



FRAMEWORK FOR WELLNESS



EVERY HEALTHY STEP IS A STEP IN THE RIGHT DIRECTION.

The students, families and staff in San Diego Unified School District face increasing health risks that can affect their wellness; thereby impacting their quality of life and possibly their life span. The district is committed to providing an environment where students and staff are supported in making healthy choices for lifelong health. The Framework for Wellness is designed to encompass student, parent, staff, and community wellness and should serve to further advance wellness throughout the district. Every school in the district will implement the Wellness Policy using the Framework for Wellness as a guide.



ACKNOWLEDGEMENTS

The San Diego Unified School District Framework for Wellness is a result of the dedication of district staff, students, parents, teachers, administrators, governmental agencies, and community-based organizations on behalf of the students, schools, and employees of our district. This Framework would not have been accomplished without the innovation, hard work and commitment of each individual and organization involved. Our deepest appreciation goes to the original Wellness Committee, whose members set the foundation of this work for the district:

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FRAMEWORK FOR WELLNESS: *EVERY HEALTHY STEP IS A STEP IN THE RIGHT DIRECTION.*

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COMPONENTS OF THE FRAMEWORK FOR WELLNESS





LEADERSHIP FOR POLICY IMPLEMENTATION

Parents/guardians, students, food service employees, physical education teachers, school health professionals, board members, school administrators, and members of the public may participate in the development, implementation, and periodic review and update of the district's student wellness policy (42 USC 1758b). To achieve this, the district health and wellness coordinator and a Coordinated School Health Council are tasked to address district-wide health and safety. To implement the wellness policy, all schools need a School Site Wellness Council to focus on the health needs at their school and ensure a coordinated approach in addressing the wellness and safety of their students, parents, staff and communities. Details are as follows:

Health and Wellness Coordinator

The health and wellness coordinator ensures appropriate communication of the wellness policy and Framework for Wellness throughout the district. The coordinator is responsible for supporting the District Coordinated School Health Council and the school sites. This position also monitors and reports on district progress toward compliance with the goals of the wellness policy. Annual reports will be made over the first three school years then semi-annually to the superintendent and Board of Education.

District Coordinated School Health Council (CSHC)

This council develops quality indicators based on district wellness policy goals, as well as monitor and report progress to the superintendent or designee. Members of the CSHC are appointed by the superintendent or designee, and may include district administrators, staff, school nurses, health educators, physical education teachers, mental health clinicians, counselors, dietitians, parents, students, and other groups or individuals; such as curriculum directors, child development center and preschool staff, before and after school program staff, community health practitioners, and/or others interested in school health issues. The CSHC develops guidelines, offers assistance, and receives feedback from school sites. They also facilitate the formation and maintenance of active School Site Wellness Councils. The CSHC meets at least each semester. At the discretion of the superintendent or designee, the duties of the CSHC may also include other planning, implementation, and evaluation activities that promote health within the school or community.

School Site Wellness Councils (SSWC)

School Site Wellness Councils assess the school health environment, programs, and policies as well as identify ways to strengthen these to improve the health of students and staff. Members of SSWC shall also develop, promote, and oversee a multifaceted plan to promote staff health and wellness (42 USC 1758b) by overseeing site implementation of district level policy and by providing feedback to the district health and wellness coordinator. Ideally, the SSWC shall have membership representing both classified and certificated employees as well as other school community members. Specifically, a SSWC may include the following: at least one parent, a



student, a school administrator, the school nurse, a mental health clinician, the school psychologist, counselors, speech and language, occupational therapist and physical therapists, etc. The school site administrator or designee shall also encourage involvement of site educators (classroom teacher, physical education teacher), child nutrition/food services staff, and relevant community member stakeholders (i.e., local parks and recreation, public health personnel). A SSWC can be formed from any preexisting parent/community/staff or student groups already present at a site, for example Foundation or PTA. The responsibilities of the SSWC can be met by becoming a standing agenda item on an existing monthly school site meeting. Site administrators ensure that information about the district's wellness policy, Framework for Wellness, and other related procedure is made available to all site staff and is implemented at the site level.

NUTRITION SERVICES

Foods and beverages available to students within the district support the health curriculum, promote optimal health and accommodate students with special dietary needs. Menus provide the appropriate combination of foods to promote good health associated with improved academic performance. Nutrition standards adopted by the district for all foods and beverages sold to students, which include foods and beverages provided through the district's Food Services Department, student stores, vending machines, fundraising activities, or other venues, shall meet or exceed state and federal nutritional standards (AP 5500).

School Meal Standards

Federal and state school meal standards can be found at <http://www.fns.usda.gov/school-meals/child-nutrition-programs>. The most up-to-date standards can also be found by contacting the district Food Services Department at www.sandi.net/food. Nutrition labels are reviewed by Food Services staff to ensure compliance of school meals offered. The district provides meals that are:

- Served in a clean environment and in a pleasant manner.
- Meet, at a minimum, the nutrition requirements established by local, state, and federal statutes and regulations.
- Offer a variety of fruits and vegetables that are appealing and seasonal when possible.
- Offer 100% fruit and/or vegetable juices.
- Include only low-fat (1%) and fat free milk as well as nutritionally-equivalent non-dairy alternatives as defined by USDA. Fat-free flavored milk will only be offered as an option during lunch (K-12).
- Include access to free, potable drinking water.
- Include only whole grain rich products.



Substitutions

Food Services modifies menus to meet the special dietary needs of students once it receives a signed medical statement from a licensed physician verifying a student's disability and need for a special diet. Whenever possible a vegetarian option shall be provided.

Food Affordability Programs

District schools participate in federal school nutrition programs to the extent possible, including the National School Lunch (NSLP), School Breakfast Program (SBP), After School Snack Program, and Supper Program. When approved by the California Department of Education, the district shall sponsor a Summer Meal Program. Food and beverages provided by these programs must meet or exceed the federal, state, and district nutrition standards.

Sharing of Foods and Beverages

Schools prohibit students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other dietary restrictions and to limit possible transfer of communicable diseases.

Farm to School Procurement

The district strives to purchase as much organic San Diego local, regional and California grown food as possible. Our goal is to procure 15% of produce from local sources using the following definitions:

- **San Diego Local:** Grown/raised within 25 miles from the San Diego County line.
- **Regional:** Grown/raised within a 250 miles radius of the San Diego Unified Food Services Distribution Center.
- **California Grown:** Grown/raised within the State of California.

Meal Times

Elementary: When possible, students at elementary school sites will be provided with at least 10 minutes to eat after sitting down for breakfast and at least 20 minutes after sitting down to eat lunch. Schools are encouraged to schedule lunch to be served after lunch recess at elementary sites in an effort to promote meal consumption and decrease food waste.

Secondary: Multiple lunch periods will be supported for secondary schools as necessary. When possible, students at secondary school sites will be provided with at least 20 minutes to eat their meals after being served.



Meal Environment, Food Preparation Facilities and Food Safety

Meal Environment: School dining environments are designed to be attractive and pleasant with sufficient, sheltered space for food consumption. Students have access to hand-washing facilities.

Food Preparation Facilities: The district provides food preparation and service facilities that have the capacity to prepare and serve the number of meals necessary to meet student population needs, including the time for each student to eat their meal after being served.

Food Safety: Serving safe food is the foundation to providing quality food service to our students. Food Services employees are committed to following strict sanitation practices and are educated in safe food handling, preparation and storage.

Water: Availability and consumption of water is supported throughout the day. Students are allowed to bring drinking water into the classroom provided that the container is a capped, such as a recyclable or reusable bottle. These vessels are not to be shared among students.

Qualifications of Food Services Staff

Qualified nutrition professionals administer school meal programs. As part of the school district's responsibility to operate a food service program, they provide continuing professional development for all nutrition professionals in schools. Staff development programs include appropriate certification and/or training programs for the child nutrition directors, school nutrition managers, and cafeteria workers according their job duties and level of responsibility.

Competitive Food Standards

“Competitive Foods” are foods and beverages sold individually outside the reimbursable school meal program from midnight through one half hour after the school day, including minimum days. This includes foods sold through a la carte/snack lines, vending machines, student stores, or fundraising activities. The district will develop and/or revise administrative procedures on food and beverages provided outside the school meal program to ensure compliance with all local, state, and federal requirements (APs 5153, 2265, 2270). Reducing competitive food sales helps to maximize participation in the school meal program. It is important that students have access to full meals, at appropriate times, which consist of all the food groups and provide the greatest nutrient density to maximize students’ cognitive development. A summary of the competitive food and beverage guidelines can be found on the district’s Food Services Department website: <http://www.sandi.net/food> and at the following link to AP 2270: <http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/85/Competitive%20Foods/AP%202270.pdf>



Rewards, Celebrations, and Fundraising

Rewards: The district strongly encourages use of non-food incentives to reward students' academic performance, accomplishments, or classroom behavior, or for classroom celebrations (APs 5153, 2265, 2270).

Celebrations: In circumstances where food cannot be avoided at celebrations, those responsible for bringing foods to celebrations (whether school staff, parents/guardians, volunteers) are instructed to select food items that meet the criteria described in the "Allowable Foods" section below. School staff and parents shall be provided with non-food and healthy snack ideas for celebrations. It is best practice for celebrations to be held after the lunch period.

Allowable Foods: Foods must meet the Competitive Food Standards which can be found at www.sandi.net/food. Food brought on campus by parents/guardians, volunteers or school staff for student celebrations must be store-bought and commercially prepackaged with a label listing ingredients so that students with food allergies and other health concerns are informed. No home-prepared foods are allowed to be served to students so as to minimize the risk of foodborne illnesses and food allergy reactions. The exceptions are whole intact fruit with an inedible peel, such as oranges, bananas, and kiwis. Commercially packaged fruits and vegetables are preferred.

Fundraising Activities: To support children's health and school nutrition education efforts, fundraising activities must use allowable food and beverage items or non-food items. Please refer to section above, "Allowable Foods". Prizes awarded for fundraisers must also be non-food or compliant with the allowable food requirements. Additionally, the district encourages fundraising activities that promote physical activity.

Only student organizations may sell food or beverages to pupils on school campuses from midnight through one half hour after school hours including minimum days (AP 2270). No parents or community organizations, private individuals or commercial entities may sell food to pupils on school campuses during these hours. This includes, but is not limited to PTA, PTSA or booster clubs.

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.

Nutrition Education

Schools strive to provide nutrition education and engage in nutrition promotion. The goal is for all students to possess the knowledge and skills necessary to make nutritious food choices. Nutrition education will be offered during the school day as well as in before and after school programs. School staff coordinates with other agencies and community groups as necessary to provide opportunities for nutrition education and student projects related to nutrition.



Nutrition Curriculum: The district’s nutrition education curriculum will be evidence-based and aligned with the California Health Education Content Standards and, where appropriate, Common Core Standards. The district promotes integrating nutrition education topics within the broader academic curriculum taught at every grade level (K-12). The goal is to have an average of two hours of instructional time per month designated for health education, with nutrition included in the curriculum content (see Health Education content section).

Professional Development: The district will work to establish trainings for school staff in nutrition education so as to provide them with the tools to implement health curriculum in all grades. Professional development includes basic knowledge of nutrition along with activities, instructional techniques and strategies designed to change students’ attitudes and behavior.

Instructional School Gardens: The district supports the use of school property for school gardens that promote nutrition education and physical activity. Schools are encouraged to establish partnerships and/or joint-use arrangements with outside organizations to support the sustainability of their school gardens as appropriate. Instructional gardens are often integrated with other subject areas to enhance student learning.

Food Services: Food Services supports nutrition education in the broader school community through taste-testing activities, classroom and cafeteria programs, and at school events as well as certify school gardens in an effort to serve garden grown produce in the school meal program. Food Services provide parents and students with nutrition information for all foods and beverages served and sold at school. This information can be found on the district’s Food Services website at www.sandi.net/food. Family members are invited to school events in order to provide nutrition education beyond the school environment.

Culinary Arts Programs: The district’s College, Career, and Technical Education programs (CCTE) provides students learning opportunities in safe food handling, preparation, and storage. CCTE also provides students the knowledge of basic nutrition, special dietary issues, and healthy weight management. Food prepared by students during the school day will not be used for competitive food sales.

Nutrition Marketing: Marketing campaigns are used to encourage students to choose balanced and nutritious meals including a la carte items. School-based marketing will be consistent with nutrition education and health promotion goals. The district promotes healthy foods and beverages before, during, and after school through posters, newsletters, the food service website, menus and classroom programs.

The district prohibits the marketing and advertising of foods and beverages that do not meet the federal, state or district’s nutrition standards. This may include marketing via signage on vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free giveaways, fundraising opportunities and other means. The District Coordinated School Health Council, or designee, sanctions marketing and advertisement of foods and beverages



Staff as Role Models: School staff leads by example in promoting healthy food or beverage items in the classroom and avoiding food and beverage options that do not support the wellness policy.

PHYSICAL EDUCATION

It is imperative for our school district to build and provide quality physical education programs. Physical Education is the only subject identified in the California Education Code with a mandated number of minutes for instruction. It is our responsibility to ensure that the instruction provided complies with the state and federal mandates governing physical education. Physical Education focuses on the development of motor skills and movement knowledge needed for a lifetime of healthy and rewarding physical activity. Teachers and other school and community personnel will not use physical activity (i.e. running laps, push-ups) or withhold opportunities for physical activity (recess, physical education) as punishment (AP 4179, 4770).

Methods Used to Promote Wellness

The district's goal is for all students to experience quality physical education in a sequential and comprehensive manner and in an enjoyable, safe, and secure learning environment. An optimum, quality physical education and activity program has, but is not limited to, the following:

- Adequate space and equipment to maximize opportunities for learning. There shall be equal access to courses, equipment, and well maintained facilities regardless of ability or gender.
- Professional development provided for classroom and physical education teachers that include: scope and sequence, appropriate practices, assessment of student performance and appropriate protocols for administering the FITNESSGRAM.
- Physical education classes with at least 50% of time spent in moderate to vigorous physical activity.
- FITNESSGRAM results posted on the district and individual school site School Accountability Report Cards (EC 51223).
- Physical education class sizes that are comparable to class sizes in other subject areas.
- Raises student awareness and understanding of the human body and its structure, functions, movements and the importance of physical expression. This promotes efficient and effective motor skills and an understanding of the basic principles involved.
- Promotes physical activity outside the school day with an additional minimum of sixty minutes of activity of which twenty minutes are vigorous physical activity and forty minutes are moderate physical activity.
- Teaches students how to maintain the best possible level of physical performance and appreciate how physical fitness can help to meet the demands of wholesome living and preparedness in emergency situations.



- Encourages socially desirable behavior involving physical interactions with others and engages students in cooperative, competitive, and expressive activities that help them achieve physical, mental, emotional, and social well-being.
- Endorses physical activity as a positive and enjoyable aspect of dynamic living and individual excellence.

Elementary Physical Education

To promote lifetime activity habits early in life, teachers are instructed to select developmentally appropriate activities for elementary age students. The following are important components of elementary physical education programs:

- Students in Grades K-6 are required to have a minimum of 200 minutes of physical education every ten school days (EC 51210).
- Students in Grades 5, 7, and 9 shall have FITNESSGRAM testing completed by qualified staff (EC 60800).
- Students shall receive their individual fitness test results. The results of their fitness tests are posted on a school accountability report card and are filed in their cumulative folder.
- It is recommended that a single subject physical education credentialed teacher deliver quality physical education instruction to district students TK – 12th grade. At the elementary school level, the best practice ratio is one credential physical education teacher per 300 students.

Recess: Recess that is safe and well supervised offers cognitive, social, emotional and physical benefits. It serves as a necessary break from the rigors of concentrated academic challenges in the classroom. The following are important components of recess:

- Twenty minutes per day of supervised recess where moderate-to-vigorous physical activity (MVPA) is encouraged.
- Teachers and other school and community personnel will not use physical activity (i.e. running laps, push-ups) or withhold opportunities for physical activity (recess, physical education) as punishment.
- The district encourages schools to schedule lunch recess before lunch in Grades K-5.
- Teachers provide students periodic movement breaks during extended periods of inactivity. Grades K-5: inactivity in excess of one hour and grades 6-12: inactivity in excess of two hours.
- The environment is supportive of students and encourages development of a positive self-concept.
- Provides opportunities for student decision making and contributes to creativity and social learning.



Secondary Physical Education

The following are important components of secondary physical education programs:

- Students in Grades 7- 12 are required to have a minimum 400 minutes of physical education every ten school days (EC 51222).
- It is recommended that a single subject physical education credentialed teacher deliver quality physical education instruction to district students TK – 12th grade.
- Middle school physical education classes are recommended to be articulated by grade level and senior high schools to be articulated whenever possible to ensure that each student receives the CCR Title 5 content.
- Physical education courses are to be conducted in a co-educational manner. (Title IX; 5CCR4930.4931; ECs 200, 201, 220, 221.5, 235, 260).
- Students are required at the high school level to take four years of physical education. Grade 9 students must be enrolled in a physical education class.
- Upon scoring in the Healthy Fitness Zone on five of six FITNESSGRAM sub tests in any year after 9th grade, students are eligible to select from a menu of approved elective opportunities that meet the physical education requirement until the total has reached four years. This may include physical education class or elective, interscholastic athletics, marching band, ROTC, or other approved courses.
- The Content Areas of Physical Education include: Rhythm and dance, outdoor education, individual and dual sports, effects of physical activity on dynamic health, aquatics, gymnastics, team sports, combative (self-defense), tumbling, and mechanics of body movement.
- Students are able to demonstrate competency in physical education through application of knowledge, skill development, and practice.
- Class size is consistent with the requirements of good instruction and safety and should be comparable to that of a classroom or content area teacher.
- Out-of-school assignments are offered to support learning, practice, and establishing lifelong habits.
- Students receive their individual fitness tests. The results of their fitness tests are posted on a school accountability report card and are filed in their cumulative folder.

PHYSICAL ACTIVITY

Students shall be provided opportunities to be physically active on a regular basis. While students have structured physical activity through physical education curriculum, it is important that they are also provided with ample physical activities before and after school, as well as in the classroom, so as to improve attentiveness, retention of learned material and support other cognitive skills. An optimal physical activity program includes the following:



- Professional development is provided to teachers of all grades, ages and disciplines, so that physical activities that can be feasibly performed by students intermittently during instructional time are included in their instructional curricula. “*Action Based Learning*” (ABL) is one example of a commercially-available curriculum that guides teachers on how to keep children alert and optimize cognitive performance during class time.
- Teachers provide students periodic movement breaks during extended periods of inactivity. Grades K-5: inactivity in excess of one hour and Grades 6-12: inactivity in excess of two hours.
- Schools provide a minimum of thirty minutes or more of moderate to vigorous physical activity throughout the school day. This includes but is not limited to physical education classes, recess, school athletic programs, intramural sports, ROTC, marching band or any other activity provided that meets the moderate to vigorous activity guidelines.
- Physical activity is less strenuous or rescheduled when experiencing extreme weather (AP 4032).
- School site administrators and parent groups are encouraged to provide meals for athletes when students have games after school hours. Schools are encouraged to collaborate with the district’s Food Services Department to provide healthy meal options or obtain a list of healthy food choices. These meals could be consumed before or after contest depending on time of day.

Staff Training: Recess and lunch supervisors, as well as classroom teachers, shall be trained in safe, age appropriate physical activity options for students.

Safe Routes to School: The district encourages each school to organize and implement ways to create safe routes to school so that students can walk or ride their bikes daily. This can also include education on safe walking, biking, skateboarding and other means of mobility.

Physical Activity and Punishment: Students are encouraged to participate in lifelong fitness and physical activity not as a negative experience with punishment. Therefore, no student shall be subjected to retribution that uses physical activity as a disciplinary measure consisting of withholding recess, physical education or physical activity breaks.

Joint Use: The district may enter in to a joint use agreement to make facilities or grounds available for recreational, sports activities outside the school day and for shared use school/community gardens. The district may also enter in to agreements to use community facilities to expand students’ access to physical activity (APs 5153, 9205, 9225). Agencies who enter into a joint use agreement with the district shall abide by all of mandates that are included in wellness policy. Schools are encouraged to proactively seek opportunities that allow parents, staff and community members to use school facilities for physical activity via youth and adult programming.



HEALTH EDUCATION

The district's health education efforts include collaboration between the Counseling and Guidance Department; Nursing and Wellness Department; and the Physical Education, Health and Athletics Department's Sexual Health Education Program. These departments are responsible for organizing and overseeing mandated health education and professional development.

Health and safety education curricula that are sequential and include essential knowledge and skills related to specific topics are more effective in changing health and safety behaviors in students than occasional education programs on single health and safety topics. Therefore, the district will work towards having comprehensive health education taught in health education classes or self-contained multiple subject classes.

The district's integrated health education curriculum is designed to motivate and help students maintain their health, prevent disease and injury, and reduce or eliminate behaviors that put their health or safety at risk. The overall goal is to have students achieve health literacy ultimately mastering the knowledge, skills and behaviors in the following key areas critical to healthy living:

- Acceptance of personal responsibility for lifelong health.
- An understanding of the process of growth and development.
- Respect for and promotion of the health of others.
- Informed use of health-related information, products, and services.

Methods Used to Promote Wellness

Mandates

The district will 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 (CA Ed Codes 51210 and 51210.4; 51930-51939; APs 4188, 6298).

Curriculum

Components of the curriculum include physical activity; safety (including protective gear, sun protection, safe storage and handling, work-related safety skills, and mass media safety); nutrition; sleep; growth, physical development and sexual health; alcohol, tobacco/nicotine and other substances; dental health; mental/emotional and social health; personal/community health; and the effects of poor nutrition and foreign substances on fetal development. Students are also provided with opportunities to analyze how family, peers, culture, media, technology, and other factors influence the development of their own attitudes, belief, values and behaviors.



The curricula provided will be planned, sequential, and comprehensive and align with the Health Education Content Standards for California Public Schools K-12, adopted by the California State Board of Education. Teaching will include non-didactic, interactive methodologies that are evidence-based and focus on functional knowledge associated with the acquisition of related skills. A variety of strategies will be used to assess student achievement in health and safety education. It is the district's goal to measure and report students' progress in the same manner used to measure and report progress in other core subjects.

CPR: Additionally, before graduation, schools should provide the opportunity for students to take a course in CPR through a district program or a partnership between the district and a community based organization sanctioned by the health and wellness coordinator or designee. Each school site determines how this opportunity will be offered.

Staffing

It is encouraged that two full-time Certified Health Education Specialists (CHES) positions be established. Their roles would be to identify health curricula, consult with and support teachers providing health education. This position may be filled by current employees with the CHES certification.

Staff Training

Trainings on mandatory topics (Blood Borne Pathogens, Child Welfare/Protective Services, and First Aid) are given to all staff involved in all areas of student wellbeing. Training on emergency medications is provided for specified staff at each school site. These in-services shall be provided by a district-qualified and approved staff member (APs 6370, 6371, 7071). Each district employee has the opportunity to take a course in CPR through the district program or a partnership with a community based organization sanctioned by the health and wellness coordinator or designee.

Collaboration

The district builds and maintains relationships with community agencies to offer continued supplemental educational campaigns for health, safe schools and HIV/AIDS education with constant evaluation of best practices of services to schools and students. Schools are encouraged to pursue strategies to incorporate additional nutrition education and physical activity promotional resources from government and nonprofit partners, such as Dairy Council of California, American Cancer Society, American Heart Association, American Diabetes Association and Alliance for a Healthier Generation, and others. These relationships are also integral to implementing a linkage to care protocol in each school. Staff and faculty are encouraged to promote the use of district school-based health and wellness centers.



HEALTH SERVICES

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 mental health) is an important concern, particularly when students may lack access to basic, quality health care. The district will continue to increase access to health care services and focus on health education among students, staff and families. School health care personnel including registered credentialed school nurses, health technicians, special education health technicians, and other unlicensed assistive personnel provide emergency care as needed, care of minor illness and injury, prevent communicable diseases and pregnancy, as well as manage chronic and episodic diseases. Provision of these services leads to optimal student health, which has been shown to improve student attendance and academic achievement

Methods Used to Promote Wellness

Staffing

The goal is to have 100% health services daily onsite coverage at each school to be provided by either a nurse or department paraprofessional. Staffing for a safe school environment, in terms of health services, shall include the following (APs 4585, 6340, 7223):

Registered Credentialed School Nurses: Every school site has a registered credentialed school nurse assigned and responsible for coordinating school health issues. School nurses serve as health advocates and communicate with physicians and families to formulate health plans that keep students with health problems safe at school and performing to their maximum potential.

Health Technician/Special Education Health Technicians: Health technicians and special education health technicians at schools are supervised and trained under the direction of the health and wellness department and this department's designees, who are often the school nurses at that site and cluster. Evaluation of health technicians and special education health technicians is the responsibility of the administration of the health and wellness department.

Unlicensed Assistive Personnel (UAP): All non-health trained staff, credentialed and classified, as well as administrators who have any exposure to children, are informed of those students at their school sites that have special health needs. In the absence of health-trained personnel, these students may require monitoring or response to symptoms or signs of health concerns. Therefore, while staff are not responsible for detecting or diagnosing health problems, the goal is to optimize the chance that staff will know how to respond if they notice symptoms that are concerning. Staff will be informed at time of hire, and annually thereafter, that they share the responsibility to keep students safe, including those with diverse health needs.



Staff Training

In-services are offered to staff by a qualified, credentialed, licensed school nurse on administration of emergency, daily and over-the-counter medications, CPR/AED, first aid, blood-borne pathogens, and child abuse reporting. Additionally, school health care personnel, primarily school nurses, are available to assist non-health staff members to recognize signs and symptoms of students' mental health and physical health problems and emphasize the importance of bringing these potential health problems to the attention of the school nurse. Early recognition of mental and physical health problems is associated with better outcomes and with fewer associated learning problems.

State Mandates

Health Assessments: Fully qualified and credentialed school personnel provide student health assessments during school hours. Mandated screenings include vision, hearing and scoliosis. When there is a health or wellness discrepancy, school personnel make the appropriate medical, psychological, social service, or dental referral for students (APs 6370, 6371).

Child Health and Disability Prevention Program (CHDP) and Oral Health Assessments (OHA): Every child that enters kindergarten requires a full medical history, physical examination and dental examination with as much detail and information as outlined in the State of California examination CHDP program. Information on these programs shall be made accessible to parents via www.sandi.net and in written form upon request (AP 6345).

Immunization: Students under the age of 18 years of age, pre-kindergarten through grade 12, will have their immunizations verified upon registration to school. Information on immunization shall be made accessible to parents/guardians via www.sandi.net and in written form upon request. Student immunizations shall be entered into the San Diego Immunization Registry by a qualified trained staff member. Schools shall submit the required mandated immunization reports (Grades K-7) in compliance with state requirements. Current and updated immunizations are highly recommended for staff (APs 6120, 6355).

Pre-Participation Physical Examination for Athletics: Each student in Grades 9 through 12 planning to participate in interscholastic athletic or certain auxiliary units must pass a comprehensive physical examination yearly by a licensed health provider that complies with current district policy. This examination may be provided at school-based health center sites.

Communicable Disease

Students and staff shall be provided with information on communicable diseases and disease prevention via the district website or in written format upon request (AP 6360). A strong partnership exists between the district's Nursing and Wellness Department and the San Diego County Public Health Department. This collaboration facilitates exchange of information



between the two entities in regards to infectious diseases. The district, administrators, staff, students and family members will be informed about prevention methods, and notified in the case of an outbreak and management of any epidemiological occurrence.

Health Services for Students in Special Education

The district ensures that students with serious conditions – such as asthma, diabetes, severe allergies, seizure disorders, other medical problems, and emotional disorders – have access to their prescribed medications, special diets, treatments, and emergency care as needed during school hours. These include health assessments and treatments required for students with disabilities, as indicated by a student’s Individualized Education Program (IEP). Other health professionals within the Student Services Branch may be involved in special education health assessments, as well as indicated treatments. Case management services for students with chronic medical or mental health conditions will be fully coordinated with all relevant school staff, parents and community partners.

School Based Health Centers (SBHC)

The district supports the maintenance and continued development of school-based health centers. SBHCs serve to augment the current school health program, but are not a replacement for the district’s nursing and wellness services. They are operated by community clinic providers and offer a convenient medical home for students, and in some cases for their families, at their school site. With a SBHC onsite, the school nurse can triage students to a higher level of care when required. SBHCs provide medical and mental health care, and offer dental services at some sites as well. Their services include State mandated school health requirements such as physical exams and immunizations. Healthcare provided through SBHCs allows students to return to the classroom more quickly, improving their attendance and therefore achievement potential. SBHCs also provide an opportunity to teach families how to access traditional health care settings, so that when the student graduates to a higher level or changes schools, they are more likely to continue to access care.

Health Insurance Access

District staff provides students and their families with the information and technical support to enroll them in no-cost or low-cost health insurance plans, including Medi-Cal. Additionally, the Healthy Start Program provides enrollment counselors to support district families.

Community Health Support

The school nurse, school psychologist, school counselor and administrators utilize community resources for students who require community services. These include:



Public Health Agencies: San Diego County Healthlink can link students and families to public health departments including but not limited to Child Welfare Services/Child Protection Services, California Children Services, Epidemiology, Immunizations, Disaster Preparedness, and Share the Care Oral Health Initiative. These agencies are sanctioned by the Health and Wellness Coordinator or designee. Staff is provided contact information to access these service providers.

Community Based Organizations/Outside District Partnerships: This may include organizations such as community clinics, Planned Parenthood, WIC, or mental health agencies. They may provide a variety of direct health services and/or education including mental, physical, vision and oral health care. Any community agency that is being considered for a district partnership for services requires a Board of Education approved Memorandum of Understanding.

SAFE SCHOOL ENVIRONMENT

The district is committed to providing schools and departments with positive environments that focus on safety, teaching, learning and interpersonal relationships that enhance staff and student well-being. Incidents of violence and other factors related to school climate can impact the ability of students and staff to feel safe and fully engage in their school community. Every student and staff member has the right to an environment that is safe, respectful, welcoming and free from disruption and obstacles that impede learning and teaching.

Methods Used to Promote Wellness

The extent to which students and staff feel connected to their school has a direct impact on their level of participation and engagement in the school community. Students and staff who feel safe and secure at school are more likely to feel connected. A safe environment includes both physical and social-emotional factors. The following are important elements of a safe school environment:

Allergies and Irritants: Policies that minimize exposure to indoor and outdoor allergens and irritants for students and staff are supported. On days with high pollen counts and/or pollution levels (i.e., smog, ozone), staff must conduct physical activities for sensitive individuals in a controlled indoor environment. To decrease fungal and pollen exposure in mechanically ventilated buildings, Physical Plant Operations is responsible for providing efficient filters. Schools use district-approved, carpets and rugs to minimize dust, mold, and chemical irritants and will avoid unnecessary accumulation of materials in classrooms and hallways that collect dust and harbor molds.

Animals/Pets: The district acknowledges there are legitimate reasons to have animals at school. Any animal in the classroom will be there for explicit educational purposes or service purposes and only with approval of the site administrator. When there is a legitimate reason for service animals and/or therapy animals in the school environment, the school administrator and site



nurse need to work with the Nursing and Wellness Department to determine how best to accommodate these students without jeopardizing the health and safety of others sharing the same environment. It's recommended that the site administrator, teacher and school nurse collaborate to identify and plan for students with allergies or asthma prior to introducing an animal into a classroom. Animal presence in classrooms will be minimal in order to limit student exposure to animal allergens and pathogens.

Insects/Pests: It is the policy of the district to provide for the safest and lowest risk approach to controlling pests (e.g., rats, mice, cockroaches, flies, mosquitoes). The district Safety Office complies with the Healthy Schools Act of 2000, requiring use of effective and least toxic pest management practices. They use integrated pest management methods including controlling food sources, moisture, and use of pesticides when necessary. Parents or guardians of enrolled students are provided with an annual notification listing of all pesticides that may be applied at their site. Parents or guardians may also request prior notification of individual pesticide applications at their school site. Those listed on this registry will be notified at least 72 hours prior to pesticide application. In cases requiring immediate intervention through use of pesticides, the site will be notified and signs will be posted.

Tobacco/Nicotine Free Campus and Smoking/Vaping Areas: In recognition of the health hazards associated with smoking/vaping and the usage of tobacco/nicotine products, the district prohibits the possession, use or sale of any tobacco/nicotine delivery devices and tobacco/nicotine products at any time in district-owned or leased buildings, on district property and in district vehicles. Smoking/vaping or use of any tobacco/nicotine-related products and disposal of any tobacco/nicotine-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground (Health and Safety Code 104495). Prohibited tobacco/nicotine products include but are not limited to: merchandise containing tobacco or nicotine, clove cigarettes, smokeless tobacco, snuff, chew, and snus (moist powdered tobacco). Prohibited delivery products include but are not limited to, electronic cigarettes, electronic hookahs, and vapor emitting devices with or without nicotine.

This prohibition applies to all employees, students, and visitors at any instructional program, or athletic event. (Health and Safety Codes 104420, 119405; Labor Code 6404.5; 20 USC 6083; AP 0220). Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco/nicotine-free schools policy and consequences for violations of the policy.

Note: In an effort to promote the health benefits of quitting smoking, this prohibition does not apply to the possession of prescription products, or other FDA-approved cessation aids such as nicotine patches or nicotine gum. Student or staff use or possession of such products must conform to laws governing use and possession of medications on school property.

Green Campus: The district supports activities and programs that encourage waste reduction, reuse, recycling, litter reduction, and use of non-toxic cleaning products at district schools and facilities to promote healthy, clean campuses and communities. This includes the promotion of:



- **Programs:** The district’s goal is to develop programs designed to increase student and staff involvement in school waste reduction and recycling activities, including Zero Waste strategies promoting the use of reusable food and beverage containers and utensils, eating and drinking food and beverages rather than throwing them away and recycling in classrooms, offices, and lunch areas.
- **Food Dispensers:** The Food Services Department shall eliminate the dispensing of food in polystyrene (Styrofoam) trays. .
- **Composting:** The district promotes the develop programs that encourage collecting food waste for on-site composting for use in School Garden Programs or for sending off-site for commercial composting.
- **Clean Schools:** The district promotes programs that encourage staff and students to keep schools clean and green through campus clean-up events and daily litter pick-up.
- **Cleaning Supplies:** The district shall explore the use of less toxic or non-toxic cleaning supplies in the maintenance of facilities. District sites shall have approved cleaning supplies with material safety data sheets (MSDS) on file.
- **Conservation and Campus Sustainability:** The district supports programs that will combat global water scarcity and promote school campus energy conservation and sustainability among students, staff, and in facility operations (G-3100, AP 5005, AP 4032, Site Operation Circular 1021).

Safe Active Commuting to School: The district assesses school transportation access and creates needed improvements that make it safer and easier for students to walk, bike or use other methods of active transportation to commute to school daily. The district shall also explore the availability of funding to finance “safe routes to school” improvements. This is a comprehensive effort requiring a team (administration, transportation, ground maintenance, and school police) to collaborate with San Diego City agencies such as the County of San Diego, local public works, public safety, police department, and other community groups in assessment and improvement efforts.

Additionally, the district supports the School Police Department’s efforts to provide school and neighborhood safety programs so students can engage in active commuting. These programs include, but are not limited to; bike safety workshops, gang prevention programs, Safe School Zones, the School Watch program, and working with local law enforcement to vigilantly monitor unsafe areas. Each school site also enforces policies for the safe use of all non-motorized wheeled recreational devices on school property, including bicycles, skateboards, skates, and scooters. Policies include use of protective gear and clear directions and signage of designated areas of use.

Emergency Preparedness/Campus Security: The district provides a safe and secure school campus for all students, staff, visitors and volunteers (APs 4595, 5000, 5100, 5105, 9375, Emergency Procedures 2, 9, 16). School sites are provided with security measures and emergency support from the district. The following are important components of emergency preparedness and campus security:



- Schools meet or exceed district requirements regarding Emergency Preparedness and School Site Safety Plans. California public schools are required to comply with California Education Code Section 35294, dealing with the preparation of “safe school plans”.
- The School Police Department coordinates and supports emergency exercises and evaluation of mandated drills. They provide outreach and trainings for students, staff, parents, and volunteers for safe school and neighborhood programs. Included in these programs are Stranger Danger Awareness, School Watch, Workplace Violence Awareness, and Active Shooter procedures.
- The district appoints an automated external defibrillator (AED) liaison to provide the annual mandated information pertaining to the maintenance, use and location of district-funded AEDs. AEDs shall be accessible for district sponsored events.
- School staff wears current employee identification badges, sign in when visiting a school campus and successfully complete the mandatory fingerprinting requirement.
- The district requires that volunteers adhere to the Volunteer Screening Requirements procedure. Approved volunteers are required to: sign in at the school office; be sponsored or approved by the school site or district employee; have current governmental identification; display volunteer badge. Volunteers are processed annually at each school site by the volunteer coordinator, or designee, who determines which category the volunteer qualifies under.
- The district requires that visitors report their presence to the school office and receive a visitor identification badge. District staff notifies the principal or designee of any unidentified individuals on the school campus.

SOCIAL-EMOTIONAL WELLNESS

The district provides students and staff with resources to enhance their social and emotional wellness. Social-emotional wellness is a critical building block of student overall well-being. A student’s positive perception of self and their ability to positively interact with peers, adults and the community has a direct effect on their sense of well-being and academic achievement. The district affirms the importance of teaching students to be both physically and mentally healthy and creating and maintaining a school environment that promotes academic achievement and helps promote a healthy community.

All departments under Student Services collaborate with each other, as well as with outside agencies, to provide students with the tools to develop life skills to assist them in making sound decisions about their health. This includes but is not limited to prevention of violence, alcohol, drug, and tobacco/nicotine usage. The Mental Health Resource Center (MHRC) provides comprehensive programs for child and adolescent mental health services. The MHRC focuses on early identification and intervention of mental health issues in order to reduce violence, reduce emotional symptoms, and improve behavior. Both the Counseling and Guidance Department and MHRC strive to support students in increasing their attendance, focus and raising achievement.



Methods Used to Promote Wellness

In order to promote social-emotional and mental health wellness, schools strive to have a positive school climate where members of the school community are held to high expectations. It's important that students and families feel welcomed and included in order for them to be successful. Students who feel they are part of the school community are more engaged in learning and often better understand the connection between education and their future. The following are important components of establishing an educational system that is safe, welcoming, and supportive for students and staff:

- Develop a culture that members of the school community will be held to high expectations and clearly communicate those expectations.
- School rules should be clearly established, communicated and enforced.
- Schools should have methods and procedures for screening and early identification of student behavioral problems.
- Encourage staff to expect that students have the potential to be successful. It is the responsibility of all school community members to promote the well-being of students and assist them in developing a sense of self.
- Treat staff as professionals and expect staff to meet the highest standards for their profession.
- Provide professional staff development to educators and support service providers about the impact of social-emotional challenges on academic performance and behavior.
- Help staff become more aware of behaviors and health conditions that may require mental health or medical interventions and/or support.
- Utilize staff development time to discuss students' academic, social, and emotional needs across grade levels and during transitions between schools to ensure coordinated support.
- Create opportunities for every student to build significant relationships with adults on campus.
- Create opportunities for all students to participate in school-wide activities.
- Recognize, promote and reward student contributions.
- Help students understand the link between physical fitness, good health practices, positive body image, and self-esteem.
- Incorporate opportunities to build social-emotional skills within the core curriculum.
- Maintain a multidisciplinary team that is charged with identifying students needing support, developing intervention strategies, monitoring, implementing school and community resources, and evaluating the effectiveness of support services.
- Assure that support service personnel have sufficient time to communicate and collaborate to determine the most appropriate services for students.
- Encourage and nurture parents' involvement and participation in their child's education.
- Provide parents and students with the opportunity to access information and school staff expertise for the purpose of developing a career, vocational and/or college plan in order to keep students focused, optimistic and motivated.



- Utilize community-based resources to supplement student support services that promote student wellness. The establishment of community based partnerships is important to coordinate services and provide support to students.
- Utilize existing funding sources, including Local Control Funding Formula (LCFF), to promote and expand health and mental health programs and services.

Additional Student Support Services

Services and Referrals: The district provides access to counseling, psychological, school police and social services to improve students' mental, emotional, and social health. Students' who require these services are offered individual or group assessments, interventions, and/or referrals. As appropriate and as outlined by California law, parents and/or guardians will be notified when these services and referrals are generated.

Suicide Prevention: Each year at each school site, staff shall be trained to be aware of and prevent suicidal behavior and a plan will be in place so that any students at high risk for suicide will be linked to therapeutic and preventive community services (Emergency Procedure 10).

Bullying, Discrimination, and Harassment: The district has a program to prevent bullying that utilizes evidence-based strategies. School sites are directed to establish and enforce policies that prohibit bullying, hazing, teasing, discrimination, intimidation and harassment based on nonconformity to gender norms, gender identity, religious beliefs or any other reason (AP 6381).

Site Responsibilities: School sites are encouraged to create mentoring and peer programs designed to reduce conflict, foster problem solving skills, and promote healthy relationships. School sites shall establish and enforce policies that prohibit bullying, hazing, teasing, harassment, and discrimination. At each site, school staff will be trained on bullying prevention and response to bullying behavior.

School Police: The district supports collaboration between the San Diego Unified School District Police Department and the San Diego Police Department in providing workshops for students relating to bullying, drug prevention, violence prevention, and mentoring students.

Violence Prevention Strategies: School sites will widely and regularly disseminate rules that prohibit violent and disrespectful behavior, have protocols to deal with violent events, have strategies in place that identify students at high risk for engaging in violence.

Crisis Response Team: In the event of a critical incident at a site or sites, the Crisis Response Team (CRT) will be deployed to the site as outlined in Administrative Procedure 5135. CRT staff will support in the recovery efforts to provide interventions and assist with the return to emotional stability for those impacted by the trauma or loss. This team includes but is not limited to trained staff (school counselors, psychologists, clinicians and nurses).



Expulsion/Suspension/Discipline

Disciplinary Actions: The district shall only use disciplinary actions that do not jeopardize students' physical health or safety, that do not harm student's emotional well-being, that do not discourage physical activity or other healthful behaviors, and that are designed to improve behavior.

Underlying Causes: School sites have a plan in place to assess students who are frequent users of health services, who are suspended or expelled, or who demonstrate other risk-taking behaviors. Schools utilize their site-based assessment team (i.e., student study team, response to intervention (RTI), problem solving team) to assess for potential learning, emotional, medical, and physical health problems that often underlie such behaviors and make referrals to appropriate community-based professionals for assessment.

STAFF WELLNESS

The district recognizes that school personnel, administrative staff, and all other employees involved in the educational process set the culture and tone of the educational environment. The district will strive to promote healthy living for staff and students. The district recognizes that in order to promote student wellness, employee wellness must also be emphasized and that there should be a common goal for the entire educational community. In an effort to improve employee wellness, this endeavor must take into account a reduction in healthcare costs, increased productivity, reduced worker's compensation, and retirement costs due to disability. The district maintains a Health and Welfare Committee to support employee health. Additionally, the Voluntary Employee Beneficiary Association (VEBA) Board is creating a subcommittee on health and wellness on which the Nursing and Wellness Office will have a participating member.

Methods Used to Promote Wellness

Workplace Wellness Strategy

In order for the district to promote student wellness, staff wellness must be stressed. The district notifies staff about available wellness information, health care services, and activities, such as the following:

- Opportunities exist for staff to improve their physical and mental health through Voluntary Employee Beneficiary Association (VEBA) and/or health insurance or other venues. This includes health assessments, health education, health fairs, vaccinations and opportunities for moderate to vigorous physical activity throughout the work day, as well as access to related fitness programs outside the regular work day.



- The district advises school sites to identify and cultivate programs that are centered on developing awareness and exposing employees to wellness activities. Additionally, schools are encouraged to create an environment that allows employees to feel motivated, connected and valued. All literature, materials or publicly related material must have approval of site principal or designee. Criteria for approval are that this material shall all support district instructional goals and promote health and wellbeing of staff and students.
- The district provides faculty and staff the opportunity for moderate to vigorous physical activity.
- School sites with exercise facilities and/or equipment permit faculty and staff to utilize these resources, as available.
- The district provides accommodations for food storage and preparation on district/school sites so employees/staff can bring healthy meals and snacks to work. Staff is encouraged to follow nutrition standards in front of students during school hours.
- If food is to be provided for any work-related meeting or workshop, then principals, administrators and meeting leaders provide healthy foods and beverages. Fruits and vegetables shall be offered when other foods are offered or sold.

Breastfeeding

The district recognizes the well-documented health advantage of breastfeeding for infants and mothers and shall provide a supportive environment for mothers who are breastfeeding and will follow state and federal breastfeeding laws. Staff is provided reasonable break time to express milk in a clean, private, non-bathroom space.

Social/Emotional Health

The district provides access to counseling, psychological, and social services to improve staff mental, emotional, and social health through the following means:

- **Voluntary Employee Benefits Association Program (VEBA):** VEBA provides employees (and retirees) with healthcare, wellness, and advocacy plan benefits. Staff requiring these services may contact vebaonline.com.
- **Self-Care Programs:** The district provides staff quarterly opportunities and/or in-services to address self-care, including but not limited to tobacco/nicotine cessation, annual health assessments, and stress management.
- **Employee Assistance Programs (EAP):** EAP is a confidential service designed to help members resolve personal and workplace challenges. Employees and dependents that enroll in a district medical plan are automatically enrolled in the EAP plan. This program provides five visits per incident with a licensed/certified network therapist.



Information can be distributed to staff through the following means:

- District Benefits Office
- District Wellness Website
- Health Care Providers
- VEBA

FAMILY/COMMUNITY INVOLVEMENT

The district recognizes the importance of parent involvement in a child’s education and wellness. When parents are involved, students come to school more regularly, complete homework more consistently, and engage in more positive behaviors. The district also recognizes that the schools are a part of a larger community. Schools cannot address health and violence issues alone and it is vital that via community engagement, schools and parents work together to support children as they develop into healthy, responsible, and productive members of society.

Methods to Promote Wellness

Access to Health Insurance and Health Services

The schools provide information about free and low-cost health insurance to parents to ensure students have the means to obtain periodic well-child examinations, appropriate immunizations and other preventative health-care services.

Communication

To encourage consistent health messages between the home and school environment, the superintendent or designee shall disseminate health information and the student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school websites, and other communications. Important components of communication and outreach to parents/guardians includes, but is not limited to the following:

- Parents may access information regarding volunteer and health education opportunities. This information shall be displayed on websites, flyers, memos, newsletters, and in written format upon request. This may include opportunities for parents to become members of the SSWC, PTA, Foundation, or any school-sponsored programs and or projects.
- Parents and students are encouraged to provide feedback via school surveys, on-site suggestion boxes, random sample parent phone surveys, and/or parent/teacher focus groups.
- School sites encourage parents to be part of decision-making in regards to school health activities- emergency/disaster plans- and meal programs.
- School sites are encouraged to establish a parent resource center that focuses on various school health, safety and social issues.



- The district will have social marketing campaigns to foster community climates that promote healthy relationships and healthy school environments
- Any community agency, or materials from any community agency, brought onto campus for staff, students, or parents needs to be approved by the CHSC or its designated body.

Supporting a Healthy Diet: Parent/guardian support is essential in optimizing the health and educational success of students. The district provides parents and staff a list of foods and beverages that meet the district snack, celebration and fundraising standards and guidelines through the Food Services Department website or the Wellness website at www.sandi.net/wellness or in written format upon request. The district provides access to nutritional analysis of school menus and meals through the Food Services Department website at www.sandi.net/food or in written format upon request. In addition, schools are advised to engage parents in the following ways in regards to healthy eating:

- Encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the nutrition standards for individual foods and beverages as mentioned in the Nutrition Services section.
- Provide parents with nonfood and healthy snack ideas for celebrations.
- Conduct parent and family workshops that are linked to nutrition and suggestions on how to prepare healthy family meals.
- Develop and maintain school gardens with the support and participation of parents and children.

Encouraging Physical Activity: Schools support parents' efforts to provide daily physical activity for their children outside of school. Such supports can include sharing information about physical activity and physical education through a website, newsletter, or take-home materials, special events, physical education homework, or by offering the opportunity for them to serve on a school-site wellness council. The district encourages school facility availability for use by community organizations that may host activities for students and parents outside regular school hours.

Community Involvement: The district supports schools as community hubs and may enter into agreements with community partners to offer a range of support and services. This ensures that parents, staff, and students are knowledgeable about existing opportunities in the community that support healthy choices. This information can be distributed via flyers, on the website, other venues (e.g. telecommunication). The district refers parents, students, and staff to community agencies and resources with which the district has a contract and/or memorandum of understanding. The district monitors community agencies to ensure quality services are being provided as outlined in the contract or MOU.



FUNDRAISING

Most district schools utilize some form of fundraising to raise school spirit and to provide financial support for a variety of activities that enhance the school experience for its students. Fundraising can be done by the student body organization (including school clubs), the PTA, approved parent groups, or a booster club. Guidelines for fundraising activities are as follows:

- Fundraising activities must use allowable food and beverage items or non-food items. Please refer to Nutrition Services section on “Allowable Foods” or to the Food Services Department website.
- Prizes awarded for fundraisers must also be either non-food or compliant with the allowable food listed under the Nutrition Services section or on the Food Services Department website.
- At middle and high schools, only student organizations may sell competitive food or beverages to pupils on school campuses from midnight through one half hour after school hours including minimum days (AP 2270). No parent or community organizations, private individuals or commercial entities may sell food to pupils on school campuses during these hours. This includes, but is not limited to PTA, PTSA or booster clubs.
- The district encourages fundraising activities that promote physical activity.
- Fundraising activities that take place off school campus, such as cookie dough sales, are exempt from the nutrition standards. Distribution of order forms for food or beverages not intended for consumption at school may continue

IMPLEMENTATION AND EVALUATION OF THE WELLNESS POLICY

Every school in the district will implement the wellness policy using the Framework for Wellness as a guide. In each school, the principal or designee ensures compliance with the policy and monitors policy implementation. To begin implementation of the policy, every school needs to establish a School Site Wellness Council.

The implementation of the wellness policy requires six steps: (1) adoption of the policy by the Board of Education, (2) creation of bulletin, (3) a timeline for implementation, (4) training on the policy, (5) enactment by schools, and (6) evaluation of the effectiveness of the policy.

Implementation Timeline

Year One: District Coordinated School Health Council will create/identify an assessment tool to be used by the schools to monitor their efforts to improve student and staff wellness.

Year Two: All schools will implement the ten required components of the wellness policy and complete the assessment tool.



Year Three: Schools will develop an action plan based on their results from the assessment tool and begin implementation of this action plan. This action plan may be incorporated into their Single Plan for Student Achievement.

Annually: Schools will follow their action plans and revise them, with consultation available from the District Coordinated School Health Council, and based on the outcomes of their ongoing evaluation process.

Evaluation

The School Site Wellness Councils are tasked to conduct an annual review of their school's progress and report results to the District Coordinated School Health Council. The District Coordinated School Health Council, in coordination with the health and wellness coordinator, will review and utilize data provided by the School Site Wellness Councils as well as other data currently collected by the district for evaluation purposes.

Formal Student Wellness Policy and Framework for Wellness evaluation will take place every three years. Review includes assessment of the policy's effectiveness, and impact on the student and staff population. This may be done by using surveys and information collected from school site visits. Updates to the wellness policy and framework will be made as appropriate.

Some goals of the wellness policy are already achieved at many of the sites, such as smoke-free schools, while others require more planning and resources such as comprehensive K-12 health education program. Evaluation is essential to determine progress towards goals and to create an appropriate plan of action to continue making progress on unmet goals.

Utilization of Existing Data: The district already collects data that can be utilized by the superintendent or designee, the health and wellness coordinator, District Coordinated School Health Council and School Site Wellness Councils to evaluate wellness policy implementation and impact. Current data already being collected includes:

- Student incident reports
- Health office visit logs
- Disciplinary referrals
- Physical education exemptions
- FITNESSGRAM results
- Absenteeism reports
- Staff surveys (i.e., site administrator, school nurse, food service worker, teachers, parents, students etc.)
- Random school site visits



FRAMEWORK FOR WELLNESS: EVERY HEALTHY STEP IS A STEP IN THE RIGHT DIRECTION.

The superintendent or designee will periodically inform and update the public, including parents/guardians, students, community members, and the Board of Education of the policy evaluation results. The superintendent or designee will also periodically make available to the public: (1) an assessment of the extent to which district schools are in compliance with this policy, (2) the extent to which this policy compares to model wellness policies available from other agencies such as the U.S. Department of Agriculture, and a (3) description of the progress made in attaining the goals of the wellness policy (42 USC 1758b). Results of the evaluation and input from the school and larger community may be used to update the wellness policy, as appropriate. The superintendent designates one or more district or school employees, as appropriate, to ensure that each school site complies with this policy (42 USC 1758b).

**Note: Although the following wellness goals are classified into ten components for convenience, they are not isolated. Many goals could fit into more than one category. Moreover, to be accomplished effectively, the goals need to coordinate with one another.*



10. REFERENCES

10.1 LEGAL:

Education Code

33350-33354 CDE responsibilities re: physical education
48900 Grounds for suspension/expulsion
48901 Prohibition against tobacco use by students
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 programs
49570 National School Lunch Act
51210 Course of study, 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

HEALTH AND SAFETY CODES

104420 Tobacco
104495 Tobacco
119405 Tobacco

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's service's
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

10.2 MANAGEMENT:

California Department of Education, Alcohol, Tobacco, and Other Drug Prevention
California Department of Education, Tobacco-Free School District Certification
California Department of Public Health, Tobacco Control

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009
Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007
Occupational Safety and Health Standards Board
Physical Education and California Schools, Policy Brief, rev. October 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009
Healthy Children Ready to Learn: A White Paper on Health, Nutrition, and Physical Education, January 2005
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003



CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

10.3 WEBSITES:

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division:
<http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity:
<http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, Wellness Policy:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

<http://www.fns.usda.gov/school-meals/child-nutrition-programs>



10.4 SAN DIEGO UNIFIED SCHOOL DISTRICT:

POLICIES:

- A-3000 (School district/legal)
- A-3500 (School district/nondiscrimination)
- A-3700 (School district/nondiscrimination)
- B-6000 (Board of education/communication)
- B-7000 (Board of education/legislation)
- C-2200 (General administration/superintendent)
- C-7100 (General administration/reports communication)
- D-3000 (Fiscal management/funding)
- D-4010 (Fiscal management/associated student body)
- D-6300 (Fiscal management/beverages)
- E-2050 (Facilities/vision)
- E-2350 (Facilities/joint use)
- E-2400 (Facilities/maintenance and modernization)
- E-2500 (Facilities/long term plan)
- F-2100 (Instruction/race relations)
- F-2150 (Instruction/race relations)
- F-2350 (Instruction/health physical education)
- F-2860 (Instruction/curriculum design)
- F-3600 (Instruction/curriculum design)
- F-3800 (Instruction/curriculum design)
- F-7800 (Instruction/academic achievement)
- G-1000 (Support services/security)
- G-2000 (Support services/ safety program)
- G-3200 (Support services/building, grounds, equipment management)
- G-3100 (Support services/ building, grounds, equipment management)
- G-4800 (Support services/material resources)
- G-6000 (Support services/food services)
- H-3000 (Students/attendance)
- H-6940 (Students/discipline) – *To be revised upon Board adoption of the Student Wellness Policy and Wellness Frameworks*
- H-6950 (Students/discipline)
- H-7400 (Students/welfare)
- H-7500 (Students/welfare)
- H-7600 (Students/welfare)
- H-7700 (Students/welfare)
- H-7900 (Students/welfare)
- H-7920 (Students/welfare)
- H-8650 (Students/gifts and solicitations)
- I-1210 (Personnel/general health and safety)
- I-1350 (Personnel/general staff ethics)
- I-1360 (Personnel/general health and safety)
- I-1370 (Personnel/general health and safety) – *To be revised upon Board adoption of the*



Student Wellness Policy and Wellness Frameworks

- I-1450 (Personnel/general drug free workplace)
- I-1900 (Personnel/general insurance)
- I-1920 (Personnel/general insurance)
- I-1960 (Personnel/general insurance)
- I-2100 (Personnel/general insurance)
- K-1000 (Community relations/goals)
- K-1500 (Community relations/public information)
- K-2100 (Community relations/public information)
- K-4000 (Community relations/use of facilities)
- K-4010 (Community relations/use of facilities)
- K-6500 (Community relations/advertising in schools) – *To be revised upon Board adoption of the Student Wellness Policy and Wellness Frameworks*
- K-7000 (Community relations/visitors to school)
- K-8000 (Community relations/public complaints)
- K-9500 (Community relations/community-district programs)

ADMINISTRATIVE PROCEDURES

- 0112 (School district, nondiscrimination)
- 0220 (School district, philosophy) – *To be revised upon Board adoption of the Student Wellness Policy and Wellness Frameworks*
- 2265 (Fiscal Management, associated student body)
- 2270 (Fiscal management, associated student body)
- 4022 (Instruction, school day)
- 4032 (Instruction, school day)
- 4179 (Instruction, curriculum design)
- 4188 (Instruction, basic programs)
- 4770 (Instruction, academic achievement)
- 4585 (Instruction, community resources)
- 4595 (Partnerships in education program)
- 5000 (Support services)
- 5005 (Support services, security services)
- 5100 (Support services, safety program)
- 5105 (Support services, safety program)
- 5140 (Support services, health and safety)
- 5150 (Support services, safety program)
- 5153 (Support services, safety program)
- 5157 (Support services, safety program)
- 5500 (Support services, food services)
- 6120 (Students, admission/withdrawal)
- 6240 (Students, rights and responsibilities)
- 6298 (Students, discipline) – *To be revised upon Board adoption of the Student Wellness Policy and Wellness Frameworks*
- 6340 (Students, welfare)



- 6342 (Students, wellness)
- 6345 (Students, welfare)
- 6350 (Students, welfare)
- 6355 (Students, welfare)
- 6360 (Students, welfare)
- 6370 (Students, welfare)
- 6371 (Students, welfare)
- 6372 (Students, welfare)
- 6381 (Students, welfare)
- 6515 (Students, records)
- 7046 (Personnel, staff ethics)
- 7071 (Personnel, orientation/in-service)
- 7075 (Personnel, training)
- 7223 (Personnel, certificated staff)
- 9050 (Community relations)
- 9055 (Community relations)
- 9060 (Community relations)
- 9205 (Community relations)
- 9225 (Community relations)
- 9325 (Community and public)
- 9375 (Community relations)

EMERGENCY PROCEDURES

- EP 2 Fire
- EP 9 Lockdowns and shelter in place
- EP 16 Site emergency preparedness plans/drills

ADMINISTRATIVE CIRCULAR

- September 7, 2010 Circular 8, Labor Code – Lactation accommodation

SITE OPERATIONS CIRCULAR

- March 20, 2012 Circular 1021, Utilities conservation measures