

The School Board of Miami-Dade County Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of the Miami-Dade County Public Schools were adopted on May 11, 2011 and were in effect beginning July 1, 2011.

1213 - STUDENT SUPERVISION AND WELFARE

Protecting the physical and emotional well-being of students is of paramount importance. Each staff member shall maintain the highest professional, moral, and ethical standards in dealing with the supervision, control, and protection of students on or off school property.

Standards of student supervision are:

- A. Staff members shall report immediately to a building administrator any accident, safety hazard, or other potentially harmful condition or situation s/he detects.
- B. Staff members shall provide proper instruction in safety matters.
- C. Staff members shall immediately report to a building administrator knowledge of threats of violence by students.
- D. Staff members shall not send students on any non-school related errands.
- E. Staff members shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco.
- F. Staff members shall not engage in unacceptable relationships and/or communications with students. Unacceptable relationships and/or communications with students include, but are not limited to the following: dating; any form of sexual touching or behavior; making sexual, indecent or illegal proposals, gestures or comments; and/or exploiting an employee-student relationship for any reason. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.
- G. Staff members who have knowledge of or have reasonable cause to suspect that another employee is engaging in unacceptable relationships and/or communications with a student shall immediately report such information to a site or region supervisor. Failure to do so shall constitute a violation of this Board policy.
- H. If a student approaches a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc., the staff member may attempt to assist the student by facilitating contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's stated problem. However, under no circumstances should a staff member attempt, unless properly certified, licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior, nor should such staff member inappropriately disclose personally identifiable information concerning the student to third persons not specifically authorized by law.

- I. Staff members shall not transport students in a private vehicle without the approval of the principal.
- J. Students shall not be required to perform work or services that may be detrimental to their health.

Since most information concerning a child in school, other than directory information described in Policy [8330](#), is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Policy [8462](#), each staff member shall report to the proper legal authorities (site administrator, School Police, and Department of Children and Families) immediately any sign of suspected child abuse or neglect.

F.S. 119.011, 1001.51, 1002.22, 1003.32
20 U.S.C. 1232
34 C.F.R. Part 99

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2111 - PARENT INVOLVEMENT- A HOME-SCHOOL-DISTRICT PARTNERSHIP

Strong, continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

A collaborative environment is encouraged in which the parents and families of District students are invited and encouraged to be involved stakeholders in the school community. This policy establishes the framework and responsibilities for implementation of strategies to increase family and community involvement. A copy of this policy must be distributed to all parents (e.g., by providing paper copies, electronic copies, or other appropriate means of distribution).

"Parent" refers to any adult--mother, father, older sibling, aunt, uncle, grandparent, guardian/foster parent, mentor--who plays a significant role in the care of a student or students enrolled in the District. Although parental involvement is the specific focus of this policy, all those concerned with the education of students must work together cooperatively to meet the needs of students.

"School" is defined in the broadest possible sense. It refers not only to the customary kindergarten through grade 12 programs, but also to the early childhood, adult education, and community schools' programs.

The Superintendent shall implement administrative procedures by which a school-parent partnership can be established and maintained throughout the student's career in the District.

Parent Responsibilities

The importance of parents as teachers shall be recognized by parents and supported by the school. Schools will provide parents with the appropriate support and assistance needed in understanding and meeting the expectations of this role. Parents are expected to:

- A. set guidelines and clear expectations of good behavior and academic performance;
- B. ensure that their children have a quiet place and time to read, study, and complete homework;
- C. discuss daily work assignments, progress reports, and report cards with their children;
- D. ensure that their children attend school on time every day and promptly report any absences or tardiness;
- E. communicate with the school through written and electronic messages, telephone, and/or conference meetings;
- F. ensure that their children have the materials needed to complete class work and home

learning;

- G. take an active part in school activities, such as Back-to-School Night, PTA meetings, participating in workshops, and parent/student activities, etc.;
- H. keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care;
- I. bring to the attention of appropriate school personnel any problem or condition that negatively affects their children, or other children in the school community;
- J. help their children develop a good self-image by providing care, discipline, support, interest, and concern;
- K. provide the school with current and accurate home, work, and emergency contact information; and
- L. foster in their children a positive attitude towards school and learning.

Parents as Advisors, Advocates and Participants in Decision Making

A. Advisors

Parents are encouraged to participate in and influence decisions, raise issues or concerns, appeal decisions, and resolve problems.

B. Advocates

Parents are encouraged to become advocates for children on issues that affect children. They are urged to join and take a leadership role in a PTA, PTSA or other parent organization.

C. Educational Excellence School Advisory Councils

Parents must be elected to serve as active members of Educational Excellence School Advisory Councils (EESAC) and in other important decision-making bodies, where required by State and Federal statutes. This will include the involvement of parents in the development of the Local Educational Agency Title I Plan required under The Elementary and Secondary Education Act as well as their involvement in the process of school review and improvement required by the Act.

D. Title I School-Parent Compacts

In each school implementing the Title I Program, parents shall, jointly with the school, develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and develop a partnership to help children achieve the State's high standards.

E. Title I School's Parental Involvement Plan

In each school implementing the Title I Program, parents shall jointly with the school develop the Title I School's Parental Involvement Plan. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

School Level Strategies And Responsibilities

A.

Parent Outreach Liaisons. Each school principal will identify one (1) or more individuals who will serve as a liaison to all parents in the school community. Responsibilities include:

assessing the needs of parents; communicating this information to the school's principal and the school's advisory group(s); and informing parents of school and District services, offerings, and programs in their primary language. This individual may be a Community Involvement Specialist, another staff member, or a certified volunteer.

- B. **Space for Parents.** School principals will provide a Parent Resource Center as a place for parents to meet, post, and review current bulletins, and exchange information.
- C. **Access to Schools.** Reasonable efforts will be made to make the school building a welcoming place, clearly accessible to parents. Parents should recognize, however, that their right to access does not transcend the rights of students and teachers to an orderly educational environment.
- D. **Sensitivity to Exceptionalities.** Reasonable efforts will be made to assist parents in understanding the needs and rights of their children. Reasonable efforts should be made to assist school personnel, students and parents in understanding the needs and rights of children with different exceptionalities.
- E. **Accommodations for Parents.** School personnel should use flexible and creative methods to accommodate the schedules of parents, and, with the assistance of businesses, agencies and organizations, to encourage participation by addressing the need for child care, transportation and other resources. Every reasonable accommodation should be made for Board employees who are parents to participate in the education of their children.
- F. **Communication.** Communication between parents and the school shall be encouraged at all grade levels, including regular parent/teacher communication, and providing parents with meaningful scope of student work. Reasonable efforts will be made to communicate with parents in their primary language. The mode of communication should also be adjusted when necessary to promote comprehension, acceptance, and trust. Additionally, schools implementing the Title I Program will distribute annually to parents, at the onset of the school year, the Title I Program Notification Letter, in a format, and to the extent practicable, in a language such parents understand.
- G. **Parent Orientation.** Schools will conduct orientation meetings that provide information about school procedures and programs as well as opportunities for active participation. Additionally, schools in the Title I Program should conduct the Title I Annual Parent Meeting at the onset of the school year to inform parents of their school's participation in the Title I Program, to explain the parental requirements in the Elementary and Secondary Education Act, and to explain the rights of the parents to be involved.
- H. **Educational Excellence School Advisory Councils.** Schools must ensure that parents are included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies as required by Federal and State statute. To ensure that parents are knowledgeable about this involvement, all parents must receive information regarding the role of EESAC, meeting schedules, and parent elections. With the support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.
- I. **Title I School-Parent Compacts.** Each school implementing the Title I Program shall ensure that parents in the Program are involved in jointly developing, and that they receive, the annual Title I School-Parent Compact as required in the Elementary and Secondary Education Act that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
- J. **Title I School's Parental Involvement Plan.** In each school implementing the Title I Program, parents shall jointly with the school create a plan. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

- K. Learning Opportunities for Parents. With the assistance of The Parent Academy and other appropriate District offices, schools should identify and implement community-centered, parent friendly programs and affiliations for parents to learn. The learning opportunities should target appropriate student age levels, including the needs of children from birth to age six as well as the developmental and cognitive needs and expectations of students. Additional learning opportunities should be provided for young adults, including those who are already parents, to learn how to be effective parents.
- L. Volunteers and Tutors. Principals should utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, principals will identify staff who will actively recruit, train, appropriately place, support, and monitor parents in instructional and extra-curricular programs. Volunteer procedures and forms will be made available throughout the year.
- M. Resources for Parents. In order to assist parents, resources should be made available for check-out at the school site or through the District web site or Parent Portal, such as: audio/visual, print, computer, and web-based programs; "how-to" programs broadcast on educational television and radio; pamphlets and books developed especially to aid the parent-as-teacher; copies of course schedules and homework assignments; lists of grade level and course objectives; testing guidelines; and schedules. Additionally, the Title I Handbook should be made available for check-out to parents of students in the Title I Program.
- N. Advocacy. Schools, regional centers, and the District will support parents to become advisors and advocates for their children. They will provide understandable, accessible, and well-publicized opportunities as well as information about student and parent responsibilities and rights in order that parents may advocate effectively. Regional Parent Liaisons will provide information and assistance to parents including the parents of children with exceptionalities.

District Level Strategies and Responsibilities

- A. District Parent Resource Office. The Office of Parental Involvement functions as a liaison with parents to provide a District level point of communication for referral and direction on parental involvement issues. It is the primary responsibility of this office to promote parental involvement, facilitate implementation of this policy, and maintain contact with various groups and individuals representing parents. The office will assist other programs in the implementation of parent involvement strategies. These programs will include the Parent Academy, Early Childhood Programs, Bilingual Parent Outreach Program, State and District-run Voluntary Pre-kindergarten (VPK) programs, and Title I administration.
- B. Parent Involvement Training. The Office of Parental Involvement, in cooperation with the Parent Academy, Title I administration, and other appropriate District offices, where applicable, will develop and provide training programs to give parents the information, tools, and resources on how to be successful advisors, advocates, and partners in the decision-making process. The training programs must include assistance to parents to understand such topics as the Sunshine State Standards, the FCAT and other assessments, the requirements of the Elementary and Secondary Education Act, ways to monitor a child's progress, and ways to work with educators to improve student achievement. The District should also facilitate parent-to-parent training programs.
- C. Support for Parental Involvement Strategies. Through the Office of Parental Involvement, the Parent Academy, Title I administration, and other appropriate District offices, the District shall provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance as well as to build the schools' and parents' capacity for strong parental involvement as defined in the

Elementary and Secondary Education Act.

Additionally, schools implementing the Title I program will receive support and assistance through the following Title I components: parental District Advisory Council's general and executive board meetings, the Parent Outreach Program, Community Involvement Specialists, Parent Advisory Councils, and District and school-site Parent Resource Centers.

- D. Support for Communication. Appropriate District offices will develop and implement effective communication methods to ensure that all families, regardless of income, ethnic background, or language, receive and share school-to-home and home-to-school communications. Additionally, Title I administration will provide to schools implementing the Title I program the sample Title I Program Notification Letter, to be distributed to their parents annually, at the beginning of the school year.
- E. Staff Training. Training procedures should include the importance of parental involvement. Training programs will be identified by the Office of Parental Involvement, Title I administration, the Parent Academy, and other appropriate District offices, to assist personnel in acquiring techniques that promote effective communication with parents and the cultivation of parental involvement.
- F. Resource Guide. A resource guide will be developed for school staff members, parents, and the community, to include best practices and a directory of contact information for programs, and persons with expertise in the area of parental involvement. Additionally, the Title I Administration Handbook is an appropriate resource to support schools implementing the Title I program, in this area.
- G. Title I School-Parent Compacts. Title I administration will ensure that all schools participating in the Title I program jointly with parents develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Title I administration will assist with ensuring that schools distribute the Compacts to all parents in the Title I program.
- H. Title I District Wide Parental Involvement Policy. This policy serves as the Districtwide Parental Involvement Policy required by the Elementary and Secondary Education Act for schools implementing the Title I program. This policy has been developed jointly with, and agreed upon by, parents of children participating in the Title I program. Title I administration will assist in ensuring that this policy is distributed to all parents in the Title I program.
- I. Evaluation. The Office of Parental Involvement and the Family and Community Involvement Advisory Committee, on which the majority of the members are parents, will annually assess the implementation of the Parent Involvement Policy, using outcome-based data, including, but not limited to, the School Climate Survey and the Parent Benchmarks Survey, and will make written recommendations for improvement. This assessment will identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be used to design strategies for more effective parental involvement and to revise existing parental involvement policies.
- J. Business Involvement. The active cooperation of the community's municipalities, businesses, agencies, organizations, and post-secondary institutions will be sought to partner with the District to provide on-site opportunities for parents to learn more about the School District, the educational needs of students, and about parenting in general. These entities may be asked to partner with the District to provide educational experiences at the school sites. Members of the community will be encouraged to assist students by participating in programs such as Listeners, Mentors, and Role Models. Businesses will be encouraged to provide flexible time or release time for employees to visit their children's school. The District will establish a program to designate businesses as "school friendly" when they meet established District criteria.

F.S. 1000.03

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2410 - SCHOOL HEALTH SERVICES PROGRAM

The health services provided by the District shall supplement, not replace, parental responsibility, and shall appraise, protect, and promote student health. These services shall be designed to encourage parents to devote attention to child health, to discover health problems, and to encourage the use of the services of physicians, dentists, and community health agencies as needed.

The School Board shall cooperate with the Miami-Dade County Health Department in providing professional medical supervision in all school health matters as required by the School Health Services Act F.S. 381.0056.

The District, the local health advisory council, and the Miami-Dade County Health Department shall jointly develop a school health services plan. Upon recommendation of the Superintendent, the plan shall be submitted to the Board for approval. The administrative guidelines implementing this plan can be found in the Manual for School Health Facilitators. The plan shall include provisions for the following:

- A. health appraisal;
- B. the periodic review of student health records for compliance with State statutes;
- C. nurse assessment;
- D. nutrition assessment;
- E. a preventive dental program;
- F. vision screening;
- G. hearing screening;
- H. scoliosis screening;
- I. growth and development screening;
- J. health counseling,
- K. referral and follow-up of suspected or confirmed health problems by the County Health Department,
- L. meeting emergency health needs in each school,
- M. county health department personnel to assist school personnel in health education and curriculum development,
- N. referral of students to appropriate health treatment, in cooperation with the private health community whenever possible,
- O. consultation with a student's parent or guardian regarding the need for health attention by

the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated,

- P. maintenance of records on incidents of health problems, corrective measures taken, and such other information as may be needed to plan and evaluate health programs; except, however, that provisions in the plan for the maintenance of health records for individual students must comply with Federal and State law,
- Q. health information which will be provided by the school health nurse, when necessary, regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs, and
- R. notification to the local nonpublic schools of the school health services program and the opportunity for representatives of the local nonpublic schools to participate in the development of the cooperative health services plan.

If the District chooses to provide nonemergency physical exams or screenings, the Board shall directly notify the parents of students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening is scheduled or expected to be scheduled for students if examination or screening is: (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of a specific student, or other students.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Unless the physical examination or screening is permitted or required by an applicable State law, parents may refuse to allow the District to administer a nonemergency, invasive physical examination or screening upon written notification to the District.

Mental Health Services

Mental health counseling services, case management services, and human and social services may be provided to students at a school site under mutual agreements with community-based public or private agencies. Each service provided shall be on a case-by-case basis with prior written approval of the student's parent or guardian.

The Superintendent shall assist schools in providing information to children and families by providing a directory of referral sources for professional mental health services for children and families in need of such services. All schools should reference the Referral Sources for Children and Families Manual for licensed mental health professionals. The following information should be listed in the directory:

- A. the location of a Referral Sources Manual;
- B. information on mental health referral;
- C. information on substance abuse referrals;
- D. phone numbers and addresses of mental health providers;
- E. a copy of the District's release letter for obtaining assistance;
- F. additional resource for outpatient/inpatient services;
- G. inpatient unit services for District children and adolescents; and

H. employee assistance programs and contacts.

F.S. 381.0056, 1003.22
20 U.S.C. 1232(h)

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2411 - SCHOOL COUNSELING

A planned program of guidance and counseling shall be an integral part of the District's educational program. This program is outlined in the District's Comprehensive Student Services Program PK - Adult which provides that:

- A. the program is student-centered, and designed to enhance individual uniqueness, an understanding of cultural diversity, and maximum development of student potential;
- B. students will graduate with the competencies to make self-directed, realistic, and responsible decisions and be successful contributors to society; and
- C. a District steering committee is established and includes administrators, staff members, counselors, and/or other clinical resource people, and parents and other members of the community such as the Student Services Advisory Committee.

A program of guidance and counseling shall be offered to all students and shall provide that:

- A. staff members are properly trained and skilled for their roles and perform in ways that comply with their certification and/or licensing and job description as well as with School Board policies and administrative procedures;
- B. outside resource people and agencies are properly certified or licensed to provide services and have a history of effective assistance.

Students and parents should be aware that school personnel must report situations that they determine might involve imminent danger or violations of Federal, State, or local laws.

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8500 - FOOD SERVICES

The Food and Nutrition service program shall strive to: (1) provide school food services consistent with the nutritional needs of students, and (2) provide school food services that contribute to the student's educational experiences and the development of desirable eating habits.

Expenditures from the Food and Nutrition Service Operating Fund shall comply with State Board of Education Rule: F.A.C. 6A-1.012, Purchasing Policies, and National School Lunch Act Regulations 7 C.F.R. 210-250.

Purchase of equipment for the Food and Nutrition service program shall comply with State Board of Education Rules; F.A.C. 6A-2, Educational Facilities; 6A-7.040; 6A-7.042, and National School Lunch Act Regulations 7 C.F.R. Parts 210-250

Administrative Responsibility

The director of food services is responsible for supervising and administering the food service program and shall provide system-wide coordination to achieve the most efficient and nutritional operation at the lowest possible cost to the student.

Principal

The principal and local school staff are responsible for:

- A. complying with Federal and State laws, regulations, and the Board's policies;
- B. effecting ways to increase student knowledge of nutrition through classroom instruction and learning experiences outside the classroom; and
- C. scheduling students for the greatest participation in the school food service program.

Cost of Meals

The Food and Nutrition service program shall be operated on a non-profit basis according to the Board's contractual agreement with the Florida Department of Education and in compliance with Florida statutes, State Board of Education Rules, and the National Child Nutrition (P.L. 89-642) and School Lunch (P.L. 79-396) Acts. The price of meals shall be determined annually by the Board upon recommendations of the Superintendent. Cafeteria employees are given a lunch as part of their salary. Other adults shall pay the Board-adopted sale price.

The Board shall approve any change in the prices for student meals sold in the schools. Prices of

individually priced food and beverage items and adult meals shall be determined by the food service director.

Federal School Lunch Program

The Board shall participate in the Federal School Lunch Program and offer free or reduced-price meals according to the United States Department of Agriculture guidelines.

School-allied special programs are permitted to contract with Food and Nutrition Service for meals and supplemental nourishments upon approval by the Superintendent.

Meals for non-school allied community groups may be provided if recommended by the Superintendent pursuant to a written contract approved by the Board. The Board shall be fully compensated for the full cost of services provided.

F.S. 1001.41, 1001.42, 1001.51, 1006.06, 1013.12

F.A.C. 6A-7.0411, 6A-7.41, 6A-7.42(2), 6A-7.421, 6A-7.45, 6A-7.46

7 C.F.R. 210, 215, 220, 240

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8510 - WELLNESS POLICY

Introduction

In November, 2005, the District, as a result of the 2004 Child Nutrition and WIC Reauthorization Act, was tasked with developing a District Wellness Policy. On May 10, 2006, by School Board action, the Wellness Policy for the District was established. The *Healthy, Hunger-Free Kids Act of 2010* continues to require that the District Wellness Policy be reviewed by the District Wellness Advisory Committee, and if necessary, be revised annually. Its focus is to promote wellness and address current health issues facing our students and staff.

Preamble

The District is committed to providing a healthy environment for students and staff within the school environment, recognizing that individuals must be physically, mentally and socially healthy in order to promote wellness and academic performance.

The District will focus on achieving five (5) goals:

- A. Nutrition – All students and staff will have access to and be encouraged to take advantage of high-nutrient food options served at school and District/Region office cafeterias.
- B. Physical Education – All students will be encouraged to participate in the recommended levels of physical education.
- C. Physical Activity – All students and staff will be encouraged to engage in daily physical activity according to national guidelines.
- D. Health and Nutrition Literacy – All students and staff will be encouraged to develop healthy life-style habits.
- E. Preventive Healthcare – All students and staff will be encouraged to participate in preventive healthcare.

Nutrition

District Policy: The District will make nutritious foods available on campus during the school day to promote student and staff health.

- A. The Department of Food and Nutrition will serve the following: food high in fiber, free of added trans fat, low in added fats, sugar, and sodium, respectful of cultural diversity and served in appropriate portion sizes consistent with United States Department of Agriculture standards.
- B. All food sold on campus beginning one (1) hour before the start of the school day and up until one (1) hour after dismissal of the final class of the day must meet the *Rule on Food and Beverages Sold on Campus and in Vending Machines District-Wide*. (Appendix A)
- C. The Department of Food and Nutrition will pursue partnerships with local/regional farms to facilitate a Farm-to-School program.
- D. Meals served within the Federally reimbursable meal program will be designed to feature fresh fruits and vegetables from local sources to the greatest extent possible.
- E. The District will encourage parents and teachers to have healthy celebrations at school. Ideas and suggestions can be found at <http://nutrition.dadeschools.net>. When a list is sent home requesting donations for a celebration, it should include water and at least one (1) healthy option.
- F. Fundraisers that occur on campus, beginning one (1) hour before the start of the school day and up until one (1) hour after dismissal of the final class of the day must comply with the *Rule on Food and Beverages Sold on Campus and in Vending Machines District-Wide*. The District will assist parents and staff in planning healthy fundraisers by providing suggestions which can be found at <http://nutrition.dadeschools.net>.

Physical Education

District Policy: The District will provide evidence-based physical education programs to enable students to develop healthy lifetime habits conducive to cardiovascular conditioning, flexibility, coordination, balance, and strength.

- A. Elementary Physical Education, grades K-1: 150 minutes of weekly instruction in physical education provided by the homeroom teacher is required.
- B. Elementary Physical Education, grades 2-5: 150 minutes of weekly instruction in physical education by a physical education teacher is required.

- C. Middle School Physical Education, grades 6 – 8: A minimum of one (1) semester of physical education in each of the three (3) years is required for all students, unless a waiver is submitted at the time of subject selection each year. Students will be encouraged to take physical education for the entire year in order to develop and maintain maximum health benefits.
- D. Senior High School Physical Education, grades 9–12: A minimum of one (1) credit of physical education in senior high school is required. One (1) semester must be Personal Fitness while the second semester may be any physical education course offered by the District with the approved State course codes.

If additional periods are added to the current six (6) period day in senior high schools, then physical education requirements may be increased.

- E. Physical education will be taught by a certified physical education specialist and will be an essential part of every school's instructional program, subject to the differing abilities of students. The program will stress the importance of physical fitness, healthy life-styles, and fairness and respect for all students.
- F. Nutrition education is required to be taught through physical education in grades K-12.
- G. Physical education skills needed for enhancing health will include:
 - 1. comprehension of concepts related to health promotion, disease prevention, and reduction of health risk;
 - 2. ability to access valid health information;
 - 3. effective interpersonal communication skills;
 - 4. setting goals and making decisions;
 - 5. stress reduction;
 - 6. advocacy skills for personal, family and community health; and
 - 7. instruction in CPR/AED (middle and senior high school only).

Physical Activity

District Policy: All students and staff will be encouraged to participate in the nationally recommended levels of a minimum of sixty (60) minutes or more per day of physical activity.

- A. Recess for students in grades PK-5 is required to take place either three (3) times a week for fifteen (15) minutes each time or two (2) times a week for twenty (20) minutes each time. Recess is defined as unstructured playtime that is supervised by adults, but not directed by adults; it can include activities directed by adults as outlined in the District's *Recess Manual*. School policies and practices support that physical activity should not be withheld as punishment for students.
- B. Students will be informed of the opportunity to participate in physical activity in after-school programs and school intramural programs.
- C. Staff will be encouraged to participate in at least thirty (30) minutes of physical activity daily. This will include a combination of cardiorespiratory activity, flexibility, and muscular strength and endurance.
- D. Staff will be informed of the opportunity to participate in physical activity in after-school programs and community events.

Health and Nutrition

District Policy: All students and staff will be encouraged to learn about the principles of nutrition and other competencies essential to making health-enhancing choices.

- A. Health literacy education will be incorporated into classroom instruction when applicable to include the following: comprehensive concepts on health-enhancing behaviors, risk factor reduction for life-style disease prevention, bullying and violence prevention, personal safety, identifying and managing stress, and sexual health and body image.
- B. Nutrition education will include lessons and experiential learning opportunities, such as edible gardens, that enhance health and take into account:
 - 1. emphasizing the importance of goal-setting and positive decision-making strategies that enhance health including those related to food intake and energy expenditure;
 - 2. analyzing the influence of culture, media and other factors on food choices and preferences in personal health practices including food preparation methods that enrich and challenge healthy living; and
 - 3. the development and care of edible gardens.
- C. Students will be taught to differentiate between marketing messages and substantive health information.

- D. Health literacy resources will be available to staff focusing on concepts of health enhancing behaviors, risk factor reduction for disease prevention, personal safety, and managing stress.
- E. Nutrition resources that include learning opportunities which enhance health will be made available for staff.
- F. Healthy food choices and fresh food on school premises will be promoted by making relevant nutrition information available as close as possible to the point of choice.

Preventive Healthcare

District Policy: All students and staff will be encouraged to participate in preventive healthcare that addresses physical, mental, social and emotional wellness.

- A. Through *HealthConnect in our Schools*, a school-based health team will be provided to offer a coordinated level of healthcare to students that is consistently available at select District schools, including but not limited to:
 1. a coordinated level of school-based healthcare;
 2. expanded health screenings and assessments with access to follow-up care;
 3. mental and behavioral health services to identify and solve student health and educational issues;
 4. better access to a regular primary care physician;
 5. assisting uninsured students, who have no other options or access to healthcare, in gaining access to primary health services; and
 6. chronic disease management.
- B. The Florida Department of Health in Miami-Dade County *School Health Program* will provide health services to students in accordance with Florida statutes, rules, regulations and the local School Health Services Plan.

School health services provided will includes, but are not limited to:

1. health appraisal;
 2. records review;
 3. nurse assessment;
 4. nutrition assessment;
 5. screenings: vision, hearing, scoliosis, and growth and development including Body Mass Index (BMI) referral and/or follow-up;
 6. health and behavioral/mental health counseling;
 7. referral and follow-up of suspected or confirmed health problems;
 8. emergency health needs;
 9. referral of students to appropriate health treatment;
 10. consultation with a student's parent or guardian regarding the need for health attention by the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated;
 11. maintenance of records on incidents of health problems, corrective measures taken, and such other information as may be needed to plan and evaluate health programs;
 12. health information regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs;
 13. education classes on a variety of health topics; and
 14. medication administration quality assurance and improvement.
- C. Healthcare provider will offer wellness resources that address physical, mental, social, and emotional wellness to support staff healthy habits.

Monitoring and Evaluation

The Superintendent's District Wellness Advisory Committee is responsible for reviewing and monitoring

the District's Wellness Policy in accordance with the District's policies to improve the health and wellness of all students and staff.

School sites are required to convene School Wellness Committees to implement this policy and related activities. Schools will annually complete the School Health Index, the Healthy Schools Inventory and Action Plan, and the Principal's Wellness Checklist as self-assessments.

The goals, objectives, and guidelines of the District Wellness Policy will be reviewed annually. Recommendations to the Superintendent by the Wellness Advisory Committee will address the following: changing conditions; new techniques and proven strategies; new objectives, if needed; and guidelines which reflect emerging scientific knowledge relevant to the health of students and staff.

To view the District Wellness Policy Agenda Items please go to:

- A. <http://pdfs.dadeschools.net/Bdarch/2011/Bd112211/agenda/E36rev.pdf>
- B. <http://pdfs.dadeschools.net/Bdarch/2012/Bd011812/agenda/e200.pdf>
- C. <http://pdfs.dadeschools.net/Bdarch/2010/bd112410/agenda/E36rev.pdf>
- D. <http://pdfs.dadeschools.net/Bdarch/2009/bd111709/agenda/e36.pdf>
- E. <http://pdfs.dadeschools.net/Bdarch/2007/Bd101707/agenda/e36.pdf>
- F. <http://pdfs.dadeschools.net/Bdarch/2006/Bd051006/agenda/e37.pdf>
- G. <http://pdfs.dadeschools.net/Bdarch/2005/Bd111605/agenda/A3rev2.pdf>

APPENDIX A

Rule on Food and Beverages Sold on Campus and in Vending Machines District-Wide

The District is committed to providing an environment in which all students and staff can make healthy food choices for lifelong health. As such, the following Rule on Food and Beverages Sold on Campus and in Vending Machines District-Wide will be implemented for all sites, for **all** food sales beginning one (1) hour before the start of the school day and up until one (1) hour after dismissal of the final class of the day. This rule shall be applicable to all food and beverages sold in vending machines twenty-four (24) hours a day.

- A. Permissible Beverages
 - 1. Elementary School
 - a. Water.

- b. Up to eight (8) ounce servings of milk and 100% juice.
 - 1) Fat-free or low-fat regular and flavored milk and nutritionally equivalent (per USDA) milk alternatives with up to 150 calories/eight (8) ounces.
 - 2) 100% juice with no added sweeteners, up to 120 calories/eight (8) ounces, and with at least ten percent (10%) of the recommended daily value of three (3) or more vitamins and minerals.

(As a practical matter, if elementary and middle school students have shared access to areas on a common campus or in common buildings, then the school community has the option to adopt the middle school standard.)

2. Middle School

Same as elementary school, except juice and milk may be sold in ten (10) ounce servings.

3. High School

- a. Water.
- b. All beverages must be non-carbonated and caffeine free.
- c. No- or low-calorie beverages with up to ten (10) calories/eight (8) ounces.
- d. Up to twelve (12) ounce servings of milk, 100% juice and certain other drinks.
 - 1) Fat-free or low-fat regular and flavored milk and nutritionally equivalent (per USDA) milk alternatives with up to 150 calories/eight (8) ounces.
 - 2) 100% juice with no added sweeteners, up to 120 calories/eight (8) ounces, and with at least ten percent (10%) of the recommended daily value of three (3) or more vitamins and minerals.

- 3) Other drinks with no more than sixty-six (66) calories/eight (8) ounces.
- e. At least twenty-five percent (25%) of non-milk beverages must be water and no more than twenty-five percent (25%) of beverages may be no- or low-calories options.
- B. Permissible Food
1. No more than thirty-five percent (35%) of total calories from fat.
 2. No more than ten percent (10%) of total calories from saturated fat.
 3. No more than thirty-five percent (35%) added sugar by weight.
 4. No added trans fat.
- C. Portion Guidelines
1. Snacks (including but not limited to chips, popcorn, trail mix, nuts/seeds and dried fruit) no more than 1.5 oz.
 2. Cookies no more than 2 oz.
 3. Bakery items (e.g., pastries, muffins) no more than 3 oz.
 4. Frozen desserts and ice cream no more than 3 fluid oz.

The District encourages healthy food and beverages at school related events. However, when school-related events occur at least one (1) hour after dismissal of the final class of the day and where parents and other adults are part of an audience or are selling food and beverages as boosters during intermission, as well as immediately before or after an event, these rules do not apply. Examples of these events include school plays and band concerts.

Foods used in Culinary Arts and Training Programs for instructional purposes are also exempt from these rules.

Non-compliance with this rule will be addressed at the administrative level by School/District Operations.

2 U.S.C. 1751 et seq.
42 U.S.C. 1771 et seq.
F.S. 1001.41, 1001.42, 1001.43, 1006.06, 1006.0605, 1006.0606
F.A.C. 6A-7.0411

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