



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

WELLNESS POLICY



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Preamble

Enterprise Elementary School District (District) is committed to the optimal development of every student and the success of each employee. The District and its School Board believe that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

The District has a longstanding commitment to creating school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical fitness.

Additionally, the District believes that for employees to be successful and model healthy eating and physical activity habits to students, we need to focus on employee well-being. The District has a strong commitment to creating a work environment that is safe and positive while also promoting the employees' overall well-being.

Enterprise Elementary Wellness Committee Members

Purpose

To be compliant with the USDA final rule, the district will convene a representative District Wellness Council (DWC) that meets periodically to establish goals for and oversee school health and safety policies and programs – including the development, implementation, and review and update of this DWP.

Council Membership

To be compliant with the USDA final rule, the DWC will include representatives from the school and district level and will reflect the diversity of the community. The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members. The wellness council shall advise the District on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

The DWC membership may include, but is not limited to:

- Superintendent (or designee)
- Caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)

- Students
- Representatives of the school nutrition program (e.g., school nutrition director),
- Physical and health education teachers and school health professionals (e.g., school nurses, physicians, dentists, or other personnel who provide school health services)
- Specialized instructional support personnel (e.g., school counselors, psychologists, or social workers)
- School administrators (e.g., superintendents, principals, or vice principals)
- School board members
- Community health professionals (e.g., dietitians, doctors, nurses or dentists)
- School-based OST program staff (e.g., district after school program coordinator, 21st Century Community Learning Center district lead or director of community-based afterschool services)
- General public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- Community partners (e.g., Cal Fresh, representatives from community-based organizations or local business representatives)

Name	Title	Email address	Role
Kelly Pagan	District Nurse	kpagan@eesd.net	Committee Chair
Cindy Ksiazek	Director of Food Services	cksiazek@eesd.net	Student Nutrition
Raina Cable	Benefits Specialist/HR	rcable@eesd.net	Employee Wellness
Aura Weinstein	Teacher	aweinstein@eesd.net	Horticulture
Maggie Peterson	Teacher	mpeterson@eesd.net	Physical Education
Valerie Stroud	School Counselor	vstroud@eesd.net	Mental Health
Tina Croes	Principal	tcroes@eesd.net	Administrator
Shauna Havlina	Parent	shaunahavlina@gmail.com	Community Member
Corena Peters	Program Coordinator	cpeters@eesd.net	After School Programs

Needs Assessment

The EESD Wellness Committee uses the WellSAT 3.0 Assessment Tool to score and improve the Wellness Policy. The WellSAT 3.0 reflects best practices and assists the District in identifying strengths and areas for improvement.

Goals

Using the WellSAT 3.0, the EESD Wellness Committee has identified three broad goals based on identified needs for improving health, wellness, and academic outcomes:

1. Nutrition

EESD strives to provide every student with a healthy school nutrition environment by providing nutritious and appealing foods, accurate messaging about nutrition, and staff role modeling.

2. Physical Education

EESD strives to provide every student access to a high-quality, sequential, and planned physical education based on CA state standards and promotes healthy lifestyles.

3. Staff and Student Wellness

EESD strives to foster the physical and mental health of staff and students through a robust and well-rounded wellness program and tiered student supports.

Section 1 - Nutrition Education

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health
- Is provided as part of the comprehensive integrated health education program for all K-12 students, not only the health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects
- Is enjoyable, culturally relevant, developmentally appropriate, participatory, and may include:
 - Cooking demonstrations

- Taste-testing
- Garden clubs
- Hydroponic towers
- Hydroponic greenhouses
- Draws from curriculum that aligns with California Health Education Standards (K-12), California Preschool Learning Foundations (Preschool) such as TWIGS (Youth Gardening and Healthy Eating Curriculum)
- Integrates into before and after school programs, summer learning programs, career education programs, and school garden programs
- Seeks to partner with community organizations that teach and promote healthy choices such as CalFresh Healthy Living

Professional development may be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

Section 2 - Standards for USDA Child Nutrition Programs and School Meals

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 Board believes that foods and beverages available to students at district schools should support the health curriculum and content standards on nutrition, as well as promote optimal health, taking into consideration students with special dietary needs.

The district shall adopt nutritional guidelines, which are at a minimum compliant with federal and state law and support the promotion of student health and reducing childhood obesity.

In School Year (SY) 2022–23, California became the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (UMP) builds on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). All EESD students are eligible to receive free breakfast and lunch daily.

All schools within EESD participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). Program

operators of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) are required to use meal patterns and dietary specifications established by the U.S. Department of Agriculture (USDA) to develop menus and serve meals to students. The nutrition standards align with the *Dietary Guidelines for Americans* to reflect evidence-based nutrition science. The USDA is taking a multi-step approach to update the school meal nutrition standards. All schools within EESD are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations
- Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - The majority of available vegetable options have been given creative or descriptive names
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages
 - Student surveys and taste-testing opportunities may be used to inform menu development, dining space decor, and promotional ideas
 - EESD will strive to display student artwork in the service and/or dining areas
 - Daily or weekly announcements are used to promote and market menu options
- Additionally, EESD will:
 - Post menus on EESD Nutrition Services Department website or individual school website
 - Menus will be created/reviewed by a Registered Dietetic Technician or other Certified nutrition professional
 - Attempt to accommodate students with special dietary needs

Sharing Food

Students are discouraged from sharing foods or beverages during meal or snack times, given concerns regarding food allergies, disease transmission, and restrictions on some children's diets.

Meal Times and Scheduling

Students perform better academically when well-nourished, and an important part of that nourishment is having sufficient time to eat. Principals are encouraged to identify ways to successfully address the issue of adequate meal times for their students. The California Department of Education recommends that each student has no less than 10 minutes for breakfast and no less than 15 minutes for lunch. Schools, to the extent possible, should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

Farm to School

To the extent possible, the District is committed to sourcing local and California-grown fruits, vegetables, dairy, bakery goods, and other local ingredients to enhance the flavor and variety of all meals served in the school meal programs. Farm-to-school programs will enhance broader nutrition education opportunities that increase children's consumption of fresh, seasonal fruits and vegetables, whole grains, and other healthy foods.

Breakfast

To ensure that all children have breakfast, either at home or at school, and to meet their nutritional needs and enhance their ability to learn, schools will, to the extent possible:

1. Operate the School Breakfast Program
2. Utilize methods to serve school breakfasts that encourages participation, including the promotion of "grab-and-go" breakfast
3. Notify parents and students of the availability of the School Breakfast Program
4. Encourage parents to provide healthy breakfasts for their children through newsletter articles, take-home materials, or other means

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. The school district will provide all students and employees with access to clean, safe, palatable drinking water free of charge at every district facility including cafeteria and eating areas, classrooms, hallways, play yards and athletic fields, and faculty lounges throughout the school day and at before- and afterschool activities. Students will be allowed to bring drinking water from home and to take water into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills. All school administrators, teachers, and building staff will model drinking water and limit consumption of identifiable, sugar-sweetened beverages in front of students.

Training

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a Nutrition Services Program, the District will provide initial and continuing professional development that meets the requirements of the USDA Professional Standards for Child Nutrition Professionals for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for all school nutrition professionals according to their levels of responsibility including child nutrition directors and managers.

Section 3 - Nutrition Standards for Competitive and Other Foods and Beverages

Competitive Foods and Beverages

Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores, and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs. The term "sold" refers to any food or beverage provided to students on school grounds in exchange for money, coupons, or vouchers. The term "served" refers to any food or beverage provided to students on school grounds during celebrations, parties, instructional lessons, giveaway items, etc. Outside foods not meeting local, state, and federal nutritional requirements are allowable for pedagogical or educational purposes so long as it is relevant to the course curriculum and syllabus. Such educational purposes may include but are not limited to, ethnic studies and culinary arts courses.

To be compliant with the USDA final rule, the district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet [Smart Snacks Standards](#). 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 à la carte, vending machines, school stores, and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. Refer to the [California Department of Education's Competitive Foods Web page](#) for additional tools and resources to determine compliance with competitive foods and beverages for any food sales, or fundraisers in EESD schools.

Athletic Concessions

Concessions may be sold at any grade level 30 minutes after the standard school day, and are excluded from the Competitive Foods requirements. To ensure compliance with state law, all Outside Food Sales by student organizations in areas not operated by the Nutrition Services Department are required to be reviewed by the school board or designated official before sale.

Evening and Community Events

The district promotes the availability of nutritious snacks at evening and community events on school grounds. This includes but is not limited to, concessions at athletic events, dances, and performances.

Vending

All vending machines with student access must sell only compliant food and/or beverages. Unlicensed outdoor vendor carts, trucks, or vehicles are prohibited from locating within 400 yards of any school grounds. All sales made through vending machines are subject to the criteria listed in the regulations referenced above.

Fundraising

Fundraising efforts provide opportunities for student, staff, family, and community collaboration and reflect the healthy eating practices and policies in the district. To be compliant with the USDA final rule, the district will allow only foods and beverages that meet or exceed [Smart Snacks standards](#) to be sold through fundraisers on the school campus during the school day.

Effective from midnight to one-half hour after (before/during) the standard school day, and/or the end of the site's expanded learning program; whichever is later (this includes minimum days), and applies to food and beverage sales by student organizations; student organization sales must meet all of the following:

1. Water, with no additives including vitamins, minerals (e.g., electrolytes), stimulants (e.g., caffeine), and sweeteners, is the only approved beverage to be sold.
2. One food item per sale
3. The sale must occur after the lunch period has ended
4. The food or beverage item cannot be prepared on campus
5. Each school may choose up to four days per year during which food and beverages from multiple student organizations may be sold (foods/beverages must still be compliant)
6. The food or beverage item cannot be the same item sold in the food service program at that school during the same school day
7. Other than the 4 days (mentioned in #5 above), only one student organization may sell food or beverages to pupils on school campuses per day. No adult-run

fundraisers, including parent or community organizations, private individuals, or commercial entities, may sell food to pupils on school campuses. This includes, but is not limited to PTA, PTSA, or booster clubs.

8. It is recommended that all off-campus fundraising be with either non-food items or items that meet the [USDA School Nutrition Standards](#). Principals will decide whether to allow off-campus sales of foods and/or beverages that do not meet the nutrition guidelines and if so, set and monitor a maximum frequency.

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. To be compliant with the USDA final rule, the district will promote celebrations and rewards that are consistent with our nutrition policies. All foods and beverages served and offered on the school campus outside of the school meal programs during the school day will meet [USDA School Nutrition Standards](#). 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 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.

Section 4 - Physical Education and Physical Activity

Physical Education

The Board of Education recognizes the research and positive benefits of a quality physical education program on student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the District. A quality PE program can increase students grades and standardized test scores and helps students stay focused in the classroom. All students in grades K-12 shall be provided opportunities to be physically active regularly through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day and during afterschool sports programs. All students are expected to participate in the physical education program according to the education code. The District's Physical Education Program shall provide all students with equal opportunities for instruction and participation regardless of gender, race, or disability in accordance with law. The program will be modified and allow accommodations for students with special needs by providing equipment and equal opportunities to participate.

The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. Physical Education allows students to develop and demonstrate health related knowledge, attitudes, behaviors, motor skills and practices. Opportunities for moderate to vigorous physical activity (MVPA) shall be provided through physical education classes. The district's physical education activities shall support the district's coordinated student wellness program and encourage students' lifelong fitness. The Superintendent or designee shall ensure that all students in grades K-12 receive the appropriate amount of age appropriate, sequential high-quality physical education curricula that is consistent with national state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits required by the Education Code. The school district shall adopt the Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve. The school district shall also implement the contents of the Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.

The District's Physical Education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the District's program provides all students with equal opportunities for instruction and participation regardless of gender, race or disabilities in accordance with law.

The Physical Education program will build interest and proficiency in movement skills, encourage students' lifelong fitness through physical activity, and will design and evaluate a strong, cohesive, and comprehensive physical education program for all students. The Board of Education shall adopt a Physical Education curriculum that encompasses the California Content Standards for Physical Education and the National Physical Education Standards. The District's program shall include a variety of kinesthetic activities including team and individual sports, lifetime sports and activities, gymnastics, as well as aesthetic movement forms, such as dance.

The District's Physical Education program shall engage students in MVPA, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of MVPA that occurs during the physical education instructional program.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

Schools will provide instruction and facilities/equipment to ensure that all students have the opportunity to participate in daily physical education/physical activity. Schools will meet or exceed the PE minutes requirements

- a. 1-6 200 minutes every 10 days
- b. 6-8 400 minutes every 10 days
- c. K-8 200 minutes every 10 days
- d. 9-12 400 minutes every 10 days (exemptions may apply)

As per the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) and the National Association for Sport and Physical Education (NASPE) recommendation, the District shall make every effort to maintain recommended class size maximums in Physical Education.

Physical Fitness Testing

During the months of February, March, April, or May, students in grades 5, 7, and 9 will undergo the physical fitness testing designated by the State Board of Education. Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents once a year. Results will also be included in each school's SARC reporting. Tools to measure height, weight, heart rates, and body composition may be made available to help students more accurately determine their health and fitness levels. The Superintendent or designees shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level.

PE Teacher Qualifications and Training

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers. The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Exemptions and Substitutions

The superintendent or designee may grant a temporary exemption from physical education under any of the following conditions:

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided
2. The student is enrolled for one-half time or less

Physical Activity

All students 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 and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other unstructured activities. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess and lunch supervisors on methods to engage students in moderate to vigorous physical activity
2. Encouraging teachers to incorporate physical activity into the classroom
3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, special events, and competitions
4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs
5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities
6. Developing business partnerships to maximize resources for physical activity equipment and programs
7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

Transportation

District staff shall work with relevant City departments and local agencies to assess walking and biking conditions at each school and leverage opportunities to make it easier for students to walk or bike to school.

Section 5 - Wellness Promotion and Marketing

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.

In order 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 will ensure the promotion of health food and beverage choices through:

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

Staff Wellness and Health Promotion

The District cares about the well-being of staff members and understands the influence that staff actions have on student health behaviors. All staff are encouraged to be positive role models for healthy behaviors on school property and at school-sponsored meetings and events where students are present, including only eating/drinking items that comply with the District's nutrition guidelines.

The District creates work environments that support healthy eating, physical activity and healthy behaviors through programs and Board Policies (i.e. no use of tobacco) as well as focusing on the social-emotional health of staff. The District believes in working with community partners to assist in creating these environments and reach our wellness goals.

The District also partners with Central Valley Trust's (CVT) Fit for Life Wellbeing Program. The goal of the Fit for Life Wellbeing Program is to "encourage healthy eating, physical activity, and a healthy, emotionally balanced lifestyle." This goal aligns with the District's desire for its employees and students. As part of the CVT-sponsored Wellness Program, the District selected a Wellness Champion who works with CVT in promoting employee well-being in ways such as, but not limited to, the following:

1. Monthly Mindsets – focuses on resources for help in areas impacting wellness
2. Two Annual Employee Health Fairs
3. Monthly Wellness Seminars
4. Monthly Yoga sessions

The District will continue to promote initiatives designed to encourage a culture that improves the health, safety, and well-being of employees and family members.

Food and Beverage Marketing in Schools

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

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

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

- Brand name
- Trademarks
- Logo tags, except when placed on a physically present food or beverage product or its container
- Displays, such as on vending machine exteriors

Other Activities that Promote Student Wellness

School mental health services refer to a continuum of supports for school-age children that are integrated throughout the school community: universal strategies to promote the social and emotional well-being and development of all students; selected, brief strategies to support students at risk of or with mild mental health challenges; and intensive, ongoing strategies to support those with significant needs, including a streamlined referral process with community mental health providers to create a seamless service delivery model for children, adolescents, and their families. Various family, school, and community resources are coordinated to address barriers to learning as an essential aspect of school functioning.

EESD delivers school-based mental health through school-based counseling and referrals to community-based providers. The continuum of mental health services for students is supported by school-employed mental health providers as part of the district's service delivery model. Universal and selected mental health services are designed and implemented by school staff. Children with acute or chronic mental health needs are

referred for community-based services. In this model, schools map community-based resources and explore collaborative partnerships.

Multi-Tiered Systems of Support (MTSS):

1. Universal/ Tier 1 implementation of SEL for all students instructed by classroom teachers.
2. Positive School Climate including school-wide system of expectations for behavior and academic achievement.
3. The district uses a Social Emotional screener for students grades 3 and up in the fall and spring each year.
4. Referral to a Building Level Team (BLT) where the classroom teacher uses an SEL Survey with a Student Intervention Matching process to navigate appropriate interventions. Interventions are implemented and reviewed for effectiveness through this monitoring process. Data is collected in a district-wide system to track attendance in interventions implemented.
5. School counselors and School psychologists are a part of the MTSS team and may participate in collaborative planning with parents, administrators, and teachers in Student Study Teams, Behavior Improvement Plans, 504 plans, and IEP meetings that include a review of student needs, concerns, mutually established goals and interventions to support student's academic and social/emotional success.
6. Counselors may implement a Tier 2 short-term individual counseling, small group counseling and social skills building groups, conflict resolution, sensory equipment for self-regulation, crisis intervention including assessment for self-injury or suicide, community-based mental health referrals, safety planning, and school re-entry plans. Counselors may collaborate with classroom teachers to provide specific lessons to students during whole classroom instruction if needed.
7. The district utilizes behavioral aides to support students who are emotionally or behaviorally dysregulated, and who require a break from the environment or support in the classroom to reset and shift into an appropriate learning state of mind. If appropriate, sensory or movement breaks are given to students with an adult who has been trained in co-regulation techniques to de-escalate a sensory or emotionally driven reaction disrupting classroom instruction.
8. Tier 3 support may be provided by an Educational Related Mental Health Services (ERMHS) clinician if mental/behavioral health services are warranted and included in the IEP and referrals to community providers are given to families needing more intensive mental/behavioral health services.
9. The district-level counseling team responds to provide support to students who may be affected by the death of a student or staff member, including suicide, consulting with admin and teachers to provide appropriate support.
10. F.O.C.U.S. (Focusing On Children Under Stress) system notification is provided by Shasta County to school site administrators to communicate a first responder

critical incident encounter with our student, which may have exposed the child to violence or trauma. This notification system enables the school to provide trauma-sensitive support to the students at school.

11. Community Schools: In partnership with the Shasta County Office of Education, a community connect coordinator works with school staff, families, and community agencies to link families and students to agencies assisting in meeting a variety of needs. Bridges to School Success, Triple P Positive Parenting, Parent Partners through Pathways to Hope, family, child, and adolescent counseling, and case management are also available through the SCOE program.
12. Community partners: EESD school sites work with different providers of support to students within Tier 2/Tier 3 including mentors from Impact Mentors, Catalyst Mentors, Elevate Youth, and other community partners. These partners facilitate individual and small group meetings to enrich relationships with caring adults supporting students to build resiliency and grow in social, emotional, and academic domains.
13. A district School Resource Officer (SRO) may perform wellness checks or assist with crisis and safety assessments.
14. Professional development is provided at the district level to train staff including trauma-sensitive practices, behavior management, and social-emotional learning to enhance relationships with students and encourage personal and academic growth.

Section 6 - Evaluation and Communication

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Food Services office located at 1155 Mistletoe Lane, Redding, CA. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy
- Documentation demonstrating compliance with community involvement requirements, including:
 - a. Efforts to actively solicit EEWC membership from the required stakeholder groups
 - b. These groups' involvement in the development, implementation, and periodic review and update of the wellness policy
- Documentation of annual policy progress reports for each school under its jurisdiction
- Documentation of the triennial assessment of the policy for the District
- Documentation demonstrating compliance with public notification requirements, including:

- a. Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public
- b. Efforts to actively notify families about the availability of wellness policy

Progress Reports

EESD will compile an annual report to share basic information about the wellness policy and report on the progress of the schools within EESD in meeting wellness goals. This report will be published around the same time each year in May. This report will include, but is not limited to:

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

The annual report will be available on eesd.net.

Triennial Progress Assessments

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

- The extent to which the District complies with the wellness policy
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy
- A description of the progress made in attaining the goals of the District's wellness policy
- The position/person responsible for managing the triennial assessment and contact information is Kelly Pagan, District Lead Nurse, kpagan@eesd.net

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

EESD will make the triennial progress report available to households/families.

Revisions and Updating the Policy

The EEWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as priorities change; community needs change; wellness goals are met, new health science, information, and technology emerges; and new Federal or State guidance of standards are issued. The wellness policy will be

assessed and updated as indicated at least every three years, following the triennial assessment. Every year, the LSWP will be reviewed by all Committee members and updates made as needed.

Community Involvement, Outreach, and Communications

EESD is committed to being responsive to community input, which begins with awareness of the wellness policy. EESD will actively communicate ways in which representatives of EEWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that location. EESD will also inform the public of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply (if applicable), and a description of and compliance with Smart Snacks in School nutrition standards. EESD will use electronic mechanisms, such as email or displaying notices on EESD's Food Services website page, eesd.net/departments/food-services/ as well as newsletters, sending information home, and other means of public media releases. EESD will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that EESD and individual schools are communicating other important school information with parents.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#) (PDF), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Mail Stop 9410
Washington, D.C. 20250-9410;
2. fax:
202-690-7442; or
3. email:
Program.Intake@usda.gov.

This institution is an equal opportunity provider.