school.
4. Encouraging carpooling to alleviate traffic congestion in front of schools.
5. Staggering school arrival and dismissal times for different grades to minimize the flow of traffic.
6. Using a designated employee, parent/guardian or volunteer at drop-off locations to open the student's door and expedite the drop-off process.

Designated school personnel, police and volunteers will periodically evaluate drop-off and pick-up conditions and provide safety information and instruction to drivers.

The Superintendent will meet annually with local municipalities, public safety agency, police departments and community organizations to develop, evaluate and maintain safe routes to school.

In cooperation with the local public works department, physical improvements such as curb striping and signage revision may be made to the school's drop-off and pick-up zones and/or parking and stopping restrictions.

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246-AR-7. HEALTHY SCHOOL ENVIRONMENT

The maintenance of a healthy school environment is conducive to learning and is beneficial to the health of students and staff. A school environmental health program will be developed and implemented to optimize conditions for learning and minimize potential health risks to students and staff.

An effective school environmental health program contains the following key components:

1. Practice effective cleaning and maintenance through regular and thorough cleaning and building maintenance to prevent pest problems and minimize irritants, indoor air pollutants and allergens.
2. Prevent mold and moisture through routine inspections to ensure school buildings are free of moisture problems and water damage.
3. Reduce chemical and environmental contaminant hazards including:
 - a. Mercury.
 - b. Polychlorinated biphenyls (PCBs).
 - c. Lead-based paint.
 - d. Radon.
 - e. Asbestos.
 - f. Hazardous air pollutants, including excessive vehicle idling.
 - g. Secondhand smoke.
 - h. Other factors that are potentially harmful to the health of students and staff including:
 - 1) Pollen.
 - 2) Dust mites.
 - 3) Animal dander.
 - 4) Cleaning agents.

- 5) Scented personal care products.
 - 6) Volatile organic chemicals (VOCs).
 - 7) Laboratory chemicals.
 - 8) Lead, bacteria and other contaminants in drinking water.
 - 9) Arsenic-treated lumber.
 - 10) Excessive exposure to direct sunlight.
4. Ensure good ventilation and address poor indoor air quality by properly maintaining ventilation and filtration equipment to provide adequate ventilation with outdoor air.
 5. Prevent pests and reduce pesticide exposure through implementation of an Integrated Pest Management Plan.

The District will address additional opportunities for promoting environmental health in school facilities such as:

1. Assessment of environmental factors that can enhance or detract from student learning and classroom comfort including lighting, ventilation, temperature, noise, availability of safe drinking water, and sanitation facilities.
2. Establishment of procedures for daily monitoring of outdoor air quality and for providing indoor alternatives for student physical activity on days with poor air quality.

Faculty and Staff Training

Training opportunities on the school environmental health program will be provided to staff and will address:

1. Environmental health and safety of students and staff in schools.
2. Purpose of the school environmental health program.
3. Components of the program.
4. Benefits of the program to students and staff.
5. Board policies and procedures currently in place that support the program.

Student Curriculum

Environmental health projects may be incorporated into appropriate lesson plans in relevant courses (e.g., science and health curriculum).

Students will be encouraged to:

1. Explore environmental health topics for classroom projects, such as Science Fair.
2. Engage in school-provided extracurricular activities that relate to the environment or to environmental health.
3. Participate in volunteer opportunities at the school or in the community that promote environmental stewardship.

Resources:

Healthy Schools, Healthy Kids, U.S. Environmental Protection Agency –
<https://www.epa.gov/schools>

Guidance, Tools and Tips for Healthy Schools, U.S. Environmental Protection Agency –
<https://www.epa.gov/schools/guidance-tools-and-tips-healthy-schools>

School Environmental Health Guidelines, U.S. Environmental Protection Agency –
<https://www.epa.gov/schools/read-state-school-environmental-health-guidelines>

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246-AR-8. MARKETING PLANS FOR SCHOOL WELLNESS

School based marketing will be consistent with nutrition education and health promotion.

Students will receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school setting. All school personnel will help reinforce these positive messages. Posters, artwork and information may be posted throughout school buildings, as well as in the cafeteria.

District schools will consider student needs when planning for a healthy school nutrition environment. Students may be asked for input and feedback, and attention will be given to their comments.

Healthy eating and physical activity will be actively promoted to District staff, students, parents/guardians and the community at school registration, PTO/PTA meetings, open houses, health fairs, teacher in-service, etc.

School staff will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as the local newspaper, District and school newsletters and websites, and television stations.

Marketing Techniques/Activities

Marketing techniques and/or activities for promoting student wellness may include the following:

1. Programs that provide schools with supplies when families buy nutritious food products.
2. Wellness suggestions made during morning announcements in schools.
3. In-school television programming.
4. Free samples or coupons, including coupons for discount gym memberships.
5. Pricing structures that promote healthy options in a la carte lines or vending machines.
6. Sales of fruit or other healthy foods for fundraisers.

Food and Beverage Marketing in Schools

Any foods and/or 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.

School campus is defined as all property under the jurisdiction of the School District that is accessible to students during the school day including school buildings and property owned or leased by the District, school buses and other vehicles used to transport students, athletic fields and stadiums, and parking lots.

School day is defined as the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
2. Displays, such as on vending machine exteriors.
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
4. 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, student assignment books or school supplies displayed, distributed, offered or sold by the District.
5. Advertisements in school publications or school mailings.
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As existing contracts are reviewed and new contracts considered, equipment and product purchasing and replacement decisions should reflect the applicable marketing guidelines established by the District.

Immediate replacement of school equipment such as marquees, message boards, scoreboards and backboards is not required; however, the District will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing guidelines established by the District.

Food and beverage marketing does not include content to which students may be exposed through:

1. Instructional materials.
2. External sources, such as media broadcasts, Internet resources and other external platforms in which the District does not control marketing or branding content.

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246-AR-9. VENDING MACHINES

The Superintendent will be responsible for the placement of food and beverage vending machines in schools. Factors to be considered in the placement of vending machines will include:

1. Whether such machines may be installed.
2. Where machines will be placed.
3. What items will be dispensed.
4. During which hours machines may be used.
5. Cost of products and financial benefit to District.

Vending machine foods and beverages available for sale to students will comply with established federal nutrition standards (USDA Smart Snacks in School).

Advertising associated with product vending will be limited to signage on equipment, paper cups and other serving containers, and will promote a positive nutrition message. Any signage, logo, container or other item must be approved by the Superintendent before distribution or placement on school property.