

STUDENT WELLNESS

Background

The "Child Nutrition" and "Women, Infants, and Children (WIC) Reauthorization Act of 2004" established a requirement for school districts to develop a local school wellness policy. The "Healthy, Hunger-Free Kids Act of 2010," which further strengthened the above requirements, was also a catalyst for the expansion of San Diego Unified School District's Wellness Policy. Some key components to San Diego Unified's wellness policy development now include: (a) the requirement to involve critical stakeholders, (b) relevant goals for nutrition guidelines, (c) nutrition education and promotion, (d) physical education and activity, (e) notification to the public, and (f) the routine monitoring and evaluation of the wellness policy.

Purpose

The district acknowledges the strong relationship between students' health and learning, and that the district's mission cannot be accomplished without explicitly planning for and supporting student health and wellness. This Wellness Policy and corresponding Framework, expands upon requirements to offer a truly comprehensive coordinated school health model. The Whole School, Whole Community, Whole Child (WSCC) approach, is an expanded coordinated school health model outlined by the Centers for Disease Control and Prevention (CDC). The components will include: Food and Nutrition; Physical Education, Physical Activity; Health Education; Health Services; Safe School Environment; Social-Emotional Wellness; Staff Wellness; and Family and Community Involvement.

This Wellness Policy and corresponding Framework serves to coordinate the many parts of school health into a systematic approach. The Framework supplements and serves as the model for establishing the components that are necessary for implementing this comprehensive district health and wellness policy. The nine components will be integrated into all areas of school life and are embedded in the Framework which will serve as the guide to assist district schools and departments in implementing a comprehensive wellness plan for students, families and staff.

The district will post information about the Wellness Policy and Wellness Council on the district website. Any updates to the content of the Wellness Policy will be posted to the district website.

District Wellness Council

As the Superintendent's designee(s) for Wellness the Program Manager of Nursing and Wellness and the Wellness Supervisor will convene a representative district wellness council that meets a minimum of ten times per year to 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.

The Council membership will represent all school levels (elementary and secondary schools) and

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include, to the extent possible, but not limited to students, parents and caregivers; representatives of the school nutrition program, physical education resource teachers, school health professionals, mental health and social services staff, school administrators and community partners.

School Site Wellness Committees

On an annual basis, each school principal will designate a staff member to serve as their School Site Wellness Coordinator and establish a School Site Wellness Committee. The committee should include representatives of the school and classified and certificated employees who have a direct impact on students' physical, mental-emotional, nutritional, and educational well-being, as well as parents, students, and community partners.

A. Components and Goals

1. **Food and Nutrition:** Our school district is committed to serving healthy meals to children. In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs. The district will offer reimbursable school meals that meet or exceed the USDA nutrition standards, (<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>).

The goals for Food and Nutrition are:

- a. Promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs (<https://www.sandiegounified.org/nutrition-education-resources>).
- b. Purchase as much organic San Diego local, regional, and California grown food as possible.
- c. Increase student access to healthy breakfast and lunch meals.
- d. Provide adequate time for students to obtain and consume their meals during breakfast (10 minutes) and lunch (20 minutes).
- e. Encourage lunch periods to follow recess periods in elementary schools.
- f. Make available free potable drinking water for all students, at minimum during mealtimes.
- g. Only permit the marketing and advertising of foods and beverages that meet the USDA Smart Snacks in School nutrition standards.
- h. Ensure that foods and beverages sold and served on school campuses to students starting at midnight and up to one half hour after the school day comply with the

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federal nutrition standards (Smart Snacks in School) and the CDE's Competitive Food and Beverage nutrition standards (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>).

- i. Ensure all foods offered or provided on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards and meet state nutrition standards, including celebrations, parties, classroom snacks, and student rewards for performance or behavior.
 - j. Discourage the use of food or beverages as rewards for performance or behavior. The district will provide teachers and other relevant school staff a list of alternative ways to reward children.
 - k. Ensure all school fundraisers on the school campus comply with the federal nutrition standards (Smart Snacks in School) and the CDE's Competitive Food and Beverage nutrition standards (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>).
 - l. Provide evidence-based resources, consistent with the expectations established in the state's curriculum frameworks and content standards, to conduct nutrition education and nutrition promotion that link to school meal programs, cafeteria promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services (<https://www.sandiegounified.org/nutrition-education-resources>).
2. **Physical Education:** All district schools shall meet or exceed the mandated minutes required by the State of California and shall meet or exceed the California State Content and Performance Standards for Physical Education:

Physical education instruction at the elementary level will include at least 200 minutes of instruction each ten school days (Education Code 51210) for all students, including students with disabilities, special health care needs, and those in alternative education settings.

Physical education instruction at the secondary level will include at least 400 minutes of instruction for each ten school days for all students in Grades 6-12 who do not qualify for an exemption, including students with disabilities, special health care needs and those in alternative education settings (Education Code 51222).

The required number of instructional minutes must occur during the school day and be taught by a credentialed teacher. Physical education programs must provide learning opportunities, appropriate instruction, and meaningful and challenging content for all children.

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The goals for Physical Education are:

- a. Provide quality physical education, in a sequential and comprehensive, enjoyable, safe, and secure learning environment.
 - b. Provide a comprehensive and sequential physical education program for students in Grades 9-12 that includes the eight core content areas as described by the California Code of Regulations, Title 5, Section 10060.
 - c. Provide adequate space to maximize practice opportunities for each student.
 - d. Provide adequate equipment for all students to be actively engaged individuals.
 - e. Ensure physical education class sizes are comparable to class sizes in other subject areas where possible.
 - f. Provide adequate student preparation for FITNESSGRAM, all 5th, 7th and 9th grade students must be enrolled in a Physical Education course. Successful completion of 5 of 6 subtests will allow for elective opportunities after 9th grade.
 - g. Provide classroom and physical education teachers' professional development that includes: scope and sequence, appropriate practices, assessment of student performance, and appropriate protocols for administering the FITNESSGRAM.
 - h. FITNESSGRAM physical performance test shall be administered in Grades 5, 7, and 9 by a credentialed teacher during the district-approved testing window (Education Code 60800). Exemption from courses in physical education will provide for two years anytime during Grades 10-12 upon passing 5 of 6 subtests on the FITNESSGRAM.
3. **Physical Activity:** All students shall be provided opportunities to be physically active on a regular basis. Physical activity simply means movement of the body that uses energy. The goals for Physical Activity are:
- a. Endorse physical activity as a positive and enjoyable aspect of dynamic living and individual excellence.
 - b. Physical activity should be integrated into instructional time.
 - c. Recess, extended day learning programs and before/after-school physical activity opportunities will complement, not substitute, physical education class.

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- d. Offer extracurricular activity programs for elementary, middle, and high school students before and after school with physical activity clubs or intramural programs, in a variety of supervised activities.
 - e. Teachers and other school personnel will not use physical activity (e.g., running laps, push-ups) or withholding physical activity (i.e., recess, physical education) as punishment (Education Code 49001).
 - f. Support and encourage active transport to and from school, such as walking or biking.
 - g. Support joint or shared use agreements for indoor and outdoor physical activity so facilities are available to students, their families and community members outside of school hours.
4. **Health Education:** Our school district will continue to encourage TK-12 health education designed to motivate and help students maintain and improve their health, prevent disease and avoid health-related risk behaviors. The district shall adopt grade-level mandated health education at elementary and secondary levels and professional development for staff. This curriculum will align or surpass the requirements of the California Education Code and the guidelines of the National Health Education Standards (Education Code 51210 and 51210.4; 51930-51939). The goals for Health Education are:
- a. Support an integrated health education curriculum that is designed to motivate and help students maintain and promote their health, prevent disease and injury, and reduce or eliminate behaviors that put their health and safety at risk.
 - b. Provide comprehensive health education taught in Health Education classes or self-contained multiple subject classes.
 - c. Provide nutrition education as part of a sequential health education program in Grades TK-12 and as appropriate, integrate into other academic subjects in the general education program. Nutrition education may be offered through before and after school programs.
 - d. Encourage health educational activities that promote environmentally-friendly practices (e.g., school gardens, food recovery, recycling, etc.).
 - c. Support the use of school property for school gardens that promote nutrition education and physical activity as well as explore and establish partnerships and/or joint-use arrangements with outside organizations to support the sustainability of

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school gardens at individual school sites as appropriate. Instructional gardens will be integrated with other subject areas to enhance student learning.

5. **Health Services:** Our Health Services program is designed to promote and support health and well-being for all students and staff. The goals for Health Services are:
 - a. Provide care for minor illness/injury, emergency services, and chronic conditions, as needed to promote optimum health of students and staff.
 - b. Optimize the early recognition of mental and physical health problems by all staff who directly encounter students. While staff are not responsible for detecting or diagnosing health problems, the goal is to optimize the chance that staff will know how to respond if they notice symptoms that are concerning to them.
 - c. Increase outreach to students and their families, including linkages to community-based social and health agencies and provide information on affordable health insurance plan enrollment.

6. **Safe School Environment:** Our district shall provide an equitable, safe and positive school environment, climate and culture for all students and families in collaboration with school staff. The goals for developing a Safe School Environment are:
 - a. Maintain school environments that promote and enhance physical and emotional safety for all students and staff.
 - b. Design physical school environments to facilitate and promote students' healthy behaviors.
 - c. Emphasize strategies that promote student engagement and academic success toward building a positive school climate.
 - d. Identify strategies and resources to improve school members' sense of safety, value, respect, and engagement.
 - e. Emphasize the importance of positive school climate by identifying data from the Cal-SCHLS system,
 - f. Employees will promptly report workplace safety concerns.
 - g. Comply with Education Code 32280, regarding the preparation of Safe School Plans.

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7. **Social-Emotional Wellness:** Our district shall provide students and staff with resources to enhance social and emotional wellness. The goals for Social-Emotional wellness are:
 - a. Maintain school environments that promote students' development of resilience while enhancing and promoting development of protective factors.
 - b. Promote school policies that emphasize the importance of socio-emotional learning as the process to acquire necessary skills for school success.
 - c. Enhance the knowledge of social and emotional learning competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL).
 - d. School sites will have methods, strategies and supports to screen, early identify and provide support to students with of behavioral concerns.
 - e. Assess students' social and emotional wellness and provide resources, tools and strategies as needed to address concerns while identifying the strengths of students and families.

8. **Staff Wellness:** Our district recognizes that all employees are involved in setting the culture and tone of the educational process. The District Wellness Council will have a Staff Wellness Subcommittee. Each administrative site will identify a liaison to serve on the Staff Wellness Subcommittee, disseminate wellness resources and support their site with implementing staff wellness strategies (<https://www.sandiegounified.org/our-schools/administrative-sites>). In addition, School Site Wellness Committees will work with the District Wellness Council to ensure implementation of staff wellness on their respective school campuses. The goals for Staff Wellness are:
 - a. Promote employee wellness awareness in order to motivate each employee to improve his/her own health.
 - b. Encourage strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.
 - c. When feasible, make facilities available for staff wellness activities.
 - d. Work collaboratively with the Voluntary Employee Benefits Association Program (VEBA), district health insurance carriers and the district Employee Assistance Program to provide opportunities to improve employee physical and mental health.

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- e. Encourage staff participation in education and support programs coordinated by California Schools Voluntary Employee Benefits Association (VEBA) and/or district health insurance carriers that are accessible at no cost.
 - f. Support the adoption of a healthy meeting policy for staff events with available food options, that optimizes healthy food options.
 - g. When feasible, offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school. 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.
 - h. Provide a reasonable amount of additional break time to accommodate an employee desiring to express breast milk for the employee's infant child. If possible, the lactation break time should run concurrently with the employee's break time. Reasonable efforts should be made to provide employees with the use of a room or other sanitary location (other than a toilet stall) in close proximity to the employee's work area, so that the employee may express breast milk in private (Labor Code 1030-1033).
9. **Family and Community Involvement:** The district will encourage consistent health and wellness messages between the home and school environment. The goals for Family and Community Involvement are:
- a. Promote the benefits of and approaches for healthy eating and physical activity for their children throughout the school year.
 - b. Inform and invite families to participate in school-sponsored wellness activities and events that promote health resources.
 - c. Work with community partners to inform families of existing resources and services within the community that support healthy living.
 - d. Establish and maintain relationships with community partners in support of this Wellness Policy's implementation.
 - e. Evaluate community partnerships and sponsorships to ensure that they are consistent with the Wellness Policy and its goals.

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The district will develop and maintain a plan for implementation to manage and coordinate the execution of this Wellness Policy. The plan will delineate roles, responsibilities, actions and timelines. Every school in the district will implement the Wellness Policy, using the Framework for Wellness as a guide. The district will create/identify an assessment tool to be used by the schools to monitor their efforts to improve student and staff wellness.

School Site Wellness Committees will conduct an annual assessment of its school's progress to improve student and staff wellness and report results to the District Wellness Council.

School Site Wellness Committees will create an annual action plan, with consultation available from the District Wellness Council, that fosters implementation and generates an annual progress report. The action plan may align with the Single Plan for Student Achievement (SPSA) or Safe School Plan.

The District Wellness Council, in coordination with the District Wellness Program Supervisor, will review and utilize data provided by the School Site Wellness Committees, as well as other data currently collected by the district for evaluation purposes. Data may include reports on attendance, health office visits, disciplinary measures, physical education state fitness test results, and food service data.

Implementation and evaluation of the district's Wellness Policy will be audited by the California Department of Education every three years. The review and evaluation will focus on policy effectiveness and impact. Evaluation tools may include surveys as well as observation and interviews from district schools.

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, and a description of the progress made in attaining the goals of the district's Wellness Policy.

The Program Manager of Nursing and Wellness and the District Wellness Supervisor will be responsible for managing the progress assessment. The District Wellness Council, in collaboration with the individual schools, will monitor school's compliance with this Wellness Policy. The Program Manager of Nursing and Wellness and the District Wellness Supervisor shall report to the Board at least every three years on the implementation of this policy and any other Board policies related to wellness. The district will post the triennial progress report on the district website.

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The district will retain records to document compliance with the requirements of the Wellness Policy at the district's administrative offices (e.g., Nursing and Wellness, Ed Center, Room 2121), and/or on the district's central computer network. Documentation maintained in this location will include but will not be limited to:

1. The written Wellness Policy (BP 5030)
2. Documentation of efforts to review and update the Local Schools Wellness Policy including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the District Wellness Council
3. Documentation to demonstrate compliance with the annual public notification requirements.
4. The most recent assessment on the implementation of the local school Wellness Policy.
5. Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

*Legal References:**EDUCATION CODE*

32280 *Comprehensive School Safety Plans*
 33350-33354 *CDE responsibilities re: physical education*
 48900 *Grounds for suspension/expulsion*
 48901 *Prohibition against tobacco use by students*
 49001 *Corporal punishment*
 49430-49436 *Pupil Nutrition, Health, and Achievement Act of 2001*
 49490-49494 *School breakfast and lunch programs*
 49500-49505 *School meals*
 49510-49520 *Nutrition*
 49530-49536 *Child Nutrition Act*
 49540-49546 *Child care food program*
 49547-49548.3 *Comprehensive nutrition services*
 49550-49561 *Meals for needy students*
 49565-49565.8 *California Fresh Start pilot program*
 49570 *National School Lunch Act*
 51210 *Course of study, Grades 1-6*
 51210 *Instructional Minutes for Grades 1-6*
 51210.4 *Course of study*
 51220 *Course of study, Grades 7-12*
 51222 *Physical education*
 51223 *Physical education, elementary schools*

STUDENT WELLNESS (continued)*Legal References, continued:**51225.3 High school graduation requirement**51795-51796.5 School instructional gardens**51880-51921 Comprehensive health education**51930-51939 Sexual health education**60800 Physical Performance Testing***HEALTH AND SAFETY CODE***104420 Tobacco**104495 Tobacco**119405 Tobacco***LABOR CODE***1030-1033 Lactation Accommodation***CODE OF REGULATIONS, TITLE 5***10060 Physical Education**15500-15501 Food sales by student organizations**15510 Mandatory meals for needy students**15530-15535 Nutrition education**15550-15565 School lunch and breakfast programs***UNITED STATES CODE, TITLE 20***6083 Nonsmoking policy for children's services**7100-7117 Safe and Drug Free Schools and Communities Act***UNITED STATES CODE, TITLE 42***1751-1769 National School Lunch Program, especially:**1758b Local wellness policy**1771-1791 Child Nutrition Act, including:**1773 School Breakfast Program**1779 Rules and regulations, Child Nutrition Act***CODE OF FEDERAL REGULATIONS, TITLE 7***210.1-210.31 National School Lunch Program**220.1-220.21 National School Breakfast Program***COURT DECISIONS***Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781**Code of Federal Regulations, Title 21**1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors*

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Policy

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SAN DIEGO UNIFIED SCHOOL DISTRICT

San Diego, California