[*School District*] Wellness Policy

Table of Contents

Preamble ……2

School Wellness Committee ……...3

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement ……..4

Nutrition ……..7

Physical Activity ……..14

Other Activities that Promote Student Wellness ……18

Glossary ……20

Appendix A: School Level Contacts ……21

[*School District*] Wellness Policy

[Note: This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program "Bronze"-level recognition criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program "Silver" or "Gold" levels. School districts should choose policy language that meets their current needs and also supports growth over time.]

Preamble

[*Insert School District name*] (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

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

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

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

[Recommended Optional language includes:

- *The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.*
- *NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.]*

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per yearto establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include to the extent possible, but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); community partners and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Each school within the District will establish an ongoing collaborative site teams which will review and address school-level issues, in coordination with the DWC.

Leadership

The Superintendent or designee(s) will convene the DWC quarterly and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

Name	Title	Email address	Role

Each school will designate a school wellness policy coordinator from the collaborative site team, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

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

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: *INSERT URL for DISTRICT's WEBSITE*.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at [District's Administrative Offices, Room #] and/or on [District's central computer network]. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments

are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year [in *MONTH*], and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in [*insert appropriate language(s) spoken in District*].

The District [and ideally also, insert: "*and individual schools"]* will actively notify households/families of the availability of the annual report.

The DWC, [if appropriate, insert*: "in collaboration with individual schools/SWCs"*] will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

[*Optional additional policy language includes:*

- *The District will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures. The District is encouraged to collaborate with local research institutions and universities.*
- *The District will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.]*

Triennial Progress Assessments

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

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is _____ (*list the person responsible here, their title, and their contact information*).

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District *[or school]* will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP). The majority of schools are participating in the School Breakfast Program (SBP), Child Adult Care Food Program and Seamless Summer Feeding Program The District also operates additional nutrition-related programs and activities including, but not limited to, school gardens, Breakfast in the Classroom, mobile breakfast carts, school-wide taste testing, Food Bank distribution, and Community Supported Urban Agriculture programs. All schools within the District are committed to offering school meals through the NSLP and many through the SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options
- *Menus will be posted on the District website or individual school websites, (and will include nutrient content and ingredients.)*
- *Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.*
- *School meals are administered by a team of child nutrition professionals.*
- *The District child nutrition program will accommodate students with special dietary needs.*
- *Students are served lunch at a reasonable and appropriate time of day.*
- *Lunch will follow the recess period to better support learning and healthy eating.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The District will implement at least two of the following five Farm to School activities :*
  - *Local and/or regional products are incorporated into the school meal program;*
  - *Messages about agriculture and nutrition are reinforced throughout the learning environment;*
  - *School hosts a school garden;*
  - *School hosts field trips to local farms; and*
  - *School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.]*

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. District nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day. The District encourages schools to work collaboratively with Cities, the County, and Community Partners on increasing access to hydration stations and drinking water.

- *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
- *All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.*

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks. California has more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards, which the District also complies with.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school daywill meet or exceed the USDA Smart Snacks nutrition standards and California state nutrition standards. The District encourages site Health & Wellness teams to also apply this to the extended school day and school events; encouraging the development of strategies to engage parents and community partners in implementing this effort. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations, Incentives, and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and the California state nutrition standards, including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior. *[Meets HSP Silver]*

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas, including *examples from the Alliance for a Healthier Generation and the USDA*.

[Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:

- *Schools are encouraged non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).*
- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)]*

Nutrition Promotion

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

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.
- Add potential bullet about equity

Nutrition Education

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health throughout their lifespan;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- Deepens understanding of the food system and practices that promote health and environmental sustainability
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, sustainable farming, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.
- *Elementary Schools are encouraged to offer nutrition education at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards*
- *Where relevant, all teachers and partners are encouraged to provide opportunities for students to practice or rehearse the skills taught through the health education curricula*

:

-
-

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating: (Need to cluster the topics)

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

- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior
- Food systems and environmental sustainability

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

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

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

Food advertising and marketing is defined[15] as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)

- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason [*insert if appropriate: "This does not include participation on sports teams that have specific academic requirements*]. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections maintenance and repairs.

Where possible, the District will enter into formal joint or shared use agreements so that indoor and outdoor physical activity facilities will be open to students, their families, and the community outside of school hours (meets HSP Gold). The District will work with city municipalities to ensure communication about facilities that are available for joint use after school hours. Change Lab Solutions provides guidance regarding joint or shared use agreements.

The District will work with schools to ensure that inventories of physical activity supplies are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.]

[Optional additional policy language:

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will

help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).

All students will be provided equal opportunity to participate in physical education classes. All students have a right to safe environments to be physically active throughout their school day.The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. Staff training will support equitable access and facilitation support for students.

All District **elementary students** in each grade will receive physical education for at least 100-150 minutes per week throughout the school year to meet state and HSP Silver Standard.

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education. Middle School students are required to received physical education for at least 200-250 minutes per week throughout the school year. For additional rigor, schools could require all secondary students to take physical education throughout all secondary school years.

- The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.
- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets HSP Silver level).*
- *All physical education teachers in [District] will be required to participate in at least once a year professional development in education (meets HSP Silver level).*
- *All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education (meets HSP Gold level).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted. Adaptive physical education opportunities are available for students.*

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity: [insert: *when health education is taught OR semesters when student is enrolled in health or physical education OR in all year(s) of school.*]

- The physical, psychological, and social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active

- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan and teamwork
- Dangers and discouragement of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year . If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria or in easily accessible areas to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess,** teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.: *Each school will develop, maintain and enforce its own indoor recess guidelines* that promote physical activity for students.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible. Recess and physical education will not be withheld by recess monitors as a form or punishment or academic remediation.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide a system of support including but not limited to resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development

opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.District personnel and families will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by offering extracurricular physical activity programs, such as physical activity club, intramural programs, gardening opportunities, and special events that focus on physical activity. High school and middle school should offer interscholastic sport programs, as appropriate.

Active Transport

The District will support active transport to and from school, such as walking or biking. In collaboration with Cities and Community Partners, the District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Collaborate with Cities and Community Partners to conduct needs assessments, identify barriers, and collaborate on implementing solutions to increase active transport
- Promotional activities such as participation in International Walk and Roll to School Week, National Walk and Bike and Roll to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

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

Schools in the District are encouraged to [*Optional language: Schools in the District will…*]coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and

complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The District will [*insert as appropriate to current efforts: develop, enhance, or continue*] relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

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

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is_____ (*list here*).

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include _____ (*list 3-4 strategies here*). The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

[Optional language includes:

- *The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.]*
- *Reminder: Staff model healthy behavior in beverage/food consumptions*

Professional Learning

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

Health Services
HEALTH SERVICES

The District recognizes that good health is a prerequisite to optimal learning and that schools can help students achieve academic success by participating in efforts that promote good health. Health services is one of the important elements of a comprehensive approach to promoting health and preventing disease and disability in children and youth and maintaining attendance, which is associated with success in school.

All students should have access to a credentialed school nurse or a designated staff member who has current certification in CPR and First Aid. All students who need specialized procedures during the school day are assigned to staff members who are trained and supervised by the school nurse. (Title 5 Education; CCR 3051.12)

All students receive health screening as mandated by California Education Code.

Vision and Hearing (Title 5 Education; Education Code 49452-49457)

Scoliosis (Title 5 Education; Education Code 49451-49452.5)

Immunization records for students are maintained according to The California Department of Health Services requirements. (Title 5 Education; Education Code 49403, 49216)

Health Examination records (CHDP) are maintained according to the California Department of Health Services. (Health and Safety Code 323-324)

Oral Health Assessment requirements for students are maintained according to the California Education Code (Title 5 Education; Education Code 49452.8)

Vision and Hearing Screen of Special Education students are done in accordance with the California Code of Regulations. (California Code of Regulations, Title 5, 3027)

(cf. 5141.31 –Immunizations)

(cf. AR 5141.3 –Health Examinations)

1. All students with IEP and 504 plans that require Specialized Health Care Procedures while at school, will have an individualized care plan written by a credentialed school nurse with input from the parent/guardian and written approval from the student's personal physician. A copy of the care plan will be kept in the student's **health and cum folder** and in the central nurse's office at PSC. (Title 5 Education; Education Code 49422-49423.5)

(cf. 5125 –Student Records)

(cf. 5141.24 –Specialized Health Care Services)

2. All children that require medication administration during the school day will have an authorization of medication form completed by the parents, physician, and school administrator. Medications will be administered according to the California Education Code and The Program Advisory on Medication Administration. (Title 5 Education; Education Code 49420-49425)

(cf. 5141.21 –Administering Medication)

3. The District will continue its commitment to students' health in an equitable manner through the institution of such programs as Healthy Start and after-school programs, early care and educational programs, school-based/school-linked services, child nutrition services, counseling services, dental services, vision and hearing and immunization programs.

4. The District acknowledges that while our schools play a critical role in helping children access health care services, it is essential to achieve this in collaboration with local agencies and community-based organizations.

Psychological and Counseling Services

Because good physical and mental health are critical to a student's ability to learn, the District believes that all students should have access to comprehensive health and social services.

(cf. 5141.6-Student Health and Social Services)

The District acknowledges that our schools play a critical role in helping student access health care and mental health services. It is essential to achieve this in collaboration with local agencies and community based organizations.

(cf. 5141.6- Student Health and Social Services)

The District will initiate or participate in collaborative relationships leaders to develop local policies and provide effective multi-agency programs that respond to the need of children and families.

(cf. 1400-Relations between Other Governmental Agencies and the Schools)

The district recognizes that a comprehensive counseling program can help promote academic achievement and student wellness and serve the diverse needs of district students. Comprehensive counseling includes guidance counseling, academic and career counseling, personal counseling and crisis counseling.

(cf. 6164.2- Guidance/Counseling Services)

1) Students will have access to credentialed school counselors and psychologists who provide students with support and assistance managing emotions, coping with crisis, and making healthy decisions.
2) The District will collaborate with local and state mental health and social service providers in order to offer integrated services at or near district schools.
3) The District will make physical space available at school sites for school-based psychological and mental health services.
4) The District's Psychology Department will work collaboratively with mental health providers working within the schools.
5) The District will assure that each school has a systematic referral process for accessing counseling services for students. Procedures will be made available to staff and school community.
6) School and District staff will be regularly updated on procedures for contractual agreements (MOUs, Service Agreement Contracts) with outside community agencies.

Legal References:

(cf. 1020-Community Relations/Youth Services)

(cf. 5141.6-Student Health and Social Services)

(cf. 6164.2-Guidance/Counseling Services)

(cf. 1400- Relations between Other Governmental Agencies and the School)

PARENT/GUARDIAN AND COMMUNITY INVOLVEMENT

To encourage consistent health messages between the home and the school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site and other communications. Outreach to parents/guardians shall emphasize the relationship between the student health and academic performance.

<u>Publishing information to families on nutrition:</u>

In order to accomplish this, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications.

The communication will include, but not be limited to, the importance of students beginning their day with a healthy breakfast, the packing of healthy lunches and snacks, lists of healthy foods that meet the district's nutrition standards, education opportunities, education initiatives, and ideas for healthy celebrations and fundraising activities.

The district will also provide information about physical education and school-based opportunities, as well as community-based physical activity opportunities, such as family walks.

WCCUSD will develop partnerships among schools, parents and community groups to maximize resources and expertise in supporting the health of young people.

A district resource guide shall be distributed on a yearly basis informing families of community resources.

To promote physical activity and wellness, a district summer resource guide shall be developed and distributed to families before the end of each school year. This resource guide will inform families of activities and programs, including the Summer Food Service Program, which promotes ongoing learning as well as physical activity.

Parent Education:

All elementary schools shall provide health related workshops in collaboration with Adult Education and Food Services.

Workshops to parents/guardians shall emphasize the relationship between student health and academic performance and the importance of supporting the goals of the Wellness Policy at home and at school. The district will offer healthy eating workshop (e.g. cooking demonstration, healthy food tasting) for parents/guardians as well as provide opportunities for parents/guardians to share their healthy food practices with others in the school community.

The Adult Education Department will provide speakers on child development and nutrition for parents/guardians at meetings and school gatherings.

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

A SAFE AND HEALTHY SCHOOL ENVIRONMENT

The District recognizes that students and staff have the right to a safe and secure campus where they are free from environmental, physical, and psychological harm. The District shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner. In addition, the District is committed to maximizing school safety and to creating a positive learning environment that emphasizes high expectations for student conduct, responsible behavior, and respect for others.

To ensure a safe and healthy school environment, the District shall provide and ensure:

- Classroom furniture which is appropriate for the size and number of students in each classroom
- Campuses and classrooms that are properly and regularly cleaned and maintained, as well as free of safety hazards at all times
- Graffiti-free campuses
- Sufficient number of clean drinking fountains available for students and staff
- Bathrooms that are kept clean, supplied, and functioning
- Eating areas that are clean, have enough space for seating, and are protected from the elements
- Hand-washing equipment and supplies for students and staff
- Sufficient lighting which is regularly maintained in classrooms, libraries, labs, and workrooms, as well as outdoor areas that are used after dark
- A well-maintained campus free of litter, weeds, etc.

It is the goal of the District that each school provides a learning environment for every student and staff member that is safe, orderly, caring, and equitable. The District shall ensure that:

- Each school establishes a safety committee or relevant group that assesses school safety issues, utilizing all relevant data
- Each school creates and implements discipline policies and procedures that are in accordance with District policies as well as local, state, and federal law

- At the beginning of each school year, the principal of each school shall ensure that all students, staff, and parents/guardians are notified in writing of all school rules related to discipline, safety, suspension, and expulsion
- Each school fairly and consistently applies discipline policies and procedure that are respectful and support the dignity of each student and staff member
- Parent involvement and communication are utilized consistently throughout the disciplinary process
- Conflict Resolution is available to students through adult or peer mediation.
- Schools promote tolerance and respect for diversity (*BP 5145.3-Nondiscrimination)*

Social and Emotional Health

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role

[1] Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, Journal of Adolescent Health. 2013; 52(5):523–532.
[2] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. American Journal of Diseases of Children. 1989;143(10):1234–1239.
[3] Murphy JM. Breakfast and learning: an updated review. Current Nutrition & Food Science. 2007; 3:3–36.
[4] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. Archives of Pediatrics and Adolescent Medicine. 1998;152(9):899–907.
[5] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S–813S.
[6] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743–760, quiz 761–762.
[7] Taras, H. Nutrition and student performance at school. Journal of School Health. 2005;75(6):199–213.
[8] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. Canadian Journal of Dietetic Practice and Research. 2008;69(3):141–144.
[9] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. Journal of Nutrition Education. 1997;29(1):12–20.
[10] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. Preventive Medicine. 1996;25(5):497–505.
[11] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
[12] Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment.* Arch Pediatr Adolesc Med, 2012; 166(1):49-55.
[13] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väisto J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.
[14] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.
[15] Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from http://changelabsolutions.org/publications/district-policy-school-food-ads.