Panama-Buena Vista Union School District
Local School Wellness Policy (LWP)
June 4, 2025

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PREAMBLE/INTRODUCTION

The Panama-Buena Vista Union School District is committed to the optimal physical and academic development of each student. For students to achieve personal, educational, developmental and social success, we must create positive, safe and health-promoting learning environments at each level, in each 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.

Research shows that proper nutrition and physical activity before, during and after the school day strongly correlate 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. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products is associated with lower grades. Participation in active transportation to and from school, recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This local school wellness policy (LWP) outlines the district's approach to ensuring a 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 Local Wellness Policy (LWP) promotes student achievement by fostering a school environment that encourages healthy eating and physical activity throughout the school day. The policy supports student success by focusing on proper nutrition, nutrition education, and regular physical activity. It applies to all students, staff, and schools in the district. Specific measurable goals and outcomes are outlined in each section of the policy.

DISTRICT WELLNESS COUNCIL (DWC)

PURPOSE OF THE COUNCIL

In order to be compliant with the USDA final rule, the district will convene a representative District Wellness Council (DWC) that meets at least four (4) times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation, and periodic review and update of this LWP.

COUNCIL MEMBERSHIP

To be compliant with the USDA final rule, the DWC will include representatives from the school and district levels and will reflect the diversity of the community.

THE DWC MEMBERSHIP MAY INCLUDE, BUT IS NOT LIMITED TO:

- District Administration, including the superintendent or designee(s)
- Director of Nutrition Services
- Director of Health, Safety, and Wellness
- Parents and caregivers
- Elementary Students
- Junior High Students
- Physical Education representation through teachers and district Recreation Coordinator
- School and community health professionals (ie: school nurses)
- Student support personnel (ie: school counselors, school social workers, or school psychologists)
- School administrators (ie: principals or assistant principals)
- General or special education teacher(s)
- District division partners
- School board member(s)
- General public
- Community stakeholders

COUNCIL LEADERSHIP

To be compliant with the USDA final rule, the superintendent or designee will convene the DWC, facilitate the development of and updates to the LWP, and ensure each school's compliance with the policy. The names and contact information of council members will be made readily available to the public.

ACCOUNTABILITY

The district will develop and annually update an action plan for the execution of this LWP. 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.

TO BE COMPLIANT WITH THE USDA FINAL RULE;

TRIENNIAL ASSESSMENTS

The district will, at least once every three (3) years, assess the LWP by measuring:

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

DOCUMENTATION

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

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

POLICY UPDATES

The DWC will update the LWP 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 parents/guardians, families, and the community each year of basic information about the LWP, including but not limited to:

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

COMMUNICATION METHOD

The district will ensure that communication methods are appropriate to ensure all parents and guardians have access to the information and will use multiple methods to distribute this information to the community, including but not limited to:

- District website
- ParentSquare or other electronic communications
- Newsletters (ie: school and district, print or electronic)

PUBLIC INVOLVEMENT

The district is committed to ensuring the community is aware of and involved in the development and implementation of the Local School Wellness Policy (LWP). The district will actively communicate how representatives of the District Wellness Council, School Wellness Councils, and others can participate in the development, implementation, and periodic review and update of the LWP.

NUTRITION: Foods and Beverages Served and Sold on Campus

SCHOOL MEALS

Children consume as many as half of their daily calories at school. 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 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.

To be compliant with the USDA final rule, and the California Universal Meals Program, all schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that 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 (dark green, red and orange, starchy, "other" and beans and peas)
- Grains (whole grain-rich)
- Meats and meat alternates
- Fat-free and low-fat milk
- Access to free drinking water

In addition:

- The district will make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, regardless of a student's eligibility for a federally funded free or reduced-price meal (Board Policy 3550).
- Nutritious snacks that meet the National School Lunch Program (NSLP) After-school Snack Program federal requirements will be offered to students enrolled in extended school day programs, including ELO-P/ACES.
- The district will accommodate medically necessary dietary needs and food allergies as required by federal regulations when a valid "Medical Statement to Request Special Meals and/or Accommodations" form is submitted and approved.

- 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.
- Although the district does not enforce peanut-free policies, the selling or distribution of peanuts and products containing peanuts are discouraged during the school day and at district-sponsored activities.

THE DISTRICT/SCHOOLS WILL:

- Offer a variety of foods and beverages that are appealing and attractive to children.
- Ensure that eating settings are clean and inviting.
- Provide adequate time to eat school meals as students who have more time to consume meals tend to consume fresh fruits and vegetables to support student learning.
- Encourage school sites to maximize access to school breakfast (e.g. proximity to cafeteria entrance and parent drop off and longer breakfast service times).
- Design bell schedules and transportation schedules to promote participation in school meal programs to the extent possible (Board Policy 3550).
- Prohibit the use of food as a reward or the withholding of food as a punishment (Education Code 49557.5(c)).
- Post menus on the district website and through electronic communication (ie: ParentSquare or school newsletters).
- Ensure students are served lunch at a reasonable and appropriate time of day.
- Encourage staff to model healthy eating behaviors utilizing evidence-based programs, such as CATCH, Blue Zone, and What's on My Plate?
- Incorporate local or regional foods into school meal programs.
- Conduct student surveys and taste testing opportunities, such as food shows, to gather feedback from students to assist in menu development.

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.

To be compliant with the USDA final rule, free, safe, unflavored drinking water will be available to all students during mealtimes when school meals are served.

The district requires that:

- Free, safe, and unflavored drinking water is available to students and employees during the school day and the extended school day programs.
- Students may 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 dispensers, and water filling stations) will be maintained regularly to ensure adherence to health and safety standards.

COMPETITIVE FOODS AND BEVERAGES

Competitive foods and beverages are those sold outside of the federal school meal programs during the school day. They include those offered in school stores, noon sales, a la carte, snack bars, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

To be compliant with the USDA final rule, the district will ensure 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 local, state, and federal statutes and regulations. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to a la carte, school stores, noon sales, as well as any food-based fundraising meant for consumption during the school day. These rules apply to all foods and beverages sold to students by any entity.

Sold is defined as the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

State and Federal Regulations define a *school day* as the period from midnight to 30 minutes after the end of the official school day.

NUTRIENT STANDARDS FOR COMPETITIVE SNACKS

To meet local, state, and federal requirements, a snack or entrée must:

- Be a whole grain-rich product that contains 51% 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 vegetables, **and**
- Meet the following minimum standards for calories, sodium, sugar, and fats:

- Calories: 200 calories or less (Elementary and Junior High)
- Sodium: 200 mg or less
- Total Fat: 35% of calories or less
- Saturated Fat: Less than 10% of calories
- Trans Fat: 0g
- Sugar: 35% by weight or less

NUTRIENT STANDARDS FOR COMPETITIVE SNACK BEVERAGES

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

- Plain Water (with or without carbonation) and no added sweeteners
- Unflavored low-fat milk
- Unflavored or flavored fat-free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice, and 100% fruit or vegetable juice diluted with water (with or without carbonation) and no added sweeteners
- All beverages must be caffeine-free (trace amounts are allowable)

Milk and Juice size limits: 8-ounce portions (Elementary) or 12-ounce portions (Junior High)
Plain Water: no portion size limits

The district requires that all foods and beverages sold outside of the school meal programs during the school day and the extended school day will, at a minimum, meet local, state, and federal requirements.

All competitive foods must be approved for compliance by the District's Nutrition Services Department and Board of Trustees.

CELEBRATIONS AND REWARDS

Celebrations and positive reinforcement are an important part of our district's culture of supporting students. 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.

The Superintendent or designee "shall encourage school staff to avoid the use of non-nutritious foods as a reward for student's academic performance, accomplishments, or classroom behavior " (Board Policy 5030(d)).

To be compliant with the USDA final rule, the district will ensure celebrations and rewards are consistent with our nutrition policies. 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 requires that all foods and beverages served or offered on school campuses during the school day and extended school day meet all applicable local, state, and federal requirements.

All classroom parties or celebrations shall be held after the lunch period.

For safety and sanitation purposes, only commercially prepared, store-bought food and beverages may be served to students.

FUNDRAISING

Fundraising efforts provide opportunities for student, staff, family, and community collaboration. To be compliant with the USDA final rule, the district will allow only foods and beverages that meet or exceed local, state, and federal standards to be sold through fundraisers on the school campus during the school day.

"The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes" (Board Policy 5030(d)).

Fundraisers of non-compliant food items, including but not limited to candy bars, cookie dough, or flavored popcorn, must not be sold on campus or distributed to students until 30 minutes after the school day ends. The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart, or fun runs).

All fundraisers must be approved by the District's Board of Trustees. Fundraisers involving food must also be approved for compliance by the District's Nutrition Services Department.

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. To be compliant with the USDA final rule, the district will teach, model, encourage, and support healthy eating among students. Schools will provide nutrition education integrated

into other subjects, as feasible, as part of health education and/or offer stand-alone classes at each grade level.

The district will ensure:

- Nutrition and physical activity education are taught using evidence-based curricula that are aligned with the California Health Education Content Standards along with the Physical Education Model Content Standards for California Public Schools that address the essential healthy eating and physical activity topics.
- The curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum.
- 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, and are also included as part of health education classes and elective subjects.
- Nutrition and physical activity education include developmentally appropriate, culturally relevant, and participatory activities.
- Teachers and other staff are provided with training on nutrition and physical activity education.

NUTRITION PROMOTION

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors. It also helps to encourage and increase participation in school meal programs. To be compliant with the USDA final rule, the district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums, and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs.

The district and all school sites will promote healthy food and beverage choices for all students across the school campus during the school day and the extended school day and will encourage participation in school meal programs.

The district will ensure the promotion of healthy food and beverage choices through:

- School announcements, newsletters, and website postings.
- Implementation of evidence-based marketing and merchandising techniques.

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.

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.

Marketing of foods that do not meet the nutritional standards of the National School Lunch Program is not permitted on campus, regardless of whether the items are provided at no cost or held after the school day. The Panama-Buena Vista Union School District board policy 5030(d) states "To reinforce the district's nutrition education program, the Board prohibits the marketing or advertising of foods and beverages that do not meet the nutrition standards for the sale of foods and beverages on campus during the school day."

To be compliant with the USDA final rule, all foods and beverages marketed to students on the school campus during the school day will meet or exceed local, state, and federal standards. The marketing of products that do not meet these requirements, in any 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; 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 parents, guardians, or participants purchase specific food products.

PHYSICAL ACTIVITY OPPORTUNITIES

Children and adolescents, including children with disabilities, shall participate in 200 minutes of physical activity opportunities every 10 days for Elementary school sites and 400 minutes for Jr. High campuses.

To be compliant with the USDA final rule, 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
- Before- and after-school activities, including sports

The district requires that all students receive education on 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 the extended school day.

The district requires that physical activity opportunities be adapted to make them accessible to students with disabilities.

CLASSROOM PHYSICAL ACTIVITY

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods during the school day. Classroom physical activity should be offered in addition to physical education and recess at all school levels (elementary and junior high school), as feasible.

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:

- 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 learn social skills that may not be achieved in a structured classroom environment.

Recess is offered in kindergarten through 8th grade and although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day.

The district will ensure all elementary schools will offer 20 or more minutes of 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.
- Provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate.
- Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access.
- Provide equipment to allow for the inclusion of students with disabilities into activities.

WEATHER AND AIR QUALITY

The district recognizes that regular physical activity during childhood is essential for promoting lifelong health and well-being, as well as supporting improved educational outcomes for all students. Student and staff health and safety are top priorities, and appropriate safety guidelines will be followed in response to hot weather or poor air quality conditions. This guidance is intended to protect the health of staff and students by taking preventive measures to reduce the risk of heat-related illness. The district's daily heat risk level can be viewed at: www.wrh.noaa.gov/wrh/heatrisk.

BEFORE AND AFTER SCHOOL ACTIVITIES

Physical activity before and after school can increase the amount of physical activity that students engage in. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.

The district will offer opportunities for all students to participate in physical activity before and/or after the school day.

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.

To be compliant with the USDA final rule, the district will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, 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 LWP guidelines and will include physical activity and healthy eating opportunities when appropriate.

The district requires that all school and extended learning staff will model healthy eating and physical activity behaviors by not bringing in/or consuming personal food or beverages in front of students that would not meet the requirements of this LWP, and by participating in physical activities along with students.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC)

SAFE PRACTICES WHEN WALKING TO AND FROM SCHOOL

The district is committed to teaching, modeling, and supporting safe practices for all students throughout the school year. Ensuring student safety to and from school is a top priority. To help keep students and staff safe, important safety components include:

1. **Use of Designated Crosswalks and Sidewalks**: Always encourage your child to use crosswalks and sidewalks where available. Avoid crossing streets in the middle of the block or between parked cars.
2. **Encouragement to Look Both Ways Before Crossing**: Teach your child to always look left, right, and left again before stepping onto the street, even at crosswalks.
3. **Stay Visible**: Bright or reflective clothing can make your child more visible to drivers, especially during early morning or late afternoon hours.
4. **Walk in Groups When Possible**: If your child can walk with friends or siblings, it's safer and more fun! There's safety in numbers, and children are more likely to be cautious when accompanied by others.
5. **Be Aware of Surroundings**: Remind your child to stay alert by avoiding distractions like texting or listening to music with headphones while walking.
6. **Practice Stranger Safety**: Discuss the importance of not talking to strangers, never accepting rides from someone they don't know, and reporting anything that makes them feel uncomfortable immediately to a trusted adult.
7. **Follow School Traffic Rules**: Remind your child to follow and adhere to traffic signals near school zones.

SCHOOL CLIMATE (SOCIAL-EMOTIONAL)

An important component of a positive school climate is student, staff, and family social-emotional learning and development. Programs that support social-emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision making allow teachers, staff, students, and families to better manage emotions and recognize the value of positive relationships within school communities. Safe and supportive school climates can enhance the sense of connectedness and belonging within the school community for students and their families. Additionally, safe and supportive climates positively impact students' academic achievement. For school staff, safe and supportive environments can also increase job satisfaction and enhance performance in adults.

The district is committed to creating a positive school climate that addresses social-emotional learning and development across all school campuses during the school day and extended learning time. The district will promote social-emotional learning and development within a positive climate by:

- Conducting and promoting participation in school climate and/or connectedness 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;
- Integrating social-emotional learning and academic content standards
- Ensuring that school and extended learning staff are promoting positive relationships between students, families, and staff;
- Ensuring that school and extended learning staff are trained in promoting the engagement of all students in school activities and inclusive practices;
- Training school staff on the use of Positive Behavioral Interventions and Supports (PBIS) and minimizing exclusionary discipline practices such as suspensions and expulsions;
- Ensuring 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; and
- Regularly assessing and reporting upon the district and building-level implementation of these practices and providing appropriate resources for continuous improvement.

COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

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

- Ensuring students' SEB needs are identified using evidenced-based processes;
- Ensuring access to highly qualified, mental health professionals in the school setting (with the 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 that support a positive school climate;
- Implementing evidence-based interventions for students in need of additional SEB support;
- Ensuring suicide prevention policies and programs are in place in all buildings and that school and extended learning staff are trained in identifying students at risk and referring them to appropriate services;
- Providing appropriate training to all school and extended learning staff on meeting students' SEB needs;
- Coordinating with caregivers and students to address students' SEB needs; and
- 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

Health Services within the district are designed to promote and support health and well-being for all students and staff. The goals for Health Services are to ensure that all students receive the maximum benefit from their educational experience. This is accomplished by working collaboratively with students, families, teachers, other members of the multidisciplinary team, and utilizing resources within the community, to meet the physical, mental, emotional and social health of students. 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.

The district is committed to ensuring the physical health needs of all students are met. The district will support students' physical health by:

- Conducting assessments and planning for meeting the individual chronic disease management needs of students.
- Ensuring students have access to highly qualified Registered Credentialed school nurses or other medical professionals in the school setting and referrals to and collaboration with community services as needed.
- Coordinating with caregivers and community medical providers to address students' health needs.

- Ensuring that school-based health staff consult and collaborate with teachers and other school 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 in compliance with the California Healthy Youth Act (Ed Code 51931).
- 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.

A critical issue facing schools is the increase in the use of e-cigarettes. Schools are being called upon to teach students about the health risks of e-cigarettes and offer tobacco prevention and cessation programming. In addition to presenting numerous health risks, the use of e-cigarettes has led to an increase in student suspensions. The District provides a comprehensive overview of substance use counseling services, including SBIRT (Screening, Brief Intervention, and Referral to Treatment), delivered across all Jr. High school sites within the District. Additionally, SBIRT has been successfully integrated into the elementary school setting through school nurses, allowing early identification and intervention for students at risk. Our district remains committed to a restorative, intervention-based approach that prioritizes education, prevention, and support over punitive measures for substance-related violations. Restorative interventions on a tier I level for all students for nicotine use prevention, such as the Coordinated Approach to Child Health (CATCH) Anti-Vape curriculum, offer an evidence-based resource to help schools and communities tackle the vaping issue in a more supportive and educational way. In addition, the Health, Safety, and Wellness department ensures safer school environments by partnering with hazardous waste facilities to remove and properly dispose of hazardous materials from campuses. These efforts reflect the district's commitment to maintaining clean, safe spaces that support student health and well-being. Promoting a positive school climate and ensuring alignment with the district's commitment to student safety and academic success are key objectives of these initiatives.

Asthma is one of the most common chronic health conditions among students, and the district is committed to supporting those with asthma-related concerns. To improve the health and well-being of students with asthma, the district has implemented policies and practices that create a safer environment for managing asthma symptoms. One such

initiative is the integration of the American Lung Association's Open Airways for Schools (OAS) program, an evidence-based curriculum that teaches students how to effectively manage their asthma and protect their lung health. This program enhances our school wellness policies, ensuring that students with asthma receive the care and education they need to stay healthy and thrive.

Recognizing that insufficient sleep negatively impacts student health and academic performance, the district is committed to promoting healthy sleep habits. Studies show a lack of adequate sleep can lead to health issues such as obesity, diabetes, and difficulties with attention and behavior. By encouraging the development of quality sleep habits, we aim to improve students' mental, physical, and emotional well-being. The district supports the 'Sleep Smarter. Perform Better.' initiative, developed by Healthier Generation in partnership with Sleep Number, which provides digital resources and tools to help students achieve better sleep. These resources will be shared with caregivers to assist in establishing healthy sleep patterns and enhance student achievement and overall well-being.

PHYSICAL ENVIRONMENT

The physical school environment encompasses not only the school buildings but also the surrounding areas and facilities. A healthy school environment ensures the physical condition of schools—during regular operations and renovations—are safe, while also protecting staff and students from potential hazards, including biological, chemical, and physical dangers present in the air, water, or soil, as well as those introduced into the school.

The district is committed to maintaining a safe and healthy environment to protect the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:

- Identifying regular cleaning and maintenance practices and ensuring compliance with safety standards.
- Addressing prevention and safe removal (if applicable) of mold and moisture.
- Addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, and cleaning products).
- Specifying a system for monitoring and addressing water quality.
- Specifying an integrated pest management plan.
- Addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation, and air quality).
- Establishing tobacco-free buildings and grounds.

- Educating students and school staff on maintaining the safety of the school's 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).
- Encouraging the establishment of an ongoing school safety team for the district (can be part of the DWC) and in each school building.
- Specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan.
- Addressing the presence of and training for a school resource officer(s.)
- 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

Our district acknowledges that all employees play a vital role in shaping the culture and tone of the educational environment. Schools serve as both workplaces and centers for learning, making it essential to support the physical, social-emotional, and mental health needs of our staff. By prioritizing the well-being of school employees, we create a healthier and more supportive environment, which is crucial for fostering student success and academic achievement.

Schools are encouraged to 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 positive climate and culture, 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.

- The district is committed to supporting the physical and mental health and well-being of all district employees by: Promoting employee wellness (both physical and mental) as a priority in the district organizational structure.
- Disseminating physical and mental health information resources (SISC) to school and extended learning staff (e.g., pamphlets, flyers and posters).
- Partnering with SISC to provide physical and mental health risk screenings at least once per year, or as feasible.
- Conducting employee wellness/health (physical and mental) promotion activities at least once per year, or as feasible.

- Promoting a positive workplace climate with a focus on diversity and inclusion practices.
- Designating a consistent and systemic approach to employee conflict resolution.
- Addressing space and break time for lactation/breastfeeding.

FAMILY ENGAGEMENT

A strong relationship between parents, guardians, 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. Parents and guardians should be actively involved in their child's learning and development.

The district is committed to encouraging parent and guardian engagement in school-level activities. The district will support parent and guardian engagement by:

- Ensuring parents and guardians are actively recruited for inclusion on the DWC with attention to the diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- Making the LWP available to the public.
- Ensuring schools and extended learning providers are providing opportunities for two-way communication with parents and guardians (ParentSquare).
- Supporting schools in aligning parent and guardian engagement activities with the needs of the community and district wellness objectives.
- Ensuring that schools are using culturally responsive practices to engage parents and guardians.
- Disseminating health information resources to parents and guardians (e.g., pamphlets, flyers, and posters).
- Providing programs on physical activity, nutrition, and other physical and mental health topics for parents, guardians, and community members that are fully inclusive, and culturally.
- Providing school-based volunteer opportunities for parents and guardians (e.g., Parent Clubs, DELAC, ELAC, and other school committees).

COMMUNITY INVOLVEMENT

The district is committed to encouraging community involvement in school-level activities. 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.

GLOSSARY

CALIFORNIA PROJECT LEAN -- See Smart Snacks in School Nutrition Standards (Smart Snacks).

CALIFORNIA UNIVERSAL MEALS STATE MANDATE -- California Education Code (EC) Section 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades transitional kindergarten (TK) through grade 12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.

CHILD NUTRITION PROGRAMS – The Child Nutrition Programs are federally and state-funded programs aimed at providing children with nutritionally balanced meals and snacks in schools and after-school programs. These Child Nutrition Programs include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the After-school Snack Program, and the Summer Seamless Option (SSO).

COMPETITIVE FOODS AND BEVERAGES – Competitive foods and beverages are those sold outside of the federal school meals programs. They include those offered in school stores, a la carte, snack bars, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods and beverages are required to meet science-based nutrition standards, as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, and are often referred to as "Smart Snacks." California has more restrictive guidelines on competitive foods and beverages than the USDA's Smart Snacks. California guidelines are available on the California Project Lean website. https://www.californiaprojectlean.org/

DISTRICT WELLNESS COUNCIL (DWC) – A District Wellness Council is composed of district, school site, and community members who meet multiple times per year to establish district goals and to oversee school health and safety policies and programs, including development, implementation, evaluation, and updates of the Local School Wellness Policy (LWP).

DIVERSITY AND INCLUSION PRACTICES – Diversity and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how programming is presented, but also reaching out to people, engaging

them in ways that address their needs and perspectives, and encouraging all to become actively involved.

EVIDENCE-BASED – Evidence-based interventions have been rigorously studied and have been shown to improve student outcomes.

EXTENDED LEARNING -- Before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experience. Extended and expanded learning programs complement, but do not replicate, learning activities in the regular school day or school year.

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) -- Afterschool and summer enrichment programs for transitional kindergarten through sixth grade following the Expanded Learning model.

FOOD AND BEVERAGE MARKETING – Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements, made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

HEALTH EQUITY – Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination and their consequences including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.

HEALTHY, HUNGER-FREE KIDS ACT OF 2010 – The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and for the first time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

LOCAL EDUCATION AGENCY (LEA) – A Local Education Agency is the local/district agency that is responsible for education within their jurisdiction and/or school district.

LOCAL SCHOOL WELLNESS POLICY (LWP) – A Local School Wellness Policy is a written document of official policies that guide a local education agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity.

NATIONAL SCHOOL LUNCH PROGRAM (NSLP) – The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools as well as residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

NUTRITION EDUCATION – Nutrition education involves using a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or it can be integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

NUTRITION PROMOTION – Nutrition promotion is using evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, displaying posters about healthy eating in the cafeteria.

OFFERED – Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

PARENT CLUB – Parent Clubs are associations of caregivers and teachers that play a pivotal role in how educational standards and other policies are enacted and implemented at the state, district, and school levels. Parent Club leaders are encouraged to meet with their school, district, and/or state administrators to ensure a school environment where all students can learn.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS) – Positive Behavioral Intervention and Support is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know what the expectations are.

SCHOOL BREAKFAST PROGRAM (SBP) – The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students across the country.

SCHOOL CAMPUS – The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums, and parking lots.

SCHOOL DAY – The school day is represented by the time between midnight the night before to 30 minutes after the end of the instructional day.

SCHOOL FOOD AUTHORITY (SFA) – The School Food Authority is the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the federal meal programs.

SCHOOL WELLNESS COMMITTEE (SWC) – A School Wellness Committee is a school-level committee that focuses on the health and wellness needs of the students, staff, and community partners at a specific school. The SWC is composed of school staff, students, caregivers, and community stakeholders, and supports school-level implementation of the local school wellness policy.

SMART SNACKS IN SCHOOL NUTRITION STANDARDS (SMART SNACKS) – The Smart Snacks in School Nutrition Standards are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went into effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including through vending machines, à la carte, school stores, snack or food carts, and in-school fundraising. California has more restrictive guidelines on smart snack foods that are available on California Project Lean's website. https://www.californiaprojectlean.org/

SOCIAL-EMOTIONAL CLIMATE – The social-emotional climate refers to the physical, social, academic, and disciplinary environment in a school building, school campus, or out-of-school time site. This includes norms, values, culture, policies, practices, characteristics of relationships, and organizational structure. A positive school climate supports the overall mental and physical health of children while meeting their academic needs and ensuring positive interactions between students and staff.

SOCIAL-EMOTIONAL LEARNING (SEL) – Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

STATE EDUCATION AGENCY (SEA) – A State Education Agency, often referred to as the Department of Education, is responsible for providing information, resources, and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

TRAUMA-INFORMED APPROACHES – Trauma-informed refers to the delivery of services in a way that includes an understanding of trauma and an awareness of the impact it can have across settings, services, and populations.

TRAUMA-SENSITIVE APPROACHES – Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed, and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL – The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.

APPENDIX A: RESOURCES

ACTIVE TRANSPORTATION

Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program. Safe Routes Partnership.
https://www.saferoutespartnership.org/resources/toolkit/building-blocks

BLUE ZONES PROJECT

https://bakersfield.bluezonesproject.com/
Blue Zones Project leverages secrets discovered in blue zones around the world to help people live longer and better lives through community transformation programs. A Blue Zone is a geographical area where people tend to live longer and healthier lives than the average population.

CALIFORNIA HEALTH EDUCATION

The website includes lessons aligned to the California Health Education Content Standards and Framework
https://californiahealtheducation.org/Pages/Home.aspx

Coordinated Approach To Child Health (CATCH) Global Foundation

Educators are provided opportunities to utilize CATCH health education resources to support the California Health Education Initiative requirements utilizing the CATCH Health Ed Journeys.
https://catch.org/program/health-education/?mc_cid=d6f1c629c0&mc_eid=5396f06708

CHRONIC ABSENTEEISM

Framework for Action: Addressing Chronic Absenteeism through the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation, Attendance Works, and Healthy Schools Campaign.
https://healthyschoolscampaign.org/wp-content/uploads/2017/05/Framework-for-Action-Addressing-Chronic-Absenteeism-through-ESSA-Implementation.pdf

COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

Adverse Childhood Experiences: The School Board's Role in Building Connections and Support for Students. The National Schools Boards Association.
https://www.nsba.org/-/media/NSBA/File/nsba-adverse-childhood-experiences-march-2019.pdf

Examining the Evidence Base for School-Wide Positive Behavior Support. United States Department of Education Office of Special Education Programs.
https://www.pbis.org/resource/examining-the-evidence-base-for-school-wide-positive-behavior-support

Model School District Policy on Suicide Prevention, Model Language, Commentary, and Resources. The American Foundation for Suicide Prevention, The American School Counselor Association, The National Association of School Psychologists, and The Trevor Project.
https://afsp.org/model-school-policy-on-suicide-prevention

DIVERSITY AND INCLUSION

A Guide to Inclusive Physical Activity Programs. National Center on Health, Physical Activity and Disability.
https://www.nchpad.org/1505/6461/Discover~Inclusive~School~Wellness

Diversity and Inclusion Toolkit. National PTA.
https://www.healthiergeneration.org/app/resources/572

I Can Do It! Mentoring Children and Youth with Disabilities to Lead Healthy, Active Lifestyles Program Manual. Administration of Community Living and Department of Health and Human Services.
https://acl.gov/sites/default/files/programs/2019-02/ICDIProgramManual2019.pdf

Model School District Policy Regarding Transgender and Gender Nonconforming Students. California Safe Schools Coalition.
http://www.casafeschools.org/csscmodelpolicy1209.pdf

Unified Physical Education Resources, 2nd Edition. Special Olympics Unified Champion Schools.
http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unifed%20Champion%20School-Unified-Physical-Education-Resources-v2.pdf?_ga=2.87557085.414026992.1565010701-557370348.1547143351

E-CIGARETTES AND TOBACCO

Catch My Breath E-Cigarette and JUUL Prevention. CATCH and CVS Health Foundation.
https://www.healthiergeneration.org/app/resources/862

E-cigarettes and Youth: What Educators and Coaches Need to Know. Centers for Disease Control and Prevention.
https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Educators-and-Coaches-Need-to-Know-508.pdf

Healthy Futures Alternative to Suspension Curriculum. Stanford Medicine.
https://www.healthiergeneration.org/app/resources/865

INDEPTH: An Alternative to Teen Nicotine Suspension or Citation. American Lung Association.
https://www.healthiergeneration.org/app/resources/864

Take Down Tobacco. CVS Health Foundation and Campaign for Tobacco-Free Kids.
https://www.healthiergeneration.org/app/resources/933

Tobacco-Free District Assessment. Alliance for a Healthier Generation.
https://www.healthiergeneration.org/take-action/assess-a-school-district-or-out-of-school-time-site

Tobacco-Free District Model Policy. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/872

Tobacco Prevention Toolkit. Stanford Medicine.
https://www.healthiergeneration.org/app/resources/863

EMPLOYEE WELLNESS

Teacher Stress and Health. Robert Wood Johnson Foundation.
https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html

EVIDENCE-BASED INTERVENTIONS

ESSA Tiers of Evidence: What you Need to Know. REL Midwest.
https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf

FAMILY/CAREGIVER AND COMMUNITY ENGAGEMENT

Kohl's Healthy At Home. Alliance for a Healthier Generation
https://www.healthiergeneration.org/campaigns/kohls-healthy-at-home

Family Support. National Education Association.
https://www.nea.org/student-success/engaged-families-communities/family-support

Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 1: Building an Understanding of Family and Community Engagement. Institute of Education Science.
https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509

FARM-TO-SCHOOL

Farm to Child Nutrition Programs Planning Guide. U.S. Department of Agriculture.
https://www.healthiergeneration.org/app/resources/582

FITNESS ASSESSMENT

FitnessGram. The Cooper Institute.
https://fitnessgram.net/

Presidential Youth Fitness Program. United States Department of Health and Human Services.
https://www.pyfp.org/

HEALTHY CELEBRATIONS AND FUNDRAISING

Celebrations that Support Child Health. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/155

Healthy Fundraising Solutions. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/128

Fundraising Exemptions and Guidance. United States Department of Agriculture.
https://www.healthiergeneration.org/app/resources/584

HEALTHY SCHOOL AND OUT-OF-SCHOOL TIME ASSESSMENTS

School Health Index. Centers for Disease Control and Prevention.
https://www.cdc.gov/healthyschools/shi/index.htm

Healthy Schools Program Assessment. Alliance for a Healthier Generation.
https://www.healthiergeneration.org/take-action/schools

Healthy Out-of-School Time Program Assessment. Alliance for a Healthier Generation.
https://www.healthiergeneration.org/take-action/out-of-school-time/assessment

HEALTHY MEETINGS

National Alliance for Nutrition and Activity Healthy Meeting Toolkit. Center for Science in the Public Interest.
https://cspinet.org/sites/default/files/attachment/Final%20Healthy%20Meeting%20Toolkit.pdf

MANAGING CHRONIC HEALTH CONDITIONS

Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools. Centers for Disease Control and Prevention.
https://www.cdc.gov/healthyschools/chronic_conditions/pdfs/2017_02_15-How-Schools-Can-Students-with-CHC_Final_508.pdf

Diabetes Care in the School Setting: A Position Statement of the American Diabetes Association. American Diabetes Association.
https://care.diabetesjournals.org/content/38/10/1958

Managing Chronic Health Conditions in Schools, Model Wellness Policy Supplement. National Association of School Nurses.
https://cdn.fs.pathlms.com/GtkmrVvSy64YFX7jL4Yh?cache=true

Practical Guidance for Schools and School Districts: Enhancing School Wellness Policies to Protect Student Lung Health. American Lung Association.
https://www.lung.org/getmedia/0d553cfd-dce3-4a5c-aa8c-9553eba754a5/practical-guidance.pdf.pdf

NEEDS ASSESSMENTS

Using Needs Assessments to Connect Learning + Health: Opportunities in the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation and Healthy Schools Campaign.
https://healthyschoolscampaign.org/wp-content/uploads/2018/03/ESSA-Needs-Assessments.pdf

NUTRITION EDUCATION

Dig In!. U.S. Department of Agriculture.
https://www.healthiergeneration.org/app/resources/581

Nutrition Education Resources. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/134

Serving up MyPlate: A Yummy Curriculum. United States Department of Agriculture.
Team Nutrition Resources. United States Department of Agriculture.
https://www.healthiergeneration.org/app/resources/588

The Dairy Council of California's K-8 nutrition curriculum can easily integrate into units on math, social science, health, language arts, and physical education.
https://www.healthyeating.org/

PHYSICAL ACTIVITY

Strategies for Classroom Physical Activity in Schools. Centers for Disease Control and Prevention.
https://www.cdc.gov/healthyschools/physicalactivity/pdf/ClassroomPAStrategies_508.pdf

Strategies for Recess in Schools. Centers for Disease Control and Prevention and SHAPE America.
https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessstrategies_508.pdf

PHYSICAL AND HEALTH EDUCATION

Comprehensive School Physical Activity Program. SHAPE America.
https://www.shapeamerica.org/cspap/what.aspx

National Standards for K-12 Physical Education and Health Education. SHAPE America.
https://www.shapeamerica.org/standards/default.aspx

PHYSICAL ENVIRONMENT

Indoor Air Quality Tools for Schools: Preventive Maintenance Guidance. Environmental Protection Agency.
https://www.epa.gov/sites/production/files/2019-03/documents/epa_oria_iaq-tfs_preventive-maintenance-guidance_2019_final-508.pdf

SCHOOL DISCIPLINE

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide. National Center for Safe and Supportive Schools.
https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline

SCHOOL AND OUT-OF-SCHOOL TIME HEALTH AND WELLNESS BEST PRACTICES

Healthy Eating and Physical Activity Standards 2.0. National AfterSchool Association.
https://www.healthiergeneration.org/app/resources/569

Healthy Schools Program Framework of Best Practices. Alliance for a Healthier Generation.
https://www.healthiergeneration.org/resources/healthy-schools-program-framework-of-best-practices

School Health Guidelines to Promote Healthy Eating and Physical Activity. Centers for Disease Control and Prevention.
https://www.healthiergeneration.org/app/resources/597

Virtual Healthy School. Centers for Disease Control and Prevention.
https://www.healthiergeneration.org/app/resources/601

SCHOOL HEALTH POLICIES
School Health Policy Database. National Association of State Boards of Education.
https://statepolicies.nasbe.org/health

SCHOOL HEALTH SERVICES
School Health Services, Think About the Link. University of Connecticut Collaboratory on School and Child Health.
https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/09/Health-Services-.pdf

SCHOOL IMPROVEMENT PLANS
Integrating Health into Education Policy and Practice with the Every Student Succeeds Act (ESSA): Local Wellness Policies and School Improvement Plans. The Alliance for a Healthier.
https://api.healthiergeneration.org/resource/611

SCHOOL NUTRITION PROFESSIONAL STANDARDS
Professional Standards for Child Nutrition Professionals. United States Department of Agriculture.
https://www.healthiergeneration.org/app/resources/587

SCHOOL WELLNESS COMMITTEES
School Wellness Committee Toolkit. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/235

SLEEP
Recommended Amount of Sleep for Pediatric Populations: A Consensus Statement of the American Academy of Sleep Medicine. American Academy of Sleep Medicine.
http://www.sleepeducation.org/docs/default-document-library/pediatric-sleep-consensus.pdf

Healthier Generation has partnered with Sleep Number to develop Sleep Smarter. Perform Better.
(https://www.healthiergeneration.org/campaigns/sleep-smarter-perform-better/resource-library)

SMART SNACKS IN SCHOOLS
A Guide to Smart Snacks in Schools. United States Department of Agriculture.
https://www.healthiergeneration.org/app/resources/580

SOCIAL-EMOTIONAL LEARNING

The CASEL Guide to Schoolwide Social and Emotional Learning. The Collaborative for Academic, Social, and Emotional Learning (CASEL).
https://schoolguide.casel.org/

Resilience in School Environments Initiative. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/333

STUDENT HEALTH DATA

2007- 2017 Youth Risk Behavior Surveillance System. Centers for Disease Control and Prevention.
https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trendsreport.pdf

National Health and Nutrition Examination Survey. Centers for Disease Control and Prevention.
https://www.cdc.gov/nchs/nhanes/index.htm

TRAUMA-SENSITIVE SCHOOLS

A Guide to Creating Trauma-Sensitive Schools. Trauma and Learning Policy Initiative.
https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/

WATER ACCESS

Drinking Water Requirements for States and Public Water Systems. Environmental Protection Agency. https://www.epa.gov/dwreginfo/lead-drinking-water-schools-and-childcare-facilities

Increasing Drinking Water Availability in Schools. Alliance for a Healthier Generation
https://api.healthiergeneration.org/resource/851

Water Access in Schools Toolkit. Centers for Disease Control and Prevention.
https://www.healthiergeneration.org/app/resources/602

WELLNESS POLICY IMPLEMENTATION AND ASSESSMENT

10 Essential Components of Local School Wellness Policy Checklist. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/247

Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies. Alliance for a Healthier Generation and National Recreation and Park Association.
https://api.healthiergeneration.org/resource/660

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010: Summary of the Final Rule. United States Department of Agriculture.
https://www.healthiergeneration.org/app/resources/585

Local School Wellness Policy Outreach Toolkit. United States Department of Agriculture.
https://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit

Local School Wellness Policy Progress Reporting Tool. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/242

Local School Wellness Policy Public Update Guide. Alliance for a Healthier Generation.
https://api.healthiergeneration.org/resource/243

Model Local School Wellness Policy. Alliance for a Healthier Generation.
https://www.healthiergeneration.org/app/resources/2

WellSAT Wellness School Assessment Tool. UConn Rudd Center for Food Policy and Obesity.
http://www.wellsat.org/

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

WellSAT WSCC. University of Connecticut Collaboratory on School and Child Health.
https://csch.uconn.edu/wellsat-wscc/

Whole School, Whole Community, Whole Child Model. Centers for Disease Control and Prevention.
https://www.healthiergeneration.org/app/resources/603

Think About the Link: WSCC in Practice. University of Connecticut Collaboratory on School and Child Health.
https://csch.uconn.edu/wscc-practice-briefs/#

APPENDIX B: ESSENTIAL HEALTHY EATING TOPICS IN HEALTH EDUCATION

GRADE -LEVEL ESSENTIAL HEALTHY EATING TOPICS

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS	
K-2	▪ MyPlate ▪ Meals and Snacks ▪ Valid Information ▪ Food Safety	▪ Breakfast ▪ Social Influences ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
3-5	▪ MyPlate ▪ Fruits/Vegetables /Whole Grains ▪ Fats ▪ Added Sugars ▪ Calcium ▪ Meals and Snacks ▪ Valid Information ▪ Breakfast	▪ Peer Pressure ▪ Food Safety ▪ Water ▪ Breakfast ▪ Sodium ▪ Social Influences ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
6-8	▪ Disease Prevention ▪ MyPlate ▪ Labels ▪ Variety ▪ Fruits/Vegetables/ Whole Grains ▪ Fats ▪ Added Sugars ▪ Calcium ▪ Meals and Snacks	▪ Peer Pressure ▪ Body Size ▪ Water ▪ Breakfast ▪ Eating Out ▪ Eating Disorders ▪ Dietary Guidelines ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully

APPENDIX C: ESSENTIAL PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

GRADE LEVEL ESSENTIAL PHYSICAL ACTIVITY TOPICS

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
K-2	▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity
3-5	▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity ▪ Physical Activity and Weight ▪ Physical Activity and Academics ▪ Phases of Exercise Sessions ▪ Opportunities for Community Physical Activity ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity
6-8	▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity ▪ Physical Activity and Weight ▪ Physical Activity and Academics ▪ Differences between Physical Activity/Exercise/Fitness ▪ Phases of Exercise Sessions ▪ Opportunities for Community Physical Activity ▪ Injury Prevention ▪ Weather-Related Safety ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity

APPENDIX D: ESSENTIAL ALCOHOL, TOBACCO, AND OTHER DRUGS TOPICS IN HEALTH EDUCATION

GRADE LEVEL ALCOHOL, TOBACCO, AND OTHER DRUGS TOPICS

Grade Span	Key Concepts	Sample Standards/Skills
K–2	Awareness & Safety	- Recognize that some substances (e.g., alcohol, tobacco, drugs, household products) can be harmful to their health. - Understand that medications should only be taken with permission and guidance from a trusted adult. - Identify trusted adults who can help in situations involving unsafe substances.
3–5	Understanding Harm & Influences	- Describe the harmful effects of alcohol, tobacco, and other drugs on the body. - Identify situations where substances may be offered and how to refuse them. - Recognize the influence of peers and media on decisions about substance use. - Demonstrate ways to avoid or refuse harmful substances.
6–8	Consequences & Decision-Making	- Analyze short-term and long-term consequences of alcohol, tobacco, and other drug use. - Identify internal and external influences (e.g., peer pressure, media, family) on substance use. - Demonstrate refusal skills and decision-making strategies to resist substance use. - Understand laws and school rules related to alcohol, tobacco, and drug use.