

**Live Well Schools
Local School Wellness Policy**

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The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting a healthy school environment for district students, staff and families. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

1. Policy Implementation and Assessment

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Committee Role and Membership

The district will convene a representative district wellness committee to establish goals and oversee school health and wellness policies and programs, including development, implementation, communication, and periodic review and update of this district-level wellness policy.

Wellness committee membership will represent all school levels (elementary and secondary schools) and shall be open to the general public and the school community, including but not limited to, parents/guardians, students, representatives of school nutrition services, school administrators, Board of Education, district administrators, health professionals, school nurses, health educators, Physical Education, counseling, the CalFresh Healthy Living program, and others interested in school wellness.

The Wellness Council shall meet at least every other month during the school year with meeting dates, times, and locations available on the district website.

Members will be recruited in a variety of ways including emails to the school community, promoting the committee in school newsletters and social media sites, posting information about the committee on the district's web site, and including a link to the district web site on each school website and in student/parent/guardian handbooks.

The district wellness lead will work with the Wellness Committee to update or modify the wellness policy based on changes to federal, state and local requirements and standards, results of the triennial assessment, and as district priorities and community needs change.

Leadership

The superintendent or a designated district-level wellness lead will convene the Wellness Committee, facilitate updates to the wellness policy, assess progress toward meeting wellness policy goals, and will ensure each school's compliance with the policy.

District Wellness Lead name and title
Contact information (phone and/or email address)

Implementation

The superintendent or designee will identify a wellness lead at each school site who is accountable for ensuring that school's compliance with the wellness policy.

A School Site Wellness Council (SSWC) will be established at each school with membership open to school site employees, community partners, parents, and students (as appropriate) that can positively impact students' physical, mental, nutritional, and educational well-being. SSWCs will complete school-wide assessments and, based on results, will develop and implement action plans relative to their school health and wellness needs and report progress on a quarterly basis or when requested by the wellness lead. The SSWC's can also advise the district Wellness Committee on health-related issues, activities, policies, and programs.

Assessment Requirement

An assessment will be conducted every three years, at a minimum. This assessment will determine:

- How the wellness policy compares to model wellness policies
- Compliance with the wellness policy
- Progress made in attaining the goals of the wellness policy

Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy. Documentation will include but is not limited to:

- The current, board-approved wellness policy
- How the policy and assessments are made available to the public
- The most recent assessment of implementation of the policy
- Efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of the ability to participate

Reporting and Posting

The Superintendent or designee will report annually to the board on the progress toward meeting the goals of the wellness policy at the district and school site level. 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
- The name, position title, and contact information of the designated district wellness lead
- Results of the current triennial assessment and any other assessments

The current wellness policy will be posted in the cafeteria and/or central eating area at each school location.

The wellness policy and most current assessment report will be included on the district web site.

A link to this information on the district website will be included on all school websites and in student/parent/guardian handbooks.

Community Involvement, Outreach, and Communications

The district is committed to being responsive to community input which begins with awareness of the wellness policy. The district will actively communicate ways in which staff, parents/caregivers, and community partners can participate in the development, implementation, and periodic review and update of the wellness policy, as well as how to participate and support the policy.

The district will engage students and youth leaders to include youth voice and feedback in policies that directly affect them.

The district will use communication channels such as email, district and school websites, newsletters, social media, student/parent/guardian handbooks, back-to-school packets, presentations, and other communication channels that the district and individual schools use to communicate other important school information to parents. The district will ensure that communications are culturally and linguistically appropriate to the community.

2. Health Education

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Following the [California Health Education Framework](#), the district will encourage ongoing health education for all grade levels that is designed to motivate and help students maintain and improve their health, prevent disease, and avoid health-related risk behaviors.

Health Education Goals:

- Provide comprehensive health education intended to foster health literate students who practice and understand healthy lifestyle practices throughout their lifetimes.
- Encourage health educational activities that promote environmentally friendly practices.
- Explore and establish partnerships and/or joint-use arrangements with families and community organizations to support comprehensive health education.
- Follow the [California Health Education Standards](#) and provide education in the six content areas as part of a skills-based health education program.

3. Nutrition Education

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Pursuant to the requirements of the California Education Code, nutrition education shall be:

- provided as part of the health education program in grades Pre-K through 12
- integrated into instruction in core academic subjects and offered through before and after-school programs
- based on research, consistent with the expectations established in the state's curriculum frameworks and content standards
- designed to build the skills and knowledge that all students need to maintain a healthy lifestyle

District schools will assess learning of core health concepts by requiring students to demonstrate ways in which they can enhance and maintain their nutrition-related health and wellbeing, using skills such as nutrition literacy and menu planning.

Experiential Learning

Districts shall support and encourage the establishment of a school garden to promote nutrition education and physical education. Staff shall integrate experiential education activities—such as planting, harvesting, cooking demonstrations, and farm tours—into existing curricula at all grade levels to enhance student understanding of the food system, reinforce healthy nutrition behaviors, and promote locally-produced food to students.

Schools are encouraged to establish partnerships and/or joint-use arrangements with outside organizations to support the sustainability of their school gardens as appropriate.

Integration with the School Food Environment

Nutrition education messages from the classroom will be modeled in the cafeteria and across campus by offering garden- and local farm-grown food whenever possible within the reimbursable federal meal program, a la carte sales, vending machines, fundraising, student-run vending programs, and after-school/extracurricular programs.

4. School Meals

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All reimbursable school meals will meet or exceed current nutrition recommendations of the *U.S. Dietary Guidelines for Americans* and the school meal nutrition standards specified by the United States Department of Agriculture and the California Department of Education. The meal patterns and dietary specifications for [Breakfast](#) and [Lunch](#) will be followed as established by the U.S. Department of Agriculture.

Meals served within federally reimbursable meal programs will be designed to feature fruits and vegetables and other healthy foods from local sources to the greatest extent possible.

Schools will provide substitutions for students with dietary restrictions, special dietary needs, or cultural or ethnic variations in food preferences to the greatest extent possible.

Schools will exceed the school meal nutrition standards by providing only water or unflavored low-fat or fat-free white milk in school meals, and by prohibiting juice products of all kinds from being served as part of school meals.

Schools shall share information about the nutritional content and ingredients of meals with parents and students. Such information will be made available on the school website, cafeteria menus or menu boards, and by other means available to communicate with the school community.

In recognition of universal free breakfast and lunch being available to all district students, no students are stigmatized for unpaid meal debt or overtly identified as qualifying for free or reduced-cost school meals. Schools will provide breakfast and lunch at no charge to all children, promote the availability of school meals to all students, and use non-traditional methods for serving school meals, such as "grab-and-go" or classroom breakfast to the extent possible.

To the maximum extent practicable, all schools will utilize the Community Eligibility Provision (CEP) or Provision 2 and participate in available federal school meal programs (i.e., Summer Food Service Program, Fruit and Vegetable Snack Program, and CACFP At-Risk Afterschool Supper Program).

- **School Breakfast Program**

Schools will communicate the importance of healthy breakfast to parents and will notify them of the availability of the School Breakfast Program. Schools will, to the extent possible, encourage participation in school breakfasts by ensuring that meals are convenient and that students have adequate time to eat them. This will be accomplished by arranging bus schedules to allow students to obtain breakfast once they are on campus and have at least 10 minutes to eat it, as well as by serving breakfast in the classroom, preparing "grab-and-go" breakfasts, or providing a nutrition break.

- **Summer Food Service Program**

Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation. All meals served as part of the Summer Food Service Program will also meet school meal nutrition standards established by the United States Department of Agriculture.

- **CACFP At-Risk Afterschool Supper Program**

Schools with 50% or more students eligible for free or reduced-price school meals and that have an on-campus afterschool program will offer the CACFP At-Risk Afterschool Supper Program to all students on campus during meal service hours to the extent possible. These meals may be provided by district nutrition services or by another CACFP At-Risk Afterschool Supper sponsor.

Local Sourcing of Food

The district shall foster a culture of support for growing and procuring fresh, local produce through community engagement, opportunities for school gardens, Farm- to-School and Garden-to-Cafeteria programs, farmers markets, fundraising, and food distribution at school sites. The program will set goals to increase procurement of local produce and other foods made or sourced from San Diego County and the state of California.

The Child Nutrition Program will participate to the extent possible in programs such as The Center for Ecoliteracy's California Food for California Kids Network, the San Diego County Farm to School Task Force, and The Center for Good Food Purchasing's Good Food Purchasing Program.

Water Access During Meal Periods

Schools shall provide access to free, potable water during mealtimes in the food service area in accordance with Education Code 38086 and 42 USC 1758.

Meal Periods and Scheduling for Schools

District schools will schedule meal periods at appropriate times, i.e., lunch will be scheduled between 11 a.m. and 1 p.m. The district shall not schedule tutoring, clubs, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

District schools will provide students with at least 20 minutes to eat lunch after sitting down and at least 10 minutes to eat breakfast.

Schools shall, when possible, schedule lunch mealtimes to follow lunch recess times at elementary school sites to promote meal consumption and decrease food waste.

Meal Settings

The district has a closed campus policy. School staff may not provide permission for students to leave campus for the purpose of obtaining lunch.

All students will be guaranteed a clean, safe, and pleasant lunch setting on campus in which there is adequate space and appropriate adult supervision.

In addition to providing a clean and safe environment, students and staff shall have access to hand washing, preferably with soap and water. Hand sanitizer may be used only when sinks are not available.

Sharing of Food and Beverages

Schools should strongly discourage students from sharing their foods or beverages with one another during meal or snack times, due to concerns about food allergies and other dietary restrictions.

Qualifications of Child Nutrition Program Staff

Qualified child nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development for all school nutrition professionals will be provided in accordance with the [USDA Professional Standards for State and Local Nutrition Programs](#).

Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Food Safety & Sanitation

All food items brought on campus by parents/guardians or other volunteers or school staff for student celebrations and activities shall be commercially packaged, and pre-wrapped with an ingredient label so students with food allergies are protected from accidental exposure. No home-cooked food shall be served to students to minimize the risk of foodborne illnesses or allergic reactions.

Food service equipment and facilities must meet applicable local and state standards for health, sanitation, and safety. [Hazard Analysis and Critical Control Points \(HACCP\) plans and guidelines](#) shall be implemented to prevent foodborne illness in schools.

All food handlers must meet the food safety certification requirements established by the County of San Diego Department of Environmental Health.

5. Competitive Foods: Fundraisers, Events, and Classroom Celebrations

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“Competitive foods” refers to any food or beverage sold or served to students on campus outside of the reimbursable meal service. They are called competitive foods as they compete with the nutritious school meals.

These standards will apply to foods and beverages provided during both the regular school day and the extended school day, as well as in campus-based preschools, and before- and after-school programs.

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

- The Child Nutrition Director will have the responsibility and authority to oversee and approve all food and beverages to be sold and served to the students by any entity, starting at midnight and up to one-half hour after the school day, to ensure food safety and to maximize the school’s ability to serve healthy and appealing meals.
- Ensure all foods and beverages offered or provided on the school campus meet or exceed the California Smart Snacks in School nutrition standards, including foods and beverages for celebrations, parties, classroom snacks, and student rewards for performance or behavior. To ensure compliance for outside foods and beverages, parents and staff may use the [Smart Snack Calculator](#) to determine compliance.
- Ensure that candy or any other food of minimal nutritional value will not be available for sale or as a give-away item to students from any entity.
- Only permit the marketing and advertising of foods and beverages that meet the [California Smart Snacks in School nutrition standards](#).

Fundraising, Rewards, and Celebrations

Fundraising

From midnight through 30 minutes after the school day ends, all school fundraisers on the school campus shall comply with the [California Smart Snacks in School nutrition standards](#).

Associated Student Body (ASB) or any group or organization that is allowed to sell food on campus must comply with the following:

- Serve no more than six (6) items each day from no more than three (3) categories (i.e., chips, juices, sandwiches, etc.) of foods/beverages pre-approved by the Child Nutrition Director
- No more than four Points of Sale (POS) per day
- Must not sell any open or potentially hazardous foods
- Must not sell the same items on the same day as the Child Nutrition program
- Must price items the same as the Child Nutrition program

- Must be compliant with California Smart Snacks in School nutrition standards and Child Nutrition program requirements

Celebrations

No celebratory food items will be allowed on school sites during the school day in celebration of a student's birthday or holiday. The district encourages and supports the use of nonfood celebratory activities and will provide a list of suggestions to schools and parents.

OR

School staff shall require parents/guardians or other volunteers to support the district's nutrition education program by meeting or exceeding California Smart Snacks in School nutrition standards when selecting any snacks which they may donate for occasional class parties.

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

All food items brought on campus by parents/guardians or other volunteers or school staff for student celebrations and activities shall be commercially packaged, and pre-wrapped with ingredients label so students with food allergies are protected from accidental exposure. No home-cooked food shall be served to students to minimize the risk of foodborne illnesses or allergic reactions.

Classroom parties and school celebrations that include foods or beverages shall be held after the lunch period when possible.

6. Physical Education

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The district will provide all students Pre-K through 12 with Physical Education, using an age-appropriate, sequential Physical Education curriculum consistent with the expectations established in the [state's curriculum framework](#) and [content standards](#).

The Physical Education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

Class and Teacher Requirements

All students will be provided equal opportunity to participate in Physical Education classes taught by a certified or licensed Physical Education teacher in classes with the same student-teacher ratios as academic classes. Swim instructors should be Water Safety Instructor (WSI) certified.

The school district shall provide all Physical Education teachers with annual professional development opportunities that are focused on Physical Education/physical activity topics and competencies specifically for Physical Education teachers.

Instruction Requirements

All district elementary students in each grade will receive Physical Education for at least 200 minutes every 10 days throughout the school year. All district secondary students will receive at least 400 minutes of Physical Education every 10 days throughout the school year.

Physical Education classes will have a goal that students will be moderately to vigorously active for at least 50% of class time during most or all class sessions.

The district will make appropriate accommodations to allow for equitable participation for all students and will adapt Physical Education classes and equipment as necessary.

Temporary exemptions from Physical Education are limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted Physical Education program. The district will not allow students to substitute other school or community activities (other school sports, marching band, etc.) for the physical education time requirement.

Fitness Data Collection

The district will administer a physical fitness test to all students to meet state or federal requirements. Students will receive their individual fitness test results upon completing the test and a letter with fitness results will be sent home to parents. Results of fitness tests, if administered, will be reported to school board and district staff annually.

7. Physical Activity

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In order for students to receive the nationally recommended amount of daily physical activity (i.e., at least 60 minutes per day), the district will provide all of its students with a comprehensive, school-based physical activity program (CSPAP) that includes the following components: Physical Education, recess, classroom-based physical activity, active transport to school, and out-of-school time activities. Schools will ensure that these varied opportunities are provided in addition to, and not as a substitute for, Physical Education.

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.

Physical activity will be appropriately limited due to air pollution, hot weather, and/or inclement conditions.

Recess (Primary grades)

All elementary schools will offer at least 20 minutes of recess per day during the school year in addition to lunch recess. Recess will be offered outdoors when conditions allow for outdoor play. If the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

During recess, recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Active Academics

Each school should provide students and staff with opportunities for moderate physical activity at least once every 60 minutes of academic instruction, incorporating kinesthetic learning approaches into core subjects whenever it is feasible and offering short (3-5 minute) physical activity breaks when it is not. Teachers will serve as role models by being physically active alongside the students whenever possible.

The district will offer ongoing professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class, for example).

Before and After School Activities

All district schools will offer opportunities for physical activity before and/or after the school day and will encourage all students to participate through a variety of methods. Contracts with expanded learning providers will include physical activity as a required component to occur within the first hour of the afterschool program.

Schools will also provide opportunities for family and community engagement in physical activity during out of school time. All schools are required to develop comprehensive school physical activity programs that address family and community engagement in physical activity and provide a wide variety of offerings.

Active Transport

The district will encourage students to walk or bike to school. The district will assess routes and, if necessary, facilitate improvements to make it safer and easier for students to walk and bike to school. District will develop partnerships with community organizations, local public works, and/or public safety to create and implement a comprehensive active transportation program, such as Safe Routes to School, and to explore the availability of active transportation funds.

Joint Use Agreements

All district schools will develop joint-use agreements to make district facilities or grounds available for recreational, sports, and gardening activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity to the greatest extent possible.

8. Health and Wellness Services

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The district recognizes that good health among its staff and school community helps to improve student attendance, fosters a more cohesive school culture, and ultimately improves student achievement. The delivery of health services (including medical, dental, vision, and behavioral health) is an important concern, particularly when students may lack access to basic, quality health care. The district will make efforts to increase access to health care services and provide health education and related resources to students, staff, and families.

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

Every child that enters transitional kindergarten or kindergarten is required to have an oral health assessment by a licensed dental provider. Forms are to be returned to the school by May 31 of the child's first year in school.

A medical history physical exam is no longer required to enter school.

Health Assessments

Fully qualified and credentialed school personnel and our approved community partners shall provide student health assessments during school hours, including tests for vision, hearing, and scoliosis. When these screenings identify health or wellness issues, school personnel or

approved community partners shall make the appropriate medical, psychological, social service, or dental referral for students.

If a school hosts a free oral health assessment event and a licensed dental professional performs assessments of students on campus, passive consent can be used. This means a student will receive an assessment unless the parent or legal guardian has opted out of the school assessment.

In accordance with Education Code Section 49452.8 students will be required to present proof of having received an oral health assessment by a licensed dental provider by May 31 of their first year enrolled in public school. This includes transitional kindergarten, kindergarten, or first grade, whichever is their first year enrolled in public school. The oral health assessment must be performed no earlier than 12 months prior to the date of the initial enrollment of the student.

As the Kindergarten Oral Health Assessment (KOHA) forms are collected throughout the year, designated school staff will review forms to ensure they are accurately completed and note children in need of care. When “urgent care” is noted, designated school staff shall follow up and make the appropriate dental referral for students through documented parent/caregiver communication. When “early care recommended” is noted, parents/caregivers will be provided a list of dental clinics in their area.

Oral Health

Recognizing that oral health is integral to general health and that undiagnosed and untreated oral conditions may interfere with a child’s ability to eat, sleep, or function well at home or at school due to discomfort or pain, schools will communicate annually with parents/caregivers about the importance of oral health and its links to academic performance.

Schools will support preventive services for oral health through school-based health centers, on-campus screenings, and fluoride varnish applications, such as those offered through the County of San Diego’s Oral Health Program, and referrals to a dental home for dental sealants and regular care.

School-Based Health Centers

The district supports the creation and support of school-based health centers (SBHCs). SBHCs will not replace the district’s nursing and wellness services and will instead augment the current school health program. They shall be operated by community clinic providers and offer a convenient medical home for students and/or their families at the school site.

Community Health Engagement

The district will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be invited to participate in school-sponsored physical activity programs and will

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

Staff Wellness

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

Staff Training

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

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

9. Social-Emotional Wellness and Mental Health

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The Governing Board recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive behavioral health services to support and encourage their own wellbeing.

The Board also recognizes that good physical and mental health is essential for teachers and other staff to be engaged, motivated, and effective and believes that all staff should also have access to comprehensive behavioral health services.

Counseling and school psychological services will promote social and emotional development, enhance resilience, and provide protective buffers within the school community. Personnel will endeavor to intervene as early as is feasible when emotional, behavioral, and/or learning problems manifest and will help build a systemic response to matters that affect student well-being such as bullying, alienation, and disengagement.

Trauma-Informed Approach

Students come to school with varying levels of [adverse childhood experiences](#) (ACEs) and are directly impacted by adverse community environments. Both impact the long-term development, health, and well-being of children. Chronic stress can manifest in the classroom as feelings of anxiety, irritability, or sadness, lack of participation, physical symptoms like headaches or stomachaches, or a lack of energy. Schools can help address community and individual trauma through providing equitable opportunities, physical safety, and supporting

safe and healthy behaviors that promote self-care. In order to foster resiliency of the students, schools will implement a [trauma-informed approach](#) to the school environment through:

- Screening, identification, and referral of appropriate services to students and family from behavioral health school staff or other school personnel
- Maintaining emotional safety of the students and providing supportive, compassionate responses to trauma histories and/or other adversities
- Implementing restorative justice practices to create safe and welcoming school environments, address harms, needs, obligations, and causes of conflict and harm
- Decreasing use of zero-tolerance policies in all grades
- Building and supporting self-regulation skills in the classroom like mindfulness, and meditation to increase social-emotional wellness.

Comprehensive Student Support Programs

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

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

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students and staff in accordance with the specialization(s) authorized by his/her credentials. School counselors and student support staff use their skills and strategies to break down barriers to learning that affect attendance, behavior, or achievement. All students and staff shall have access to available counseling services which may include, but are not limited to, support related to social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, staff, students, and parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

The district will strive to address students' social, emotional, and behavioral health needs, ensure student access to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed, and coordinate with school and community-based mental health providers.

Crisis Counseling

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

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

Staff Training

The Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help the school community cope with a crisis if it occurs. The Superintendent or designee shall identify professional development resources to train teachers and staff in ACEs, trauma-informed approach, positive behavior intervention support, and resiliency building.

10. Health-Promoting School Environment

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Our district shall provide a health-promoting school environment, climate and culture for all students, staff, and families.

Marketing

School-based marketing will be consistent with nutrition education and health promotion as described above. As such, the district prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards/ signboards, school supplies, educational materials advertisements in school publications, coupon or incentive programs, or other means.

Healthy foods, including fruit, vegetables, whole grains, and low-fat and fat-free dairy products, will be promoted through participatory activities such as taste testing, working in school gardens, field trips to farms, and community gardens. Healthy foods will also be promoted within the school environment through prominent lunchroom displays, school announcements, posters throughout the school, and other strategies outlined by the [Smarter Lunchrooms movement](#).

The district will promote after-school sports programs and non-competitive physical activity programs through school announcements, school newsletters, and through posters and signage.

Staff Modeling

Staff members in all district schools will model healthy nutrition throughout the school day and while on the school site. The district will offer snacks that meet USDA nutrition standards in teachers' lounges to promote good nutrition and will encourage staff to use reusable water bottles.

School staff are prohibited from displaying in front of students any food/beverage items (soda, and/or energy drink containers, bags of chips, candy, etc.) that do not support the district's health messaging and wellness policy.

Staff will also assist in modeling physical activity by participating alongside students in physical activity breaks and when incorporating physical activity into lesson plans to the e.

Incentives and Disincentives

Staff and other entities (businesses, sponsors, and/or organizations) are prohibited from using food as an incentive or disincentive for a student's academic performance, accomplishments, or classroom behavior. The district will emphasize providing additional opportunities for physical activities (e.g., extended recess) as an incentive for high-performing and well-behaved students.

Physical activity during the school day and in before- and after-school programs (including but not limited to recess, physical activity breaks, or Physical Education) will not be withheld as a disincentive, nor will the running of laps or the assignment of other physical tasks, such as push-ups, be used as a disincentive.

The district will provide teachers and other school staff with a list of ideas for alternative ways to incentivize or disincentivize students.

Oral Health

Students and staff will be provided reasonable accommodation for tooth-brushing regimens and oral health.

Teachers are encouraged to teach at least one lesson each school year, incorporating the importance of oral health as a part of Health Education. Grade-appropriate oral health topics may include prevention of oral health problems, nutrition, and tobacco use, including cannabis and vaping.

Districts and schools are encouraged to:

Partner with organizations to create a comprehensive approach to oral health.

Promote completion of an oral health assessment for children entering school.

Educate students, parents, and staff about the importance of oral health.

Provide preventive services at your school and refer children to dental care.

Water Access

Availability and consumption of free water is supported throughout the day (well-maintained water fountains designed to easily refill cups and reusable water bottles, signage promoting water use, etc.),

In compliance with Assembly Bill 2638, students, teachers and staff are allowed to bring drinking water into the classroom provided that the container is capped, such as a recyclable or reusable bottle. These vessels are not to be shared among students.

Water consumption by students shall be encouraged through education about the health benefits of water and by providing convenient access to water, including near playing fields.

District will support efforts to purchase and install bottle filling stations (with filters if contaminants are a concern) that can accommodate the filling of reusable water vessels. Drinking fountains and bottle filling stations should be inspected and maintained on a regular schedule.

Lactation Accommodation

In recognition of the well-documented health advantages of breastfeeding for infants and mothers, schools will provide a supportive environment for breastfeeding employees and students to meet state and federal laws. Breastfeeding employees and students will be provided reasonable break time to express milk in a clean, private, non-bathroom space.

Tobacco-Free Campus

Students, staff, and visitors are prohibited from using, displaying, activating, promoting, or selling tobacco products or imitation tobacco products at any time and at any location on district property, at any off-campus school- or district-sponsored event or meeting, and in district vehicles.

Students are prohibited from possessing tobacco or imitation tobacco products at any time and at any location on district property or at any off-campus, school- or district-sponsored event or meeting, and in district vehicles.

Sun Safety

Students shall be allowed to wear sun-protective clothing, including hats and sunglasses, and apply lip balm and sunscreen when going outdoors. Schools may specify the type(s) of clothing and other sun protection items that are, or are not, permissible on campus.

Schools shall optimize shade options for students and personnel and shall encourage the utilization of existing shaded or indoor areas for congregation and recreation.

Disease Prevention

To remove germs, avoid getting sick, and prevent the spread of germs to others, schools are strongly encouraged to:

- Maintain clean hands
 - Washing hands can keep students healthy and prevent the spread of disease. Schools are encouraged to teach and reinforce handwashing for students to maximize disease prevention.
- Optimize indoor air quality and maximize use of outdoor learning whenever practicable to reduce risk of airborne diseases
 - Maximize ventilation of indoor spaces with outside air (for example, by opening windows and doors).
 - Implement measures for a safe and comfortable learning environment (for example, considering thermal and noise comfort) with ventilation strategies in place
 - Use air purifiers alongside natural and mechanical ventilation
 - Open windows at intervals and continue using air purifiers when windows cannot be left open constantly due to external conditions
 - Minimize the use of indoor space that cannot be ventilated with outside air.
- Manage individuals with symptoms

Climate Resilience

Schools will positively impact students and the environment through education and promotion of environmental and sustainability issues within the school community. Schools will be encouraged to reduce the district's environmental impacts through use of clean energy, green transport, and conservation techniques. The district will support schools in partnering with local programs and organizations for resources and funding to implement environment-conscious initiatives at school that:

- Reduce the district's environmental impacts
- Promote awareness of environmental and sustainability issues among the school community
- Encourage consideration of sustainability in individual and collective decision making
- Use of solar energy to reduce energy costs and greenhouse gas emissions
- Create meaningful learning experiences that build environmental literacy in nature; on school grounds; in the local community; in residential outdoor science programs; and in museums, aquariums, science centers, and more

Schools will be encouraged to integrate these positive environmental techniques within their classrooms and communities through integrating composting lessons in the school garden or supporting students and staff to walk or bike to school.

U.S. Department of Agriculture (USDA) nondiscrimination statement for child nutrition program participants.

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, audiotope, 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
- 4.

This institution is an equal opportunity provider.

11. Appendix

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- Health Framework for California Public Schools:
<http://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf>
- Health Education Content Stands for California Public Schools:
<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
- Breakfast Meal Patterns (Grades K-12) from the California Department of Education:
<https://www.cde.ca.gov/ls/nu/he/nfbmpbreakfast.asp>
- Lunch Meal Patterns (Grades K-12) from the California Department of Education:
<https://www.cde.ca.gov/ls/nu/he/newfbmplunch.asp>

- Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010:
<https://www.govinfo.gov/content/pkg/FR-2015-03-02/pdf/2015-04234.pdf>
- Food Safety Standard Operating Procedures from the Institute of Child Nutrition:
<https://theicn.org/icn-resources-a-z/standard-operating-procedures/>
- California Competitive Food Standards Compliance Calculator from Project LEAN:
<https://californiaprojectlean.org/doc.asp?id=180&parentid=95>
- California Smart Snack Standards: [Competitive Foods and Beverages - Healthy Eating & Nutrition Education \(CA Dept of Education\)](#)
- Physical Education Model Content Standards for California Public Schools:
<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
- Health Equity and Adverse Childhood Experiences from Live Well Schools:
<https://www.livewellsd.org/i-want-to/learn-more/schools/live-well-schools/focus-areas/impact-areas>
- Smarter Lunchrooms Movement from the California Department of Education:
<https://www.cde.ca.gov/ls/nu/he/smarterlunchrooms.asp>