



Dedicated to healthy development, creativity, and the power of ideas

WELLNESS POLICY

Updated April 9, 2025

Updated November 25, 2025

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I. PREAMBLE

New Heights Charter School is committed to the optimal social, emotional, physical and academic development of every student. We know students thrive in a positive, safe and health-promoting learning environment. We also know that we work best when we work as a team -- coordinated and coherent efforts ensure that student well-being is at the center of all school improvement endeavors.

New Heights' campuses sit within a community that has been plagued with violence and trauma and the community we serve is among the most "high-need" areas of Los Angeles. It has been documented that living with ongoing stress can lead to high blood pressure which overtime damages the blood vessels, heart, and kidneys while also increasing the risk of heart attack, heart failure, and sudden death. We also know that constant exposure to violence can take a toll on mental health and is a risk factor for developing Post Traumatic Stress Syndrome (PTSD). The youth in our community suffer from depression, anxiety, and sleep issues and research shows a link between negative childhood events and the development of chronic illness, mental health issues, or social problems.

New Heights is located on the borders of Leimart Park and Vermont Square neighborhoods within **SPA-6 – a health zone with some of the** most learning troubling health statistics in Los Angeles County. For example, SPA-6 has a high percentage of adults diagnosed with high blood pressure or diabetes, and the highest percent of obese adults in the county. SPA-6 also has the highest Diabetes and Stroke death rates in Los Angeles County.

Research shows that proper nutrition and physical activity throughout the day are strongly correlated with positive academic outcomes. This local school wellness policy (LWP) outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students and staff. Specific measurable goals and outcomes are identified within each section.

In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule), this policy:

- identifies one or more school official(s) who have the authority and responsibility for ensuring compliance with the LWP: Amy Berfield, Executive Director
- includes language inviting caregivers, students, representatives of the school food authority* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- includes language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- includes language requiring that at least once every three years, the following is measured and made available to the public:

- the extent to which schools comply with the LWP
 - the extent to which the LWP compares to model local school wellness policies
 - the progress made in attaining the goals of the LWP
-
- includes nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards (Smart Snacks standards)
 - includes standards for all foods and beverages offered to students during the school day (e.g., for classroom parties or classroom snacks brought by caregivers),
 - includes specific goals for nutrition education and nutrition promotion activities
 - includes requirements for marketing and advertising on the school campus during the school day of only those foods and beverages that meet Smart Snacks standards
 - includes specific goals for physical activity opportunities
 - includes specific goals for other school-based activities that promote student wellness
 - includes the understanding that out of school time settings provide opportunities to teach and reinforce healthy habits.

II. SCHOOL WELLNESS COUNCIL

Purpose of the Council

In order to be compliant with the USDA final rule, the school will convene a representative Wellness Council (SWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this LWP.

Council Membership

In order to be compliant with the USDA final rule, the SWC will include representatives from the school and will reflect the diversity of the community.

The membership may include, but is not limited to:

- Executive Director (or designee)
- Caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- Students
- Representatives of the school nutrition program

- Physical and health education teachers
- Specialized instructional support personnel (e.g., school counselors or social workers)
- School administrators (e.g. Director of Operations)
- School board members
- Community health professionals
- School-based expanded learning program staff (e.g. afterschool program coordinator)
- General public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- Community stakeholders (e.g. representatives from community-based organizations or local business representatives)

Council Leadership

In order to be compliant with the USDA final rule, the Executive Director (or designee) will convene the SWC, facilitate development of and updates to the LWP and ensure each school's compliance with the policy. The names and contact information of the Executive Director (or designee) and the council members will be made readily available to the public.

III. ACCOUNTABILITY

Triennial Assessments

In order to be compliant with the USDA final rule, at least once every three years, the district will assess the LWP by measuring:

- the extent to which the LWP meets the requirements of the final rule
- the extent to which schools under the jurisdiction of the district are complying with the LWP
- the progress made in attaining the goals of the LWP

Documentation

In order to be compliant with the USDA final rule, the district will retain records to document the presence of and compliance with the LWP, including but not limited to:

- the current and previous board-approved LWP
- documentation demonstrating that the LWP has been made available to the public
- documentation of the most recent district- and school-level assessments of implementation
- documentation of efforts to review and update the LWP, including who was involved, and how the district made stakeholders aware of their ability to participate

Policy Updates

In order to be compliant with the USDA final rule, New Heights will update the LWP based upon the results of the triennial assessment, school priorities, community needs, the results of school health assessments, school-level implementation progress, emerging scientific information, and new federal or state regulations or guidance.

Notification to the Public

In order to be compliant with the USDA final rule, the district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to:

- its content and any updates
- district- and school-level implementation status
- an explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate
- the effective dates of any policy changes
- the names and contact information of the district and school officials leading and coordinating the SWC
- information on how the public can get involved with the SWC
- information about SWC meetings including dates, times, locations, agendas and meeting minutes
- mechanisms for the public to provide feedback and comments

In order to be compliant with the USDA final rule, the district will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. The district will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:

- electronic mechanisms (e.g., email)
- displaying notices on the district and school websites
- non-electronic mechanisms (e.g., newsletters)
- presentations to caregivers

IV. NUTRITION SERVICES

School Meals

Our school plays an important role in offering meals with vital nutrients. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance. The USDA Child Nutrition Programs (child nutrition programs) aim to improve the health of students, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs. Our school participates in the National School Lunch Program, National School Breakfast Program, Afterschool Snacks, and Summer Food Service Program and provide meals that meet the nutrition standards for school meals by including: 1) fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans, and peas and legumes), 2) grains (whole grain-rich), 3) meats and meat alternates, 4) fat-free and low-fat milk, and 5) access to free drinking water.

In addition: school meals are accessible to all students, and accommodates special dietary needs and food allergies as required by federal regulations. Also, school meals are administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals. The school participates in Provision 2, so no eligibility status is shared and all students eat for free.

The school strives to support healthy eating through the following strategies, we

- offer a choice of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting
- provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- prohibit the use of food alone as a reward or the withholding of foods as a punishment
- menus include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- ensure that lunch follows the recess period to better support learning and healthy eating
- promote participation in child nutrition programs among students and

caregivers to ensure that caregivers know which programs are available and have access to those programs

- encourage staff to model healthy eating behaviors
- survey students to inform menu choices
- implement the following farm-to-school activities:
 - tastings that highlight the local/ regional foods
 - reinforcing messages about agriculture and nutrition throughout the learning environment
 - supporting school gardens and field trips to local farms
- promote healthy food and beverage choices using the following marketing and merchandising techniques:
 - displaying whole fruit options in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - displaying daily fruit options in the line of sight and reach of students
 - bundling daily vegetable options into all grab-and-go meals available to students
 - training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal

Water

Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.

In order to be compliant with the USDA final rule, free, safe, unflavored drinking water is available to all students during mealtimes where school meals are served. In addition, free, safe and unflavored drinking water is available to students during the school day and during the extended school day (including during out-of-school time/and before and after school), water bottles are available if a drinking fountain is not present or safe to use, students can bring and carry approved water bottles

filled with only water before, during and after the school day across the school campus, and all water sources and containers (e.g., drinking fountains, water bottles, hydration stations) will be maintained regularly to ensure adherence to health and safety standards.

Competitive Foods and Beverages

Competitive foods and beverages include those items sold as à la carte, in school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day.

These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

In order to be compliant with the USDA final rule, the district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet Smart Snacks. These standards will apply in all locations and through all services where foods and beverages are sold.

Smart Snacks: To qualify as a Smart Snack, a snack or entrée must:

- be a grain product that contains 50% or more whole grains by weight (have a whole grain as the first ingredient), or
- have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- be a combination food that contains at least ¼ cup of fruit and/or vegetable, and
- meet the following minimum standards for calories, sodium, sugar and fats:

Nutrient	Snack	Entree
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less

Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

We require that all foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet SmartSnacks. Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating. In order to be compliant with the USDA final rule, the New Heights ensures that celebrations and rewards are consistent with our nutrition policies. All foods and beverages served and offered on the school campus outside of the school meal programs during the school day will meet our healthy food criteria. This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives.

The school requires that all foods and beverages served and offered on the campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet Smart Snacks.

The district will make available for caregivers and all school and school-based expanded learning staff:

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet SmartSnacks
- A list of healthy and non-food rewards.

Fundraising

The school has minimal fundraising efforts. In order to be compliant with the USDA final rule, the district will allow only foods and beverages that meet or exceed Smart Snacks standards to be sold through fundraisers on the school campus during the school day.

Nutrition Education

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.

In order to be compliant with the USDA final rule, the district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level. The curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health. We not utilize activities or materials that are the product of a food, beverage or dietary supplement company.

Nutrition Promotion

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors. It also helps to encourage and increase participation in school meal programs.

In order to be compliant with the USDA final rule, the district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs. The school will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out-of- school time/and before and after school) and will encourage participation in school meal programs.

Food and Beverage Marketing

Health and wellness efforts are weakened when students are subjected to advertising on school property that promotes unhealthy foods and beverages, therefore, there will be no marketing on campus promoting food companies. The only marketing will be the promotion of healthy food and snacks.

V. PHYSICAL ACTIVITY OPPORTUNITIES

Children and adolescents, including children with disabilities, should participate in at least 60 minutes of physical activity every day in order to ensure optimum health. In order to be compliant with the USDA final rule, the school requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students: physical education, classroom physical activity, active academics, daily recess, before- and after-school activities, including sports, support for active transportation.

We help students to understand the benefits of physical activity in conjunction with health (including nutrition) education. We prohibit the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time/and before and after school). The school provides resources and training to school and expanded learning staff on appropriate ways to discipline students. We require that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

Classroom physical activity

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day.

Classroom physical activity can benefit students by:

- improving their concentration and ability to stay on-task in the classroom
- reducing disruptive behavior, such as fidgeting, in the classroom
- improving their motivation and engagement in the learning process
- helping to improve their academic performance (higher grades and test scores) increasing their amount of daily physical activity

In our school:

- classroom physical activity is incorporated into planning throughout the school day and the extended school day
- classroom physical activity is integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- physical activity is provided in the classroom outside of planned instruction (physical activity breaks)
- classroom physical activity is offered in addition to physical education and recess at all school levels
- barriers to classroom physical activity, such as lack of equipment or available space, are minimized
- we do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- classroom physical activity is not withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and training on promoting physical

activity and integrating physical activity in the classroom.

DAILY RECESS

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem-solve and socialize. Recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered for TK through 8th grade.

The school will ensure that students have 20-30 minutes of recess on all days during the school year which will complement, not substitute for, physical education class and will:

- provide adequate spaces, facilities, equipment and supplies for recess
- ensure that spaces and facilities for recess meet or exceed recommended safety standards
- prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom
- provide staff members who lead or supervise recess with ongoing professional development
- provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- provide equipment to allow for inclusion of students with disabilities into activities

Physical activity is also offered in before and after school programs and includes sports organized by the school or the local recreation centers in which any child can participate). To support students using active modes of transportation to and from school, the school provides secure storage facilities for bicycles and other transportation modes, such as skateboards and scooters.

VI. OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

New Heights is dedicated to promoting healthy behaviors, and providing numerous opportunities to educate students about healthy habits.

In order to be compliant with the USDA final rule, the school will integrate wellness activities across the entire school setting, including the eating areas, classrooms and physical activity areas.

The school will integrate health and wellness into other curriculum areas, such as teaching nutrition concepts in science. The school will coordinate and integrate wellness activities, so all efforts are complementary rather than duplicative and work towards the same set of goals and objectives. These initiatives will be culturally inclusive, accessible to all students and staff and age-appropriate. All school-sponsored events, whether before, during or after school, will adhere to the LWP guidelines and will include physical activity and healthy eating opportunities when appropriate. The school encourages all school staff to model healthy eating and physical activity behaviors by not bringing in/or consuming personal food or beverages in front of students that would not meet the requirements of this LWP, and by participating in physical activities along with students.

Health and Physical Education

The school will support Health and Physical Education for students using the standards as guidelines.

PE classes are based upon age-appropriate instruction consistent with national and state standards, that promotes the benefits of a physically active lifestyle and helps students develop skills to engage in lifelong healthy habits

Social - Emotional Climate* (School Climate) Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.

New Heights is committed to creating a positive social- emotional climate during the school day and in our expanded learning program. The school will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyberbullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based expanded learning staff are promoting positive relationships between students and employees
- ensuring that school and school-based expanded learning staff are trained in promoting the

engagement of all students in school activities through diversity and inclusion practices*

- training school and school-based expanded learning staff on the use of Positive Behavioral Interventions and Supports* and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based expanded learning staff are explicitly teaching, modeling and reinforcing social-emotional learning* (SEL) competencies
- training school and school-based expanded learning staff on incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices
- regularly assessing and reporting upon the district- and building-level implementation of these practices and providing appropriate resources for continuous improvement
- implementing schoolwide professional development, such as RULER, to support a positive school climate.

Counseling, Psychological and Social Services Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts. The school is committed to ensuring that the SEB needs of all students are met by:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate (see Social- Emotional Climate section of this document)
- implementing evidence-based interventions for students in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based expanded learning staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based expanded learning staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs

- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement.
- engaging in state initiatives, such as the CYBHI program, to support students behavioral and mental health.

Health Services: School health supports address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students. The school is committed to ensuring that the physical health needs of all students are met. The school will support students' physical health by: conducting planning meetings to support the individual chronic disease management needs of students, referrals to and collaboration with community services as needed, coordinating with caregivers and community medical providers to address students' health needs, ensuring that school-based health staff consult and collaborate with teachers and other school and school-based expanded learning staff regarding pertinent student health information, disseminating health information resources to students and caregivers (e.g., pamphlets, flyers), and providing student physical health screenings (e.g., vision and hearing), addressing management of acute health incidents (e.g., allergic reactions, asthma attacks, and low blood sugar) in the school setting.

Physical Environment

The school is committed to ensuring that the school environment protects the health and safety of students and staff. The school will support healthy and safe school environments within by:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system for monitoring and addressing water quality
- specifying an integrated pest management plan
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- establishing tobacco-free building and grounds
- educating students, school staff and school-based expanded learning staff on maintaining the safety of the school physical environment
- specifying physical safety measures and procedures (e.g., double entry access, locked

doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)

- requiring the establishment of an ongoing school safety team for each school building
- specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement



Employee Wellness

Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. New Heights strives to create work environments that support healthy eating, physical activity and healthy behaviors and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work.

The school will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority
- disseminating physical and mental health information resources to school and school-based expanded learning staff (e.g., pamphlets, flyers)
- conducting employee wellness/health (physical and mental) promotion activities at least once per year

Caregiver (Family) Engagement

School staff strive to make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. The school will support caregiver engagement by:

- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- providing educational sessions on health and nutrition

- ensuring that schools and school-based expanded learning providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- providing opportunities for two-way communication
- Surveying caregivers on their needs and aligning activities to support their identified needs
- ensuring the use of culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers)

Community Involvement

The school is committed to encouraging community involvement in school-level decision making and activities. The school will support community involvement by:

- ensuring that community members are actively recruited for inclusion on the Wellness Council with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- ensuring that community members participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- developing relationships with community organizations to identify community-based opportunities for student service-learning
- developing joint or shared-use agreements for physical activity participation at all schools
- including community members in regularly assessing and reporting on the implementation of these practices and providing appropriate resources and training for continuous improvement.

Tobacco and Vaping Prevention

The Governing Board recognizes the serious health risks presented by tobacco use and vaping. To ensure that students are made aware of those risks and, to the extent possible, protected from them, the Board has added this section to its existing Wellness Policy.

New Heights implements a comprehensive behavioral health education system that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use and vaping use. The school strives to provide prevention, intervention, and cessation education, information, activities, and/or referrals to students and shall ensure

consistent enforcement of policies prohibiting student possession and use of tobacco and vaping products.

The policy of New Heights Charter School is to maintain a drug, alcohol, and tobacco-free workplace and prohibit their manufacture, sale, distribution, dispensing, possession, or use. The school shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. All employees and contractors will abide by this policy as a condition of employment and further require that newly hired employees receive written notice of the school's commitment to a drug and alcohol-free workplace. Supervisory personnel are further responsible for informing visitors and staff about this tobacco-free workplace policy by ensuring that the "Notice to all Employees: Tobacco-Free Schools" is prominently posted.

Prohibition Against Tobacco Use

Note: *Education Code* 48900 and 48901 prohibit students from possessing, smoking, or using tobacco on school grounds, as provided in the following paragraph. Pursuant to *Education Code* 48900, students who violate this prohibition may be subject to discipline, including suspension or expulsion. However, pursuant to *Education Code* 48900.5, it is recommended that other means of correction that address the student's conduct be implemented instead of suspension or expulsion; see the section "Intervention/Cessation Services" below and AR 5144 - Discipline. In addition, *Health and Safety Code* 104420 and 104559, as added by ABX2 9 (Ch. 5, Statutes of 2016), prohibit the use of tobacco products in district buildings, on district property, and in district vehicles by any person at any time; see BP 3513.3 - Tobacco-Free Schools.

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (*Education Code* 48900, 48901)

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; *Education Code* 48901)

Tobacco products include: (Business and Professions Code 22950.5; *Education Code* 48901)

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff

2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (*Education Code 48900*)

(*cf. 5141.21 - Administering Medication and Monitoring Health Conditions*)

Prevention Instruction

The school shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to *Education Code 51202*. Such instruction shall be aligned with state content standards and the state curriculum framework for health education.

Intervention/Cessation Services

The school may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

