

STUDENT WELLNESS

The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive approach supporting physical and mental well-being. The Superintendent or designee for wellness shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, mental health 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.

Purpose

This Wellness Policy and corresponding Framework expands upon requirements to offer a truly comprehensive coordinated school health model. The Whole School, Whole Community, Whole Child (WSCC) approach, is an expanded coordinated school health model outlined by the Centers for Disease Control and Prevention (CDC). The components will include Food and Nutrition; Physical Education, Physical Activity; Health Education; Health Services; Health-Promoting School Environment, Safe School Environment; Mental Health and Social-Emotional Wellness; Staff Wellness; and Family and Community Involvement.

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

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

District Wellness Council

As the Superintendent's designee(s) for Wellness, the Program Manager of Nursing and Wellness and the Wellness Supervisor will convene a representative district wellness council that meets a minimum of ten times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level Wellness Policy. The Council will update the wellness policy based on the results of the district wellness assessment and new state or federal requirements.

The Council membership will represent all school levels (elementary and secondary schools) and include, to the extent possible, but not limited to students, parents and caregivers, representatives of the school nutrition program, physical education resource teachers, school health professionals, mental health and social services staff, school administrators and community partners. The Wellness supervisor will recruit committee members in a variety of ways, that may include by e-

mail, social media, posting information about the committee on the district's and schools' websites and in the parent/guardian handbooks. Contact information for the district's Wellness Supervisor and information about the Wellness Council will be shared on the district website and in other communications to the school community.

School Site Wellness Committees

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

A. Components and Goals

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

The goals for Food and Nutrition are:

- a. Promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs (<https://www.sandiegounified.org/nutrition-education-resources>).
- b. Purchase as much organic San Diego local, regional, and California grown food as possible.
- c. Increase student access to healthy breakfast and lunch meals.
- d. Ensure that parents/guardians know which Food and Nutrition programs are available, by sharing information through the Food and Nutrition Services webpage, the Farm to School newsletter, and social media.
- e. Ensure that students qualifying for free and reduced-price meals are not overtly identified.
- f. Establish trauma-informed practices for feeding students with unpaid meal balances.
- g. Ensure that menus with nutrition and allergen information are posted on Food and Nutrition Services webpage.
- h. Provide adequate time for students to obtain food and consume their meals during breakfast (10 minutes) and lunch (20 minutes).

- i. Encourage lunch periods to follow recess periods in elementary schools.
 - j. Make available free potable drinking water for all students, at minimum during mealtimes.
 - k. Ensure that foods and beverages sold and served on school campuses to students starting at midnight and up to one half hour after the school day, including in school-sponsored extended learning programs, comply with the federal Smart Snacks in School nutrition standards and the California Smart Snacks in School Competitive Food and Beverage nutrition standards (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>).
 - l. Ensure all foods offered or provided on the school campus, including in school-sponsored extended learning programs, celebrations, parties, classroom snacks, and student rewards for performance or behavior, comply with the federal Smart Snacks in School nutrition standards (charter schools) and the California Smart Snacks in School Competitive Food and Beverage nutrition standards (non-charter schools).
 - m. Provide teachers and other relevant staff information on non-food, healthy celebrations and rewards.
 - n. Encourage non-food fundraisers (including physical activity) and ensure all school fundraisers on the school campus comply with the federal Smart Snacks in School nutrition standards (charter schools) and the California Smart Snacks in School Competitive Food and Beverage nutrition standards (non-charter schools) (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>).
 - o. Provide evidence-based resources, consistent with the expectations established in the state's curriculum frameworks and content standards, to conduct nutrition education and nutrition promotion that link to school meal programs, cafeteria promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services (https://www.sandiegounified.org/departments/food_and_nutrition_services/nutrition_education_resources).
 - p. Provide annual trainings for food and nutrition services staff in accordance with USDA Professional Standards.
2. **Physical Education:** All district schools shall meet or exceed the mandated minutes required by the State of California and shall meet or exceed the California State Content and Performance Standards for Physical Education:

Physical education instruction at the elementary level (Grades 1-6) will include at least 200 minutes of instruction each ten school days (Education Code 51210) for all students,

including students with disabilities, special health care needs, and those in alternative education settings.

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

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

The goals for Physical Education are:

- a. Provide quality physical education, in a sequential and comprehensive, enjoyable, safe, and secure learning environment.
- b. Provide a physical education program that is consistent with the California Physical Education Framework and includes the eight core content areas as described by the California Code of Regulations, Title 5, Section 10060.
- c. Provide adequate space to maximize practice opportunities for each student.
- d. Provide adequate equipment for all students to be actively engaged in learning and practicing skills.
- e. Ensure physical education class sizes are comparable to class sizes in other subject areas where possible.
- f. Provide classroom and physical education teachers' professional development that includes scope and sequence, appropriate practices, assessment of student performance, and appropriate protocols for administering state-mandated fitness testing.
- g. Provide adequate student preparation for state-mandated fitness testing. Students in grades with required fitness testing must be enrolled in a Physical Education course.
- h. State-mandated fitness test shall be administered in required grades by a credentialed teacher during the district-approved testing window (Education Code 60800).
- i. Recess, extended day learning programs and before/after-school physical activity opportunities will complement, not substitute for, physical education minutes.

3. **Physical Activity:** All students shall be provided opportunities to be physically active on a regular basis. Physical activity simply means movement of the body that uses energy. The goals for Physical Activity are:
 - a. Provide all students, including those with special needs, opportunities to be physically active on a daily basis during class time and before and after school.
 - b. Provide students with education on the benefits of physical activity as a positive and enjoyable aspect of dynamic living and individual excellence.
 - c. Integrate physical activity into instructional time to the extent possible. Teachers and other school personnel shall provide students periodic movement breaks during extended periods of inactivity.
 - d. Provide daily recess, in addition to lunch recess, in elementary grades 1-6.
 - e. Schedule lunch recess before lunch when feasible.
 - f. Offer extracurricular activity programs for elementary, middle, and high school students before and after school with physical activity clubs or intramural programs, in a variety of supervised activities.
 - g. Support and encourage active transport to and from school, such as walking or biking.
 - h. Support joint or shared use agreements for indoor and outdoor physical activity so facilities are available to students, their families and community members outside of school hours.

4. **Health Education:** Our school district will continue to encourage TK-12 health education designed to motivate and help students maintain and improve their health, prevent disease, avoid health-related risk behaviors and promote health literacy. The district shall adopt grade-level mandated health education at elementary and secondary levels and professional development for staff. This curriculum will align or surpass the requirements of the California Education Code and the guidelines of the National Health Education Standards (Education Code 51210 and 51210.4; 51930-51939). The goals for Health Education are:
 - a. Support an integrated, skills-based health education curriculum that follows the California Health Education Content Standards with education in the six content areas: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.
 - b. Provide all students, TK-12, with comprehensive, skills-based health education, in alignment with the California Health Education Framework.

- c. Provide nutrition education as part of a sequential health education program in Grades TK-12 and as appropriate, integrate into other academic subjects in the general education program. Nutrition education may also be offered through before and after school programs.
 - d. As part of nutrition education, promote farm-to-school activities, (e.g., tastings, school gardens, field trips to local farms), while reinforcing messages about food systems and nutrition.
 - e. Encourage health educational activities that promote environmentally friendly practices (e.g., school gardens, food recovery, recycling, etc.).
 - f. Support the use of school property for school gardens that promote nutrition education and physical activity as well as explore and establish partnerships and/or joint-use arrangements with outside organizations to support the sustainability of school gardens at individual school sites as appropriate. Instructional gardens will be integrated with other subject areas to enhance student learning.
5. **Health Services:** Our Health Services program is designed to promote and support health and well-being for all students and staff. The goals for Health Services are to ensure that all students receive the maximum benefit from their educational experience. This is accomplished by working collaboratively with students, families, teachers, other members of the multidisciplinary team, and utilizing resources within the community, to meet the physical, mental, emotional and social health of students. The goals for Health Services are:
- a. Provide care for illness/injury, emergency services, and chronic conditions, as needed to promote optimum health of students and staff.
 - b. Optimize the early recognition of health conditions that impact learning by providing student physical health screenings and recommendations for regular physical and dental exams, supporting preventive services through routine vision and hearing screenings, and by promoting access to early intervention strategies for management of chronic disease.
 - c. Optimize the early recognition of mental health problems by all school staff in order to help staff provide resources and respond to student needs.
 - d. Increase outreach to students and their families, including providing resources and information on community-based social and health agencies and affordable health insurance plan enrollment.
 - e. Provide regular professional development to health office staff, including education on high-risk behaviors (e.g., sexual activity and substance abuse) and mental health supports.

6. **Health-Promoting School Environment:** Our district shall provide a health-promoting school environment, climate and culture for all students and families in collaboration with school staff. The goals for developing a Health-Promoting School Environment are:
 - a. Offer professional learning opportunities and resources for staff to promote healthy behaviors and integrate health and wellness throughout the school environment.
 - b. Only permit the marketing and advertising of foods and beverages that meet the California Smart Snacks in School nutrition standards.
 - c. Discourage the use of food as a reward and prohibit the withholding of foods as a punishment. The district will provide teachers and other relevant school staff a list of alternative ways to reward children.
 - d. The use of withholding of physical activity (including recess) as a punishment during the school day and during the extended school day is prohibited. The use of physical activity (such as extra recess) as a reward is encouraged.
 - e. Support availability and consumption of water throughout the school day and extended day.
 - f. Provide reasonable accommodations for student tooth-brushing regimens and oral health.
 - g. Provide a supportive environment for breastfeeding staff and students to meet state and federal laws. Provide reasonable break time to express milk in a clean, private, non-bathroom space. Reasonable efforts should be made to provide the use of a room or other sanitary location (other than a toilet stall). If possible, the lactation break time should run concurrently with the employee's break time. (Labor Code Section 1030-1034).
 - h. Comply with Board Policy 3513.3 regarding tobacco use.
 - i. Utilize Cal-SCHLS system data to identify ways to support a health-promoting school climate.
 - j. Design physical school environments to facilitate healthy behaviors of students and staff.

7. **Safe School Environment:** Our district shall provide an equitable, safe and positive school environment, climate and culture for all students and families in collaboration with school staff. The goals for developing a Safe School Environment are:
 - a. Maintain school environments that promote and enhance physical and emotional safety for all students and staff.

- b. Promote student engagement and agency in building a positive school climate.
 - c. Identify strategies and resources to improve school members' sense of safety, affirmation, respect, and engagement.
 - d. Comply with Education Code 32280, regarding the preparation of School Safety Plans.
8. **Mental Health and Social-Emotional Wellness:** Our district shall provide students and staff with resources to enhance social and emotional wellness. The goals for Social-Emotional wellness are:
- a. Develop and maintain trauma-informed school environments that promote students' development of resilience while enhancing and promoting development of protective factors.
 - b. Promote school policies and practices that emphasize the importance of social-emotional learning as the process to acquire necessary skills for school success.
 - c. Enhance the knowledge of social-emotional learning competencies through evidence-based curriculum.
 - d. Utilize the Integrated Multi-Tiered Systems of Support (IMTSS) to create a continuum of support for all students.
 - e. Provide resources, tools and strategies to support social-emotional wellness and behavioral health of students.
 - f. Provide professional development to school staff on incorporating trauma-informed, social-emotional learning and restorative justice strategies and Positive Behavior Interventions and Supports in the learning environment.
 - g. Support students' social, emotional and/or behavioral (SEB) needs by ensuring access to highly qualified, mental health professionals and a referral pathway to community-based providers as needed.
9. **Staff Wellness:** Our district recognizes that all employees are involved in setting the culture and tone of the educational process. The District Wellness Council will have a Staff Wellness Subcommittee. Each administrative site will identify a liaison to serve on the Staff Wellness Subcommittee, disseminate wellness resources and support their site with implementing staff wellness strategies (<https://www.sandiegounified.org/our-schools/administrative-sites>). In addition, School Site Wellness Committees will work with the District Wellness Council to ensure implementation of staff wellness on their respective school campuses. The goals for Staff Wellness are:

- a. Prioritize the physical and mental wellbeing of employees by providing health promotion resources and activities.
 - b. Support staff in actively promoting and modeling healthy eating, physical activity and social-emotional competencies.
 - c. When feasible, make facilities available for staff wellness activities.
 - d. Work collaboratively with the Voluntary Employee Benefits Association Program (VEBA), district health insurance carriers and the district Employee Assistance Program to provide opportunities to improve employee physical and mental health.
 - e. Encourage staff participation in education and support programs coordinated by California Schools Voluntary Employee Benefits Association (VEBA) and/or district health insurance carriers that are accessible at no cost.
 - f. Ensure all staff, including those with disabilities, have access to health and wellness programs and resources, regardless of benefitted status.
 - g. Promote a positive workplace climate with a focus on diversity, equity and inclusion practices.
 - h. Support the adoption of a healthy meeting policy for workplace meetings and events.
10. **Family and Community Involvement:** The district will encourage consistent health and wellness messages between the home and school environment. The goals for Family and Community Involvement are:
- a. Provide families with culturally appropriate education, resources and activities in their language to support comprehensive student wellness.
 - b. Inform and invite families to participate in school-sponsored wellness activities and events that promote health resources.
 - c. Solicit families' and community's voices by welcoming their suggestions and contributions to support healthy school communities, alongside with site wellness committees.
 - d. Work with community partners to inform families of current resources and services within the community that support healthy living.
 - e. Establish and maintain relationships with community partners in support of this Wellness Policy's implementation.

- f. Evaluate community partnerships and sponsorships to ensure that they are consistent with the Wellness Policy and its goals.

B. Implementation and Evaluation

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

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

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

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

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

Progress Assessments

At least once every three years, the district will evaluate compliance with the Wellness Policy to assess the implementation of the policy. Evaluations will include the extent to which schools under the jurisdiction of the district are in compliance with the Wellness Policy, the extent to which the district's Wellness Policy compares to model local school wellness policies, and a description of the progress made in attaining the goals of the district's Wellness Policy.

The Program Manager of Nursing and Wellness and the District Wellness Supervisor will be responsible for managing the progress assessment. The District Wellness Council, in collaboration with the individual schools, will monitor school's compliance with this Wellness Policy.

C. Communication and Recordkeeping

The Program Manager of Nursing and Wellness and the Wellness Supervisor shall report to the Board annually on the implementation of this policy and any other Board Policies related to

wellness. The district will port the triennial progress report on the district website. Annually, a link to the wellness policy will be included in the parent/guardian handbook.

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

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

Legal References:

EDUCATION CODE

32280 Comprehensive School Safety Plans

33350-33354 CDE responsibilities re: physical education

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

49001 Corporal punishment

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49561 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51210 Course of study, Grades 1-6

51210 Instructional Minutes for Grades 1-6

51210.4 Course of study

51220 Course of study, Grades 7-12

51222 Physical education

51223 *Physical education, elementary schools*
 51225.3 *High school graduation requirement*
 51795-51796.5 *School instructional gardens*
 51880-51921 *Comprehensive health education*
 51930-51939 *Sexual health education*
 60800 *Physical Performance Testing*
HEALTH AND SAFETY CODE
 104420 *Tobacco*
 104495 *Tobacco*
 119405 *Tobacco*
LABOR CODE
 1030-1033 *Lactation Accommodation*
CODE OF REGULATIONS, TITLE 5
 10060 *Physical Education*
 15500-15501 *Food sales by student organizations*
 15510 *Mandatory meals for needy students*
 15530-15535 *Nutrition education*
 15550-15565 *School lunch and breakfast programs*
UNITED STATES CODE, TITLE 20
 6083 *Nonsmoking policy for children's services*
 7100-7117 *Safe and Drug Free Schools and Communities Act*
UNITED STATES CODE, TITLE 42
 1751-1769 *National School Lunch Program, especially:*
 1758b *Local wellness policy*
 1771-1791 *Child Nutrition Act, including:*
 1773 *School Breakfast Program*
 1779 *Rules and regulations, Child Nutrition Act*
CODE OF FEDERAL REGULATIONS, TITLE 7
 210.1-210.31 *National School Lunch Program*
 220.1-220.21 *National School Breakfast Program*
COURT DECISIONS
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781
Code of Federal Regulations, Title 21
 1140.1-1140.34 *Unlawful sale of cigarettes and smokeless tobacco to minors*

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SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California