Oceanside Unified School District

Local School Wellness Policy 2021

Table of Contents

1. Wellness Policy Introduction
2. Wellness Committee
3. Nutritional Guidelines for Foods Available at School
4. School Meals
5. Competitive and Nonprogram Foods
6. Physical Education and Physical Activity
7. Health Education
8. Health Services
9. Social-Emotional and Mental Health
10. Wellness Policy Implementation and Evaluation

Wellness Policy Introduction

[Back to Table of Contents]

The Board of Education recognizes the link between student health, learning, and success and desires to provide comprehensive wellness programs for all Oceanside Unified School District (OUSD) scholars, promoting healthy eating, physical activity, and social-emotional learning. The Director of Student Services and the Director of Nutrition Services shall oversee a collaborative and coordinated school health system. This system will support and promote health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, staff wellness, and a safe and healthy school environment.

To encourage consistent health messages between the home and school environment, the Student Services Department and Wellness Committee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school website, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

Educational Student Services, Wellness Committee Members, and the Health and Employee Wellness Committee (HAWC) shall support staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

Wellness Committee

[Back to Table of Contents]

The Superintendent shall designate the Director or Coordinator of Student Services as the Wellness Lead. The Wellness Committee's responsibilities may include planning and implementing activities to promote health within the school and community. The committee will update the wellness policy based on the results of the triennial assessment and new state or federal requirements.

The committee shall be open to the general public and the school community, including but not limited to representatives of parents/guardians, students, school nutrition service professionals, school administrators, Board of Education representatives, district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, CalFresh Healthy Living (SNAP-Ed) coordinators and educators, and others interested in school wellness.

The Wellness Committee shall meet virtually or in person at least four times a year with meeting dates, times, and locations available on the district website.

The Wellness Lead will recruit committee members by sending out an email to the school community, promoting the committee in school newsletters, and posting information about the committee on the district's website, each schools' website, and in student/parent/guardian handbooks.

School Site Wellness Coordinators

By October 1st of each year, the school administrators will identify an adjunct duty site Wellness Lead charged with operational responsibility for ensuring that each school site implements this policy. The site Wellness Lead shall be a member of the District Wellness Committee to assist with policy

development and advise the District Wellness Committee on health-related issues, activities, policies, and programs. In addition, schools are encouraged to create a School Site Wellness Committee, which may include students and families.

Nutritional Guidelines for Foods Available at School

[Back to Table of Contents]

The Board shall uphold nutritional guidelines as outlined in this policy for all foods available on each campus before, during, and after the school day, with the objectives of promoting student health and reducing childhood obesity.

Nutritional standards adopted by the district apply to all foods and beverages served and sold to students. This includes foods and beverages provided through the district's food service program, student stores, student vending machines, fundraisers, or other venues. All foods and beverages available to students at school sites shall meet or exceed state and federal nutritional standards.

The District shall ensure schools provide free, easily accessible, and potable drinking water on school grounds in high-traffic and common areas, both throughout the school day and beyond regular school hours and meet the following:

1. Age-appropriate water sources must be available for pre-k and kindergarten students.
2. There must be a minimum or one (1) drinking fountain or bottle filling station per one hundred (100) building occupants.
3. Water sources must be regularly cleaned to maintain sanitary conditions and maintained on a regular basis to ensure they function properly.
4. During mealtimes, schools must provide access to cups or other drinking containers
5. Students, teachers, and staff shall be allowed to bring and carry approved water bottles.
6. All newly constructed public-school buildings and public-school buildings undergoing additions or major building renovations shall be equipped with water bottle filling stations, to meet a minimum of one (1) water bottle filling station located in or near cafeterias, gymnasiums, outdoor recreation spaces, and other high-traffic areas.

School Meals

[Back to Table of Contents]

OUSD is committed to offering healthy meals and providing meal equity for all students. 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 to:

1. Implement five core values of the Good Food Purchasing Program:
    a. Local Economy: Purchase organic, local, and small business food when possible.
    b. Environmental Sustainability: Increase plant-based, plant-forward, and vegetarian meals.
    c. Animal Welfare: Increase purchases from third-party certified humane suppliers.
    d. Valued Workforce: Suppliers comply with labor laws, and food purchases are fair.
    e. Nutrition: Provide and promote nutrient-dense food and beverage choices that minimize added sugar and sodium.

2. Encourage participation in Breakfast, Lunch, Snack, and Supper programs.
3. Offer Breakfast in the Classroom or Second Chance breakfast at all school sites.
4. Encourage all district schools to implement recess before mealtimes.
5. Ensure all students receive at least 10 minutes to eat breakfast and 20 minutes for lunch once seated.
6. Encourage two lunch periods at all middle and high schools.
7. Outstanding student performance and behavior shall be rewarded with non-food items such as extra recess time, homework passes, etc.

Competitive and Nonprogram Foods

[Back to Table of Contents]

Competitive Nonprogram foods are defined as any non-reimbursable food or beverage that is accounted for and available for sale to students on school premises. Nonprogram foods include,but are not limited to food purchased for a la carte, adult, and staff meals, and for fundraising purposes.

All OUSD staff, students, and on-campus programs shall comply with the following:

The Nutrition Services Director will have the responsibility and authority to oversee and approve all food and beverages to be sold and served to the students, by any entity, starting at midnight and up to one-half hour after the school day to ensure food safety and to maximize the schools' ability to serve healthy and appealing meals.

Only permit the marketing and advertising of foods and beverages that meet the California Smart Snacks in School nutrition standards (http://www.cde.ca.gov/ls/nu/he/compfoods.asp).

Ensure that foods and beverages sold and served on school campuses are in compliance with the California Smart Snacks in School nutrition standards

Ensure that Candy or any other food of minimal nutritional value will no longer be available for sale or as a give-away item from any entity to students or available in student vending machines and stores.

Ensure all foods and beverages offered or provided on the school campus meet or exceed the California Smart Snacks in School nutrition standards, including celebrations, parties, classroom snacks, and student rewards for performance or behavior. To ensure compliance for outside foods, parents and staff may use the Smart Snack Calculator to determine compliance.

Fundraising, Rewards, and Celebrations

From midnight through 30 minutes after the school day ends, all school fundraisers on the school campus shall comply with the California Smart Snacks in School nutrition standards. (http://www.cde.ca.gov/ls/nu/he/compfoods.asp).

Associated Student Body (ASB) or any group or organization that is allowed to sell food on campus

must follow the following procedures:

- Serve no more than six items each day from no more than three categories (i.e., chips, juices, sandwiches, etc.) of foods/beverages pre-approved by the Nutrition Services Director
- No more than four Point of Sale (POS) per day
- Must not sell any open or potentially hazardous foods
- Must not sell the same items on the same day as Nutrition Services
- Must price items the same as Nutrition Services
- Must be compliant with federal nutrition standards (Smart Snacks in School), the CDE's Competitive Food and Beverage nutrition standards, and Nutrition Services requirements

School staff shall not use non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior, and encourage the use of physical activity, such as extended recess, as a reward.

School staff shall require parents/guardians or other volunteers to support the district's nutrition education program by meeting or exceeding California Smart Snacks in Schools nutrition standards when selecting any snacks which they may donate for occasional class parties. (http://www.cde.ca.gov/ls/nu/he/compfoods.asp).

The Nutrition Services Director will provide options for classroom parties. All parents and teachers are encouraged to serve food items from this menu. Some items may be available for no cost or at competitive pricing. All food must be commercially prepared and packaged. Any homemade items are prohibited. Any food to be served that is not from existing menus must be approved prior to purchase by the Nutrition Services Director. This ensures food served is both healthy and safe.

Class parties or celebrations shall be held after the lunch period when possible.

Physical Education and Physical Activity

[Back to Table of Contents]

All students in Preschool-12th grade shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through Physical Education, recess, school athletic programs, extracurricular programs, before- and/or after-school programs, and other structured and unstructured activities.

District and school staff will not use physical activity (e.g., running laps, doing push-ups) or withholding physical education as punishment (Education Code 49001).

LCAP actions/services shall support meeting all of these Physical Education and activity goals.

Physical Education

All district schools shall meet or exceed the mandated California Physical Education minutes. The required number of instructional minutes must occur during the school day. Daily Physical Education is

strongly recommended. Physical Education class will be appropriately adapted per direction from the Principal/Designee, when necessary, due to hot weather, air pollution, and/or inclement conditions.

All curricula taught follow; both the Physical Education Model Content Standards for California Public Schools K-12 adopted 2005. https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf and Physical Education Framework adopted 2009 https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf .

Physical Education promotes physical literacy, which is defined as the ability, confidence, and desire to be physically active for life. The Physical Education content taught is comprehensive with a physically active approach that involves teaching social, cognitive, and physical skills. These goals represent the lifelong benefits of health-enhancing Physical Education that enable students to become active adults throughout their lives.

Class size is consistent with the requirements of good instruction, safety and should be comparable to that of a classroom/content area teacher. The district will provide ample equipment for all students to be actively engaged.

Teachers will provide adequate student preparation for the required California Physical Fitness Assessment. Students and families shall receive individual fitness test results when testing is done, and they will be filed in their cumulative folders. In addition, these results will be posted on a school accountability report card.

The district shall provide professional development to all teachers involved in Physical Education instruction. This professional development may include the following: scope and sequence, appropriate practices, assessment of student performance, and appropriate protocols for administering the required California Physical Fitness Assessment.

Pursuant to Education Code 5120, (a) (7), Elementary Physical Education will be taught for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period. Therefore, all students, including students with disabilities, special health care needs, and those in alternative education settings, will receive a minimum of 100 minutes per week of physical education instruction.

- The required minutes are currently to be taught in collaboration with a credentialed single-subject Physical Education teacher and a credentialed multi-subject teacher.
- Elementary Physical Education teachers currently use the written Sports, Play & Active Recreation for Kids! SPARK, Robert Pangrazi Dynamic Elementary Physical Education for Elementary School Children curriculums and/or https://openphysed.org/
- Recess, extended day learning programs, and before/after-school physical activity opportunities will complement, not substitute for, physical education class minutes.

As pursuant to Education Code 51222, (a) All secondary students, except those excused or exempted pursuant to Section 51241, shall be required to attend physical education for a total period of time of not less than 400 minutes each 10 schooldays. Therefore, all students, including students with disabilities,

special health care needs, and those in alternative education settings, will receive a minimum of 200 minutes per week of Physical Education instruction.

The required number of secondary instructional minutes must be taught by a credentialed single-subject Physical Education teacher. As per California regulations, credentialed teachers may teach one period out of their subject area as long as it is taught during the school day and all required Physical Education curriculum and minutes are met. This is subject to yearly approval by the Local Committee on Assignments process.

Middle school physical education classes shall be articulated by individual grade levels to address specific grade-level content standards. https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf

In grades 9-12, students are taught a comprehensive program that includes an instructional sequence and progress assessment in the eight required content areas as described by the California Code of Regulations, Title 5, Section 10060[a].

- Effects of physical activity upon dynamic health
- Mechanics of body movement
- Aquatics
- Gymnastics and tumbling
- Individual and dual sports
- Rhythms and dance
- Team sports
- Combatives

Grade 9 students must be enrolled in Physical Education.

Students are required to take four years of Physical Education. Students who are at least 16 years and have completed 10th grade may apply for a 2-year exemption. Students should request more information through their school guidance counselors.

Physical Activity

Action is needed at individual, community, and societal levels to help Americans become physically active, as referenced in the updated 2018 edition of the CDC Physical Activity Guidelines for Americans. This comprehensive document inserts childhood and adolescence are critical periods for developing movement skills, learning healthy habits, and establishing a firm foundation for lifelong health and well-being. Regular physical activity in children and adolescents promotes health and fitness in both mind and body. All students shall be provided opportunities to be physically active on a regular basis. Physical activity will be appropriately limited due to air pollution, hot weather, and/or inclement conditions.
https://health.gov/sites/default/files/201909/Physical_Activity_Guidelines_2nd_edition.pdf#page=56

The goals for Physical Activity are:

Offer and provide low and/or no-cost extracurricular activity programs for elementary, middle, and high school students before and after school with physical activity clubs (run/walk, games, dance) or intramural programs in a variety of supervised activities. For programs that require a fee, the district will have a goal of providing scholarships to eligible students to the extent possible.

All elementary school students will have at least 20 minutes a day of supervised recess in addition to lunch recess, preferably outdoors. It is encouraged that schools schedule lunch meal times to follow lunch recess. This "Play, Then Eat" shift has been shown to reduce food waste and behavioral playground issues while increasing fruit/vegetable consumption and an overall calmer student demeanor when returning to the classroom.

Classroom teachers are encouraged to provide students short physical activity breaks (brain breaks) after one hour of inactivity K-5 and after 90 minutes for 6-12. Physical activity should be integrated into instructional time as described in the Centers for Disease Control "Classroom Physical Activity." https://www.cdc.gov/healthyschools/physicalactivity/classroom-pa.htm

The district shall provide professional development to all staff involved in physical activity supervision and/or instruction.

To maximize opportunities for indoor and outdoor physical activity, the district makes available school facilities to the greatest extent possible to the City of Oceanside and other organizations through joint use agreements and other methods. Schools are encouraged to proactively seek opportunities that allow parents, staff, and community members to use school facilities for physical activity via youth and adult programming.

The district supports and encourages active transport to and from school, such as walking or biking to increase physical activity and decrease traffic congestion around schools. When appropriate, the district will collaborate with local public works, public safety, and/or police departments to achieve safe routes for walking to school and explore the availability of grant funds and other funding sources to support related projects and activities.

Health Education

[Back to Table of Contents]

Following the California Health Education Framework, the district will encourage ongoing health education for all grade levels designed to motivate and help students maintain and improve their health, prevent disease, and avoid health-related risk behaviors. The overall goal is to achieve health literacy for all students. Health literate students understand essential health concepts and have developed a skill set that empowers them to regularly practice health-enhancing behaviors.

Health Education Goals:

- Support health education curriculum designed to motivate and help all students maintain and promote their health, prevent disease and injury, and reduce or eliminate behaviors that put their health and safety at risk
- Provide comprehensive health education intended to foster life-long, health literate, and students who practice and understand healthy lifestyle practices throughout their lifetimes.
- Provide education in the six content areas as part of a skills-based health education program
- Encourage health educational activities that promote environmentally friendly practices
- Explore and establish partnerships and/or joint-use arrangements with families and community organizations to support comprehensive health education

The district will develop health literacy by providing health education for students in six content areas. These essential concepts align with California Education Code requirements and the National Health Education Standard guidelines.

Grade-Level Emphasis	*Nutrition and Physical Activity*	*Growth, Development, and Sexual Health*		*Injury Prevention and Safety*	*Alcohol, Tobacco, and Other Drugs*	*Mental, Emotional, and Social Health*	*Personal and Community Health*
		Growth and Development	*Sexual Health*				
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓		✓			✓
Grade 2	✓				✓	✓	
Grade 3		✓				✓	✓
Grade 4	✓			✓	✓		
Grade 5	✓	✓	✓				✓
Grade 6				✓	✓	✓	
Grades 7 and 8	✓	✓	✓	✓	✓	✓	✓
High School (Grades 9 Through 12)	✓	✓	✓	✓	✓	✓	✓

The district shall provide health education for all students K-12 in the following health content areas in alignment with the California Health Education Content Standards (CHECS):



Nutrition and Physical Activity

The district shall provide unbiased, evidence-based resources consistent with the expectations

established in CHECS to conduct education on nutrition and physical activity. Nutrition education should link to and promote school meal programs, cafeteria nutrition education activities, school gardens, Farm to School programs, and other school foods and nutrition-related community services. Education on physical activity should educate students on the importance of physical fitness on lifelong health and promote an enjoyment of various types of physical activity.

Pursuant to the requirements of the Education Code, education on nutrition and physical activity shall be:

- provided for all students a minimum of 60 minutes of instruction each 20 school days
- integrated into instruction in core academic subjects aligned with the CA Health framework
- offered during, before, and after-school programs
- multicultural, with consideration for religious dietary patterns, vegan and vegetarian diets, all religious and specific diets
- evidence-based and consistent with the California Health Education Framework and content standards
- designed to build skills and knowledge that all students need to make life-long healthy choices
- experiential, including cooking demonstrations, school garden activities, and opportunities for physical activity
- modeled in the cafeteria by supporting curriculum from the classroom

All students will be provided opportunities to demonstrate core nutrition and physical activity concepts. Opportunities include but are not limited to recipe development, menu planning, exploring opportunities for physical activity in the community, and creating healthy marketing materials.

Growth, Development, and Sexual Health

The California Healthy Youth Act (January 1st, 2016, EC 51930 –51939) requires school districts to provide students with comprehensive, medically accurate, age-appropriate, inclusive sexual health education and HIV prevention education, at least once in high school and once in middle school. CHECS may include growth and development education for grades K, 1, 3, and 5 and may include age-appropriate sexual health beginning at 5th grade. Instruction shall promote understanding of sexuality as a normal part of human development and have a strong emphasis on healthy relationships. Instruction will be inclusive of all ethnic and cultural backgrounds and will not reflect bias against any person on the basis of disability, gender, gender identity or expression, sexual orientation, or any other category protected by the non-discrimination policy in Education Code § 220.

Injury Prevention and Safety

According to the CDC, unintentional injuries (accidents) —such as those caused by burns, drowning, falls, poisoning, and road traffic—are the leading cause of morbidity and mortality among children in the United States. CHECS recommends and provides guidance for instruction on Injury Prevention and Safety for grades K, 1, 4, 6-12. Focus areas include disaster preparedness, sports injury prevention, anti-bullying, violence, as well as sexual harassment, and human trafficking.

The CA Human Trafficking Prevention Education and Training Act (AB-1227, 2017) declares that to reduce the vulnerability of all children in California to incidents of commercial labor or sexual exploitation, it is necessary that schools implement comprehensive prevention education designed to teach California's school-age population how to avoid becoming victims of exploitation and help them understand the problem of human exploitation. (EC 51934)

Alcohol, Tobacco, and Other Drugs
According to the University of Michigan's ongoing study, *Monitoring the Future, Trends in Prevalence of Drug Use*, teen drug use from 2017-2020 remained high in the United States, with roughly 16% of 8th graders have used illicit drugs in the past month, 30% of 10th graders and 37% of 12th graders. The proportion of high school students who were current e-cigarette users grew from 1.5% to 27.5% from 2011 to 2019. With marijuana sold legally in CA, and with THC concentrations up to 90%, youth are at serious risk for marijuana-induced psychosis and other health risks. To address these concerning statistics, CHEC provides guidance for instruction on Alcohol, Tobacco, and Other Drug Prevention for grades K, 2, 4, and 6-12. Education Code 51202 requires the district to offer a course of study at the appropriate grade levels that include the effects of tobacco upon the human body.

Mental, Social, and Emotional Health
The district works to ensure that there are supports for students' social, emotional, and mental health to support their academic aspirations and success. Part of creating the conditions for teaching and learning is cultivating a Mental Health Ecosystem - an intricate network of supports, services, partners, data, and care for students that interact with and depend upon each other. Our approach has been to coordinate with all of our partners in such a way that there is no disproportionate reliance on one resource over another and so that our district team can serve as the liaison and bridge between the coordination of services and support for our students. When students experience crisis, navigate uncertainty, or experience sudden change - this impacts many things, including their ability to learn and be successful at school.

Personal and Community Health
CHECS recommends and provides guidance for instruction on Personal and Community Health for grades K, 1, 3, 5, and 7-12. Personal health encompasses focus areas such as hygiene, sun safety, communicable diseases, dental health, and adequate sleep. Community health extends the focus to good citizenship, as well as caring for the environment, which provides the natural resources for which humans rely on for survival.

California has created a set of environmental principles and concepts that have been approved by the Secretary for Environmental Protection and the Department of Resources Recycling and Recovery (CalRecycle)) in consultation with the Superintendent of Public Instruction and the State Board of Education (adopted in 2004). These environmental principles and concepts have been embedded in the curriculum frameworks adopted by the state board for science, history-social science, and the 2018 Health Education Framework (Education Code 51227.3).

Health Services
[Back to Table of Contents]

The district recognizes that good health among all school staff, students, and the community helps to improve student participation and attendance, fosters a more cohesive school culture, and ultimately improves student physical health, social-emotional well-being, and achievement. The delivery of health services (including medical, dental, vision, and behavioral health) is an important concern, particularly when students may lack access to basic, quality healthy food options, shelter, and health care. The district will continue to increase access to health care services and focus on developmentally and age-appropriate health education among students, staff, and families.

The goal is for each school to have 100% daily onsite coverage of health services, which shall be provided by either a nurse or health paraprofessional.

Every child that enters kindergarten will be required to have a full medical history, physical examination, and dental examination with as much detail and information as outlined in the State of California Child Health and Disability Prevention (CHDP) program. Information on these programs shall be made accessible to parents upon request.

Health Assessments
Fully qualified and credentialed school personnel shall provide student health assessments during school hours, including health screenings for tests for vision, hearing, and scoliosis. When these screenings identify health or wellness issues, school personnel shall make the appropriate medical, psychological, social service, or dental referral for students through documented parent or guardian communication.

Lactation Accommodation
In recognition of the well-documented health advantage of breastfeeding for infants and mothers, schools will provide a supportive environment for breastfeeding mothers and students to meet state and federal laws.

In alignment with the district's BP 4033 Lactation Accommodation for staff and BP 5146: Married/Pregnant/Parenting Students, breastfeeding mothers will be provided reasonable break time to express milk in a clean, private, non-bathroom space.

Oral Health
Schools should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Community Health 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 invited to participate in school-sponsored physical activity programs and will receive information about health promotion efforts, including affordable health insurance plan enrollment. School-sponsored events will feature healthy food and beverage choices, which will always include FREE water. Schools are encouraged to engage with parents/caregivers, families, and the general community to cultivate school-community connectedness to increase positive student health outcomes.

Staff Wellness
The district will develop and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle.

Staff Training
The district shall offer annual first aid and cardiopulmonary resuscitation (CPR) training, which district teachers are invited to attend.

School staff shall also be notified and trained (as allowed by law) in the use of any necessary Health Care Plans and/or medications that students are authorized to carry and/or use.

Social-Emotional and Mental Health Services

[Back to Table of Contents]

Under the direction of the Educational Support Services (ESS) The Governing Board recognizes that mental and social-emotional health is critical to a student's ability to learn and thrive. We believe that all students should have access to comprehensive behavioral health services to support and encourage their own well-being while meeting their greatest possible potential as a learner.

The Board also recognizes that mental health is essential for teachers and other staff to be prepared, engaged, motivated, and effective. The Board believes that all staff should also have access to comprehensive behavioral health services. These services shall include training for staff assisting students in learning about positive social-emotional engagement, stress management, building resilience, and developing pro-social healthy behaviors that encourage positive self-esteem and well-being.

"America's schools are often a primary source of supports for the mental health and general well-being of children and youth. These supports are particularly essential when students are struggling or experiencing trauma (e.g., contending with impact of COVID-19) while also experiencing adolescence. A key area of support schools can provide is building student resilience. Building student resilience can mitigate the impact of adversities, enabling students to rise above the challenges they face and recalibrate their responses accordingly. This is especially the case when students have relationships with caring, supportive peers and adults whose actions are grounded in resilience-building principles". https://safesupportivelearning.ed.gov/building-student-resilience-toolkit

Counseling and school psychological services will promote social and emotional development, enhance resiliency, conflict resolution, and provide protective buffers within the school community. Personnel will endeavor to intervene as early as is feasible when emotional, behavioral, and/or learning problems manifest. This will help build a systemic response to matters that affect student well-being, such as bullying, harassment, alienation, discrimination, and disengagement. With the addition of elementary counselors to our comprehensive school counseling program, we now ensure that all students in grades TK-5 received Tier 1, foundational social-emotional competency lessons focused on the five competencies of Self Awareness, Social Awareness, Self-Management, Relationships Skills, and Responsible Decision-Making. Each year, over 2,500 SEL lessons are taught in TK-5 classrooms, working to solidify a common language and basic set of social-emotional and awareness skills that will benefit students.

Trauma-Informed Approach

Students come to school with varying levels of adverse childhood experiences (ACEs) and are directly impacted by adverse community environments. Both impact the long-term development, health, and well-being of children. In order to foster resiliency of the students, schools will implement a trauma-informed approach to the school environment through:

- Screening, identification, and referral of appropriate services to students and family from behavioral health school staff or other school personnel
- Maintaining emotional safety of the students and provide supportive, compassionate responses to trauma histories and/or other adversities
- Implementing restorative practices to create safe and welcoming school environments, address harms, needs, obligations, and causes of conflict

- Decreasing use of zero-tolerance policies in all grades
- Building and supporting self-regulation skills in the classroom like mindfulness and meditation to increase social-emotional wellness

Comprehensive Student Support Programs
Schools will develop programs to support student wellness, achievement, social-emotional health, positive school climate, and attendance. These programs can include:

- Creating opportunities for students to build significant relationships with adults and peers on campus through positive communication and mentoring
- Teaching and reinforcing social-emotional and life skills
- Encouraging meaningful participation through volunteerism, service-learning, and teamwork.
- Encouraging school staff to prioritize positive physical, social, and mental health in students for students to be able to achieve their personal goals
- Mentoring, unconditional caring, and other behavioral health supports to promote a sense of purpose and future in students

Personal or Mental Health Counseling
All students and staff shall have access to available counseling services, which may include, but are not limited to, support related to social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, staff, students, and parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

A school counselor may provide referrals for personal, substance abuse, mental health assessment, depression, or mental illness, or family counseling to students and staff. School counselors and student support staff use their skills and strategies to break down barriers to learning that affect attendance, behavior, or achievement. All students shall have access to available counseling services, which may include, but are not limited to, support related to social and emotional development, behavior coaching. As appropriate, staff, students, and parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance. Staff that needs support may access support via their private insurance carrier.

Crisis Counseling
The Board recognizes the need for a prompt and effective response when students and staff are confronted with a traumatic incident. School counselors may assist the District Administrator Team in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist all students, parents/guardians, and staff before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Staff Training
The Superintendent or Director of Student Services shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help the school community cope with a crisis if it occurs. The Superintendent or Director of Student Services shall identify professional development resources to train teachers and staff in adverse

childhood experiences, trauma-informed approach, positive behavior intervention support, and resiliency building.

Wellness Policy Implementation and Evaluation

[Back to Table of Contents]

The Board shall establish a plan for measuring progress in meeting the goals of this policy. The Superintendent shall designate at least one person within the district who is charged with operational responsibility for ensuring that each school site implements this policy. The Superintendent has designated the Director or Coordinator of Student Services to monitor the implementation of the Wellness Policy goals.

To determine whether the policy is being effectively implemented district-wide and at each district school, an assessment of implementation will be done at least every three years (triennial basis) with the first assessment due June 30th, 2022, and the next assessment due June 30th, 2025, using the following indicators at a minimum:

- The district will administer the California Healthy Kids Survey every year. This assessment will focus on student eating habits and physical activity at school and during non-school time. Data will be reviewed annually to assist the Wellness Committee in assessing the efficacy of the District Wellness Policy.
- The district will use the WellSAT tool to score Board Policy 5030 Student Wellness to meet the requirement to compare the district policy against a model Wellness Policy.
- The district will use data from Panorama to assess students' academic, physical, and social-emotional well-being to monitor the effectiveness of the Wellness Policy practices.
- The district will use data from the Local Control Accountability Plan (LCAP) survey to monitor the effectiveness of the Wellness Policy practices.

Communication

A report on progress, including triennial assessment results, must be made to the Board of Education annually by the Coordinator of Student Services based on actual reports received from the Director of Nutrition Services and the Directors of Curriculum and Instruction.

Triennial assessment results will be made available to the public annually on the District website, with a link to the website included on individual school websites, in the student/parent/guardian handbook, and in other communications to the school community.

Contact information for the district Wellness Lead and information about the Wellness Committee will be shared with the school community on the district website and in other communications to the school community.

Posting Requirements

Each school shall post the district's Wellness Policy in public view within all school cafeterias or in other central eating areas, on the district website, with a link to the website included on individual school websites and in the student/parent/guardian handbook.

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

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

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51795-51796.5 School instructional gardens

51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

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 42

1751-1769 National School Lunch Program, especially:

1751 Note 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

adopted: 8/10/2021 Oceanside, California