



Saugus Union School District

# Wellness Policy

WHOLE SCHOOL, **WHOLE COMMUNITY**, **WHOLE CHILD**



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## I. Introduction

The district is committed to the physical and academic development of every student. For students to achieve personal, academic, developmental, and social success, we must create positive, safe, and health-promoting learning environments at every grade level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students. The district will maintain a focus on health equity and will work to ensure that all students and staff across the district have equitable access to health and wellness efforts. Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.<sup>1,2</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products is associated with lower grades.<sup>3</sup> Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students.<sup>4,5</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>6</sup> This District Wellness Policy 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 in the district. Specific, measurable goals and outcomes are identified.

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## II. District Wellness Council

The district will convene a District Wellness Council 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, periodic review and update of this District Wellness Plan.

### **Council Membership**

The District Wellness Council will include representatives from the school and district level and will reflect the diversity of the community. The Wellness Council should include, but is not limited to: superintendent (or designee), caregivers, a board member, a teacher representative from each school, community volunteers, members of the Santa Clarita Valley School Food Services Agency, and a site administrator. The committee meets four times per year to update and review the Wellness Plan to ensure that it meets State and Federal requirements and is appropriate for the needs of our students and teachers.

The district recommends that each site representative on the District Wellness Council establish an ongoing School Wellness Committee that supports District Wellness Policy implementation.

The superintendent (or designee) will convene the District Wellness Council, facilitate development of and updates to the District Wellness Policy, and ensure each school's compliance with the policy.

## III. Accountability

### **Triennial Assessments**

At least once every three years, the district will assess the District Wellness Policy by measuring:

- the extent to which the District Wellness Policy meets the requirements of the Final Rule
- the extent to which schools under the jurisdiction of the district are complying with the District Wellness Policy
- the progress made in attaining the goals of the District Wellness Policy

The District Wellness Council will develop and annually update an action plan for the execution of this District Wellness Policy. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals.

(Appendix A)

**Documentation**

The district will retain records to document the presence of and compliance with the District Wellness Policy, including but not limited to:

- the current and previous board-approved District Wellness Policy
- documentation demonstrating that the District Wellness Policy 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 District Wellness Policy, including who was involved and how the district made stakeholders aware of their ability to participate

**Policy Updates**

The District Wellness Council will update the District Wellness Policy based upon:

- the results of the triennial assessment
- district priorities
- community needs
- the results of school health assessments
- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance

**Notification to the Public**

The district will actively inform caregivers and the public each year of basic information about the District Wellness Policy, 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
- information on how the public can get involved with the District Wellness Council

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 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
- sending information home to caregivers

## **Public Involvement**

The district is committed to ensuring that the community is aware of and involved in the development and implementation of the District Wellness Policy. The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate in the development, implementation and periodic review and update of the District Wellness Policy

Every three years the District Wellness Council will score the District Wellness Policy using the WellSAT 3.0 Scoresheet. Based on the results of the WellSAT 3.0, the District Wellness Policy will focus on areas of improvement and set new goals.

## **IV. Nutrition Services**

### **School Meals**

Children consume as many as half of their daily calories at school.<sup>7</sup> Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. 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.

All schools within the district will participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), After School Snack Program (ASP), and Summer Food Service Program (SFSP), where appropriate. All schools with a pre-school will participate in NSLP, SBP, or the Child and Adult Care Food Program (CACFP).

All meals served will meet the nutrition standards for school meals by including:

- fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups
- grains (whole grain-rich)
- meats and meat alternatives

- fat-free and low-fat milk
- access to free drinking water

In addition:

- school meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations
- school meals will be 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 district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status)

## **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.<sup>6</sup>

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), students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus. All water sources and containers (e.g., drinking fountains, water jugs, 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 and in vending machines, 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.<sup>8</sup>

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 Snack Standards.<sup>9</sup> These standards will apply in all student locations where foods and beverages are sold, which may include but are not limited to

à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day.

### Smart Snack Standards

To qualify as a Smart Snack Standards, 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	Snacks	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

### Celebrations and Rewards

Celebrations and positive reinforcement are an important part of our district's culture of supporting students.<sup>10</sup> 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.<sup>11</sup> The district will ensure 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, at a minimum, meet Smart Snack Standards guidelines. This includes foods and beverages offered during celebrations and parties, for classroom snacks, and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

The district will make available for caregivers and all school staff (Appendix C):

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snack Standards
- A list of healthy and non-food rewards

## **Fundraising**

Fundraising efforts provide opportunities for student, staff, family, and community collaboration and reflect the healthy eating practices and policies in the district.<sup>12</sup> The district will allow only foods and beverages that meet or exceed Smart Snack Standards to be sold through fundraisers on the school campus during the school day.

The district strongly encourages that fundraising, including activities such as donation nights at restaurants, cookie dough, candy, and pizza sales and during the school day and during the extended school day (including during out-of-school time and before and after school) sell only non-food items.

The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

The district will make available to caregivers and all school staff a list of healthy fundraising ideas (Appendix C).

## **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.<sup>13</sup>

The district will teach, model, encourage, and support healthy eating and physical activity among students. Schools will provide nutrition and physical activity education integrated into other subjects, as part of health education.

The district will ensure that:

- nutrition and physical activity education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics (Appendix E)
- the curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health
- nutrition and physical activity education are integrated into classroom subjects such as math, science, language arts, social studies, and art

- teachers and other staff are provided with training on nutrition and physical activity and physical education
- foodservice staff and Physical Education teachers collaborate with classroom teachers and other school staff to provide nutrition and physical activity education throughout the school campus

### **Nutrition Promotion**

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors.<sup>14</sup> It also helps to encourage and increase participation in school meal programs.

The district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, multi-purpose rooms, 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 through school announcements, newsletters and website postings.

### **Food and Beverage Marketing**

Health and wellness efforts are weakened when students are subjected to advertising on district property that promotes unhealthy foods and beverages.<sup>15</sup>

The district is committed to teaching students to make informed choices about nutrition, health and physical activity, and to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors.

All foods and beverages marketed to students on the school campus during the school day will meet Smart Snack Standards. As entities, including the district, school nutrition services, and the parent-teacher association/organization (PTA/PTO) review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the marketing guidelines established by this District Wellness Policy.

The marketing of products that do not meet Smart Snack Standards, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-

operated or school-sponsored websites and servers; or through the school public announcement system

- free samples, taste tests, or coupons for products
- educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products

## V. PHYSICAL ACTIVITY OPPORTUNITIES

Children and adolescents should participate in at least 60 minutes of physical activity every day in order to ensure optimum health.<sup>16</sup> (This is a combination of in school and out of school activities.)

The district 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, including morning recess and lunch recess
- before- and after-school activities
- active transportation (biking, walking, skateboarding, etc.)

### 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.<sup>17</sup>

Classroom physical activity should be offered in addition to physical education and recess.<sup>18</sup>

The two primary approaches for classroom physical activity are:

- physical activity integrated into planned academic instruction
- physical activity outside of planned academic instruction

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

The district requires that:

- classroom physical activity be incorporated into planning throughout the school day and the extended school day
- classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- physical activity be provided in the classroom outside of planned instruction (physical activity breaks)
- classroom physical activity be 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
- classroom physical activity not be withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and annual 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. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment.<sup>19</sup> Recess is offered in preschool through 6th grade recess provides student-selected opportunities to engage in physical activity and take a break from academic work during the school day.<sup>20</sup>

The district will ensure that all elementary schools will offer 30 or more minutes of recess (combination of morning and lunch recess) on all days during the school year which will complement, not substitute for, physical education class and will:

- provide schools and students with 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
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access

### **BEFORE AND AFTER SCHOOL ACTIVITIES**

Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, and physical activity in before and after-school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.<sup>21</sup>

The district may offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:

- physical activity clubs
- physical activity breaks in aftercare
- running club

### **ACTIVE TRANSPORTATION**

Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day.<sup>22</sup> The district will provide strong support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education, encouragement, enforcement and engineering activities.

The district will encourage students, caregivers, and staff to walk and bicycle to and from school and is committed to putting in safeguards to provide safe walking and bicycling access in school vicinities.

The district will at minimum support active transportation in the following ways:

- communicating broadly their support for walking and bicycling to school; publicizing tools and resources for active transportation through new student communications including student/caregiver handbooks and other communication materials
- promoting participation in International Walk to School Day and National Bike to School Day and other active transportation promoting activities
- providing prominent and secure storage facilities for bicycles and other transportation modes, such as skateboards and scooters (e.g., sheltered bicycle parking, shed, cage or fenced area)
  - providing instruction on walking/bicycling safety to students
- improving safe access to school entrances for students arriving on foot or by bicycle by ensuring designated routes on driveways, through parking lots and to bicycle parking, and by prioritizing sidewalks and crosswalks as well as separating modes of arrival to school

In addition, the district will support active transportation in at least four of the following ways:



- promoting safe routes to school programs to students, staff and caregivers via newsletters, websites and/or the local newspaper
- working with local jurisdictions to encourage installation of high visibility crosswalks and other infrastructure to improve walking and bicycling safety on streets leading to schools
- conducting walking and bicycling safety audits of the routes to each school and sharing that information with local jurisdictions
- creating monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays)
- promoting walking school buses and bicycle trains
- designating safe or preferred routes to school
- creating and distributing maps of the active school environment (e.g., sidewalks, crosswalks, roads, pathways and bike racks)
- engaging in tracking, evaluation and reporting of student travel methods (e.g., walking, bicycling, school bus, carpool and private vehicle) and utilizing this data for continuous improvement

## VI. Other Activities That Promote Student Wellness

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate students about healthy habits.<sup>23</sup>

The district will integrate wellness activities across the entire school setting, including the cafeteria, classrooms, and physical activity facilities.

Schools in the district will integrate health and wellness into other curriculum areas, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district curriculum experts.

The district 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 across the district, and age-appropriate.

All school-sponsored events, whether before, during or after school, will adhere to the District Wellness Policy guidelines and will include physical activity and healthy eating opportunities when appropriate.

The district 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 District Wellness Policy, and by participating in physical activities along with students.

### **Health Education**

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity.<sup>24</sup>

A full list of physical activity and healthy eating topics that should be included in health education is included in (Appendix D).

The district will ensure that:

- all students, TK-6, have skills-based health education
- the health education learning standards and curriculum are regularly evaluated and revised
- schools utilize a planned, sequential and comprehensive health education curriculum that:
  - is culturally and developmentally appropriate
  - addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors
  - provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy

### **Physical Education**

Physical Education provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Teachers assess student knowledge, motor and social skills, and provide instruction in a safe and supportive environment. Physical Education can increase grades and standardized test scores and help students to stay on task in the classroom.<sup>25</sup> Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for Physical Education.

The district requires (as per the state of California) 200 minutes of Physical Education every 10 days taught by their teachers. All elementary school teachers meet the credential requirements to teach Physical Education. Equipment is provided at each site. Each teacher will have access to SPARK Physical Education lessons TK-6. The focus of SPARK is the development of healthy lifestyles, motor skills, movement knowledge, and social and personal skills. SPARK is aligned with the state and national standards. (Appendix E)

The district requires that all students receive education about the benefits of physical activity in conjunction with health (including nutrition) education.

The district prohibits 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 district will provide resources and training to school staff on appropriate ways to discipline students.

The district will ensure that:

- all elementary students receive 200 minutes per every 10 days of Physical Education instruction throughout the school year
- Physical Education classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits <sup>23</sup>
- Physical Education classes utilize a curriculum that incorporates essential health education concepts as discussed above and in Appendix E
- students are engaged in moderate to vigorous physical activity (MVPA) for at least 50% of class time during most or all Physical Education classes
- all teachers in the district receive professional development in Physical Education at least once per year
- waivers, exemption, or substitutions for Physical Education classes are not granted
- student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criterion based reporting is used for each student

## **Social Emotional Learning**

Social Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing

evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.<sup>27</sup>

A positive social-emotional school climate is conducive to effective teaching and learning.<sup>28</sup> The district is committed to creating a positive social emotional climate across all school campuses during the school day.

Teachers have access to Harmony SEL, a social emotional learning program for Pre-K-6 grade, designed to foster communication, connection, and community both in and outside the classroom and develop students into compassionate and caring adults. Harmony SEL uses CASEL Guide: Effective Social and Emotional Learning Programs (Collaborative for Academic, Social, and Emotional Learning Collaborative for Academic, Social, and Emotional Learning) as a framework for evaluating effectiveness and guiding objectives. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. Harmony aligns its lessons to correspond to the Common Core State Standards and specific Harmony SEL objectives. (Appendix H)

The district 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 staff are promoting positive relationships between students and employees
- ensuring that school staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school staff on the use of Positive Behavioral Interventions and Supports and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school staff are explicitly teaching, modeling and reinforcing social-emotional learning (SEL) competencies
- training school 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

## **Psychological and Social Services**

Psychological and/or 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.<sup>28</sup> The district is committed to ensuring that the SEB needs of all students are met.

The district will support students' SEB needs 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 staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school 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

### **Health Services**

School health services 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.<sup>28</sup> The district is committed to ensuring that the physical health needs of all students are met.

The district will support students' physical health by:

- planning for meeting the individual chronic disease management needs of students
- ensuring students have access to school nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed
- ensuring that school-based health staff consult and collaborate with teachers and other school staff regarding pertinent student health information
- disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
- 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
- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with caregivers to address students' health needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

### **Physical Environment**

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school.<sup>27</sup> The district is committed to ensuring that the school environment protects the health and safety of students and staff.

The district will support healthy and safe school environments within and around all district facilities by:

- regular cleaning and maintenance practices and ensure 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)
- monitoring and addressing water quality
- specifying an integrated pest management plan
- The IAQ committee will assess and report the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality) so they can be addressed.
- all buildings and grounds are tobacco-free
- educating students, school staff and 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 the district and in 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**

Schools are worksites as well as places of learning. 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. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, 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.

Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.<sup>28</sup>

The district is committed to supporting the physical and mental health and well-being of all district employees. The district may 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 in the district organizational structure
- disseminating physical and mental health information resources to school staff (e.g., pamphlets, flyers and posters)
- conducting free or low-cost physical and mental health risk screenings at least once per year
- conducting employee wellness/health (physical and mental) promotion activities at least once per year
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
  - healthy eating and weight management
  - physical activity
  - stress management
  - tobacco avoidance and cessation
  - social-emotional health
  - promoting a positive workplace climate with a focus on diversity and inclusion practices
  - designating a consistent and systemic approach for employee conflict resolution
  - addressing space and break time for lactation/breastfeeding
  - including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

## **Caregiver (Family) Engagement**

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development.<sup>28</sup> The district is committed to encouraging caregiver engagement in school-level decision making and activities.

The district will support caregiver engagement by:

- ensuring that caregivers are actively recruited for inclusion on the District Wellness Council with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that caregivers participate in the development, implementation and periodic review and update of the District Wellness Policy
- making the District Wellness Policy available to the public
- ensuring that schools are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees)
- including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

### **Community Involvement**

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff.<sup>28</sup> The district is committed to encouraging community involvement in school-level decision making and activities.

The district will support community involvement by:



- ensuring that community members are actively recruited for inclusion on the District Wellness Council with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that community members participate in the development, implementation and periodic review and update of the District Wellness Policy
- making the District Wellness Policy available to the public
- developing joint or shared-use agreements for physical activity participation at all schools where appropriate
- including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

# APPENDIX A: Wellness Policy Goals

Goal	Plan	Person(s) Responsible
<p>By December 2022, each site representative on the District Wellness Council will complete a Thriving School Integrated Assessment, subsection: Cultivating Staff Well-Being. Annually the School Wellness Council will look at their Action Plan and choose 2-5 areas for improvement and make progress towards completing the action items.</p> <p><a href="#">Alliance for a Healthier Generation Action Center</a></p>	<p>Each Wellness Council site representative will have completed the assessment and looked at resources available.</p> <p>By January 10, 2023, the desirable resources will be compiled and disseminated during staff meetings at regular intervals.</p>	<p>District Wellness Council Site Representative</p> <p>Wellness TOSA</p>
<p>Increase participation in school meal programs.</p>	<p>Send out regular Parent Square messages informing parents and caregivers about available options.</p>	<p>Food Services Principal Social Worker</p>
<p>By August 2023, 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 Smart Snack Standards. (Appendix B)</p>	<p>Provide communication to sites and site parent organizations.</p> <p>A list of healthy alternatives is listed in Appendix C.</p>	<p>Principal Teachers Parent Organizations Wellness Council Wellness TOSA</p>

<p>Teachers will be encouraged to have celebrations that center around activities, not food. When food is provided for celebrations, 80% of the food will meet Smart Snack Standards.</p>	<p>Provide communication to sites and site parent organizations.</p> <p>A list of healthy alternatives is listed in Appendix C.</p>	<p>Principals Teachers Parents</p>
<p>By August 2023, every site will have some type of running/walking club, before, during, and/or after school.</p>	<p>Provide information, ideas, resources and support for implementation.</p>	<p>Parent Teacher Organization and/or teachers, administration, Wellness TOSA</p>
<p>By June 2023, each site will increase active transportation by 10%.</p>	<p>Utilize the resources from Healthier Generation and the City of Santa Clarita to implement an active transportation plan.</p>	<p>Principal Parent Teacher Organizations City of Santa Clarita Wellness TOSA</p>
<p>By June 2022, a pilot will be complete to measure SEL competencies for each student.</p> <p>By August 2023, a measure for SEL competencies will be implemented for all students.</p>	<p>Give the SEL Screener to students. Use the information to provide Tier 2 and Tier 3 SEL supports for the children who qualify.</p>	<p>Wellness TOSA Teachers Student Services</p>

# APPENDIX B: Competitive Food Reference

## - Public Schools

A resource to assist groups or individuals that sell foods and beverages to students, during the school day, on the school campus, outside of the school meal program.

### Key

\* A whole grain item contains:

- The statement “Diets rich in whole grain foods... and low in total fat... may help reduce the risk of heart disease...,” or
- A whole grain as the first ingredient, or
- A combination of whole grain ingredients comprising at least 51 percent of the total grain weight (manufacturer must verify), or
- At least 51 percent whole grain by weight.

\*\* Dried blueberries, cranberries, cherries, tropical fruit, chopped dates, or chopped figs that contain added sugar are exempt from fat and sugar standards. Canned fruit in 100 percent juice only.

### Elementary School – Food Restrictions

References: *Education Code* sections 49430, 49431, 49431.7; *California Code of Regulations* sections 15575, 15577, 15578; *Code of Federal Regulations* sections 210.11, 220.12

- An **elementary school** contains no grade higher than grade 6.  
#
- **Effective** from midnight to one-half hour after the end of the official school day.  
#
- **Applies to all** foods sold to students by any entity.  
#
- **Sold** means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.#

### Compliant foods

**Must meet one of the following general food standards:**

- Be a fruit, vegetable, dairy, protein, or whole grain item\* (or have one of these be the first ingredient), or
- Be a combination food containing at least a quarter cup of fruit or vegetable.

**Must meet the following nutrition standards:**

- Less than or equal to 35 percent calories from fat (except nuts, seeds, reduced-fat cheese or part-skim mozzarella, eggs, dried fruit and nut/seed combo, fruit, non-fried vegetables, seafood), and
- Less than 10 percent calories from saturated fat (except nuts, seeds, reduced-fat cheese or part-skim mozzarella, eggs, dried fruit and nut/seed combo), and
- Less than or equal to 35 percent sugar by weight (except fruit\*\*, non-fried vegetables, dried fruit and nut/seed combo), and
- Less than 0.5 grams trans fat per serving (no exceptions), and
- Less than or equal to 200 milligrams sodium per item/container (no exceptions), and
- Less than or equal to 200 calories per item/container (no exceptions)

### Paired foods

- If exempt food(s) are combined with nonexempt food(s) or added fat/sugar they must meet ALL nutrition standards above.
- If two foods exempt from one or more of the nutrition standards are paired together and sold as a single item, the item must meet for trans fat, sodium, and calories.

Check your district's wellness policy for stricter rules.

Groups or individuals selling foods/beverages to students must keep their own records as proof of compliance.

### Elementary School – Beverage Restrictions

References: *Education Code* Section 49431.5, *California Code of Regulations* Section 15576, *Code of Federal Regulations* sections 210.10, 210.11, 220.8, 220.12

- An **elementary school** contains no grade higher than grade 6.  
#
- **Effective** from midnight to one-half hour after the end of the official school day.  
#
- **Applies to all** beverages sold to students by any entity.  
#
- **Sold** means the exchange of beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.#

A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, or water **and** meet all criteria under that specific category.

### Compliant beverages

- Fruit or Vegetable juice:
  - At least 50 percent juice, and
  - No added sweeteners, and
  - Less than or equal to 8 fluid ounce serving size
- Milk:
  - Cow's or goat's milk, and

- 1 percent (unflavored), nonfat (flavored, unflavored), and
- Contains Vitamins A and D, and
- At least 25 percent of the calcium Daily Value per 8 fluid ounces, and
- Less than or equal to 28 grams of total sugar per 8 fluid ounces, and
- Less than or equal to 8 fluid ounce serving size
- Non-dairy milk:
  - Nutritionally equivalent to milk (see 7 *CFR* 210.10(d)(3), 220.8(i)(3)), must contain per 8 fluid ounces:
    - At least 276 milligrams calcium
    - At least 8 grams protein
    - At least 500 IU Vitamin A
    - At least 100 IU Vitamin D
    - At least 24 milligrams magnesium
    - At least 222 milligrams phosphorus
    - At least 349 milligrams potassium
    - At least 0.44 milligrams riboflavin
    - At least 1.1 micrograms Vitamin B12, and
    - Less than or equal to 28 grams of total sugar per 8 fluid ounces, and
    - Less than or equal to 5 grams fat per 8 fluid ounces, and
    - Less than or equal to 8 fluid ounce serving size
- Water:
  - No added sweeteners
  - No serving size limit

All beverages must be caffeine-free (trace amounts are allowable).

## Elementary School – Student Organizations

Reference: *California Code of Regulations* Section 15500

Student organization is defined as a group of students that are **not** associated with the curricula or academics of the school or district.

Effective from midnight to one-half hour after the end of the official school day.

Student organization sales must comply with all food and beverage standards **and** all of the following:

- Only one food or beverage item per sale.
- The food or beverage item must be pre-approved by the governing board of the school district.
- The sale must occur after the last lunch period has ended.
- The food or beverage item cannot be prepared on campus.
- Each school is allowed four sales per year.
- The food or beverage item cannot be the same item sold in the food service program at that school during the same school day.

**Questions: Nutrition Services Division | [COMPETITIVEFOODS@cde.ca.gov](mailto:COMPETITIVEFOODS@cde.ca.gov)**

Last Reviewed: Wednesday, July 15, 2020

## Appendix B: Smart Snack Standards

[Smart Snack Standards Reference Sheet](#)

[Smart Snack Standards Product Calculator](#)

## Appendix C: Lists of Healthy Alternatives

[List of Healthy and Non-Food Party and Snack and Beverage Ideas](#)

[Alternatives to Food as a Reward](#)

[List of Non-Food Fundraisers](#)

## APPENDIX D: ESSENTIAL HEALTHY EATING AND PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

### GRADE LEVEL ESSENTIAL HEALTHY EATING TOPICS

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS
TK	<ul style="list-style-type: none"> <li>• Healthy Habits, which cover basic hygiene, oral health, knowledge of wellness, and sun safety</li> <li>• Safety, which focuses on injury prevention</li> <li>• Nutrition, which addresses nutrition knowledge, nutrition choices, and the self-regulation of eating</li> </ul>

<p>K-2</p>	<ul style="list-style-type: none"> <li>• MyPlate</li> <li>• Breakfast</li> <li>• Meals and Snacks</li> <li>• Social Influences</li> <li>• Valid Information</li> <li>• Eating Goals</li> <li>• Food Safety</li> <li>• Advocating for Others to Eat Healthfully</li> </ul>
<p>3-5</p>	<p>MyPlate</p> <ul style="list-style-type: none"> <li>• Fruits/Vegetables/Whole Grains</li> <li>• Fats</li> <li>• Added Sugars</li> <li>• Calcium</li> <li>• Meals and Snacks</li> <li>• Valid Information</li> <li>• Breakfast</li> <li>• Peer Pressure</li> <li>• Food Safety</li> <li>• Water</li> <li>• Breakfast</li> <li>• Sodium</li> <li>• Social Influences</li> <li>• Eating Goals</li> <li>• Advocating for Others to Eat Healthfully</li> </ul>
<p>6</p>	<ul style="list-style-type: none"> <li>• Disease Prevention</li> <li>• MyPlate</li> <li>• Labels</li> <li>• Variety</li> <li>• Fruits/Vegetables/Whole Grains</li> <li>• Fats</li> <li>• Added Sugars</li> <li>• Calcium</li> <li>• Meals and Snacks</li> <li>• Peer Pressure</li> <li>• Body Size</li> <li>• Water</li> <li>• Breakfast</li> <li>• Eating Out</li> <li>• Eating Disorders</li> <li>• Dietary Guidelines</li> <li>• Eating Goals</li> </ul>



	<ul style="list-style-type: none"> <li>• Advocating for Others to Eat Healthfully</li> </ul>
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## GRADE LEVEL ESSENTIAL PHYSICAL ACTIVITY TOPICS

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
TK	<ul style="list-style-type: none"> <li>• Fundamental Movement Skills, which include balance, locomotor skills, and manipulative skills</li> <li>• Perceptual–Motor Skills and Movement Concepts, which focus on body awareness, spatial awareness, and directional awareness</li> <li>• Active Physical Play, which addresses active participation, cardiovascular endurance, muscular strength, muscular endurance, and flexibility</li> </ul>
K-2	<ul style="list-style-type: none"> <li>• Benefits of Physical Activity</li> <li>• Health-Related Fitness</li> <li>• Decreasing Sedentary Activities</li> <li>• Social Influences on Physical Activity</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• Benefits of Physical Activity</li> <li>• Health-Related Fitness</li> <li>• Decreasing Sedentary Activities</li> <li>• Social Influences on Physical Activity</li> <li>• Physical Activity and Weight</li> <li>• Physical Activity and Academics</li> <li>• Phases of Exercise Sessions</li> <li>• Opportunities for Community Physical Activity</li> <li>• Valid Information on Physical Activity Services</li> <li>• Personal Physical Activity Goals</li> <li>• Physical Activity Advocacy</li> </ul>

	<ul style="list-style-type: none"> <li>• Resisting Peer Pressure that Discourages Physical Activity</li> </ul>
6	<ul style="list-style-type: none"> <li>• Benefits of Physical Activity</li> <li>• Health-Related Fitness</li> <li>• Decreasing Sedentary Activities</li> <li>• Social Influences on Physical Activity</li> <li>• Physical Activity and Weight</li> <li>• Physical Activity and Academics</li> <li>• Differences between Physical Activity/Exercise/Fitness</li> <li>• Phases of Exercise Sessions</li> <li>• Opportunities for Community Physical Activity</li> <li>• Injury Prevention</li> <li>• Weather-Related Safety</li> <li>• Valid Information on Physical Activity Services</li> <li>• Personal Physical Activity Goals</li> <li>• Physical Activity Advocacy</li> <li>• Resisting Peer Pressure that Discourages Physical Activity</li> </ul>

[Health Standards TK](#)

[California Health Standards K-6](#)

## Appendix E: SPARK Physical Education

SPARK is a research-based organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Classroom Activity Breaks, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 6th grade students.

### Quality Physical Education

As defined by SHAPE America, a quality physical education program includes opportunities to learn, instruction that is appropriate, content that is meaningful, and assessment of both students and the program itself. SPARK is the world's most researched and field-tested Physical Education program. Since 1989, SPARK has provided evidence-based curriculum, training, and consultation to over 100,000 teachers and youth leaders, representing many thousands of schools, organizations, and agencies worldwide. Today, over 50 publications have documented positive SPARK effects such as:

- Increased MVPA (moderate to vigorous physical activity)
- SPARK increases MVPA to over 50% of class-time whether instructed by Physical Education specialists or classroom teachers - and SPARK will consult with you on how to measure it.
- SPARK addresses the National Physical Education Standards (as well as most state standards), aligns assessment with instruction, and regularly promotes out-of-class physical activity.
- SPARK physical education is the only nationally disseminated program that positively affects ALL of these student outcomes: Activity levels, fitness, sport skills, enjoyment, and academic achievement. SPARK is also the only NIH-researched program available providing coordinated curriculum, training, follow up support, and equipment for Pre-K through 12th grade teachers.
- SPARK has been honored as an Exemplary Program of the U.S. Dept. of Education; cited in the Surgeon General's Report as a "School-based solution to our nation's healthcare crisis;" earned a "Governor's Commendation;" and was awarded "Gold" by the Cooper Institute. SPARK is the only program to earn "PE Gold" grades K-8.
- Improved teacher instruction
- Sustainability – A 2005 paper in Research Quarterly shows SPARK's sustainability/institutionalization.
- SPARK PE Programs include Kinder-2nd Grade, 3rd – 6th Grade, Middle School (6th – 8th Grade), and High School.
- The SPARK Physical Education Objectives include:
- All students are provided with many opportunities to learn, participate, and practice skills

- Students are involved in MVPA at least 50% of class time
- Students enjoy physical activity
- Students are encouraged to participate in physical activity outside of Physical Education
- The SPARK Programs offers a complete scope and sequence from the Early Childhood program through the High School Program.
- SPARK Physical Education programs include a variety of assessment tools to measure student levels of fitness, motor skills, behavior, and cognitive learning. Assessments are developmentally-appropriate and teacher-friendly. SPARK also includes assessments for teacher quality so teachers can measure their own behaviors as well as percentage of time students are engaged in MVPA (moderate-to-vigorous physical activity) during class time.

Home Play Activities are offered in the Kinder-2nd Grade, 3rd – 6th Grade, Middle School (6th – 8th Grade) physical education programs, as well as in the After School Program. Activities are designed to increase physical activity levels outside of school for students and families. They are 2-sided and can be printed or emailed to students/parents.

Home Integrations are offered in all SPARK programs and are found on the backside of lessons. They are short blurbs meant to be read to students to give them ideas for physical activities to do at home or with family and friends.

[K-2 Physical Education Standards](#)

[3-6 Physical Education Standards](#)

## APPENDIX F: Sample Physical Education Log

### **PE Log #? DUE:**

If you are teaching PE with the entire grade level, one log may be turned in for the group. Include EVERYONE'S name on the log (first and last).

You may change the lessons and dates that you teach the lessons. You MUST NOT change the dates for 10 day windows.

Within the 10 day window, you are REQUIRED to teach at least 200 minutes of physical education.

Make sure you **SUBMIT** the log, **NOT** “share.”

<b>Teacher Name(s):</b>			<b>Grade:</b>	<b>Site:</b>	
<b>Unit ?:</b>					
<b>10 day window</b>	<b>Date</b>	<b>Lesson Title/Standard(s):</b>	<b>Lesson Title/Standard(s):</b>	<b>Minutes</b>	<b>Cumulative Total of Minutes</b>
2/11/20 - 2/26/20	2/11/2020				
	2/12/2020			35	35
	2/13/2020				
	2/18/2020				
	2/19/2020			35	70
	2/20/2020				
	2/21/2020			35	105
	2/24/2020			35	140
	2/25/2020			35	175
	2/26/2020			35	210
<b>10 day window</b>	<b>Date</b>	<b>Lesson Title/Standard(s):</b>	<b>Lesson Title/Standard(s):</b>	<b>Minutes</b>	<b>Cumulative Total of Minutes</b>

2/27/20 3/11/20	2/27/20				
	2/28/20			35	35
	3/2/20			35	70
	3/3/20				
	3/4/20			35	105
	3/5/20				
	3/6/20			35	140
	3/9/20			35	175
	3/10/20				
	3/11/20			35	210

Typing your name here serves as your Electronic Signature.

Teacher Signature(s):

## APPENDIX G: Harmony Alignment with CASEL and Common Core

### [Alignment Guide](#)

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